



## **Chapter 16: State and District Assessment Programs**

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### **Introduction**

All California students are required to participate in a variety of state and districtwide assessments that are designed to assess progress of the students towards established performance goals. The Individuals with Disabilities Education Act (IDEA) 2004 and California Education Code (EC) require the inclusion of students with disabilities in state and districtwide assessment programs with appropriate accommodations being made for the students where necessary. The California approved achievement tests are administered each spring to all students in grades 3-8, and 11. Local Education Agencies (LEAs) utilize the information that is gathered to make decisions regarding how to design and implement instruction for their students.

## Section A – Profiles of State Assessment Programs

### Testing Accommodations

*California Education Code § 56345(a).* The individualized education program is a written statement for each individual with exceptional needs that is developed, reviewed, and revised in accordance with [state and federal law] and includes the following: (6)(A) A statement of individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the pupil on state and districtwide assessments; (B) If the individualized education program team determines that the pupil shall take an alternate assessment instead of a particular state or districtwide assessment of pupil achievement, a statement of the following: (i) The reason why the pupil cannot participate in the regular assessment; (ii) The reason why the particular alternate assessment selected is appropriate for the pupil.

### Academically Rigorous Content Standards

*California Education Code § 60850(a).* Existing law requires the Superintendent of Public Instruction, with the approval of the State board of Education, to develop a high school exit examination in English language arts and mathematics in accordance with the statewide academically rigorous content standards adopted by the State Board of Education pursuant to Section 60605. To facilitate the development of the examination, the superintendent shall review any existing high school subject matter examinations that are linked to, or can be aligned with, the statewide academically rigorous content standards for English language arts and mathematics adopted by the State Board of Education. By October 1, 2000, the State Board of Education shall adopt a high school exit examination that is aligned with statewide academically rigorous content standards.

### California Assessment of Student Performance and Progress (CAASPP)

California Education Code § 60640 established the California Alternate Assessment of Student Performance and Progress (CAASPP). The CAASPP System, which replaced the Standardized Testing and Reporting (STAR) Program is the new state academic testing program. It is a system intended to provide information that can be used to monitor student progress and ensure that all children leave high school ready for college and career. The CAASPP encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics in grades three through eight and 11;
- Alternate assessments for English language arts/literacy and mathematics in grades three through eight and 11; and
- Standards-based Tests in Spanish (STS) for reading/language arts in grades two through 11 (optional).

### **English Language Proficiency Assessments for California (ELPAC)**

In 2018, the California Department of Education (CDE) replaced the California English Language Development Test (CELDT), which is aligned with the 1999 English Language Development (ELD) Standards, with the English Language Proficiency Assessments for California (ELPAC), which is aligned with the 2012 California ELD Standards.

### **Federal Requirements - IDEA**

As appropriate, the state or LEA - (i) develops guidelines for the participation of students with disabilities in alternate assessments for those students who cannot participate in state and districtwide assessment programs; and (ii) develops and, beginning not later than July 1, 2000, conducts those alternate assessments.

### **Federal Requirements - Title 1 of the Elementary and Secondary Education Act indicates: Guidance from the Assistant Secretary for Elementary and Secondary Education (April 2000)**

For students with disabilities whose IEP or Section 504 placement teams have determined that the standard state assessment would not appropriately show what these students know and are able to do, each state must have a statewide alternate assessment system or a comprehensive state policy governing locally developed alternate assessments. Alternate assessments must be valid, reliable, and to the maximum extent appropriate, aligned to state content and performance standards. In addition, states must monitor and collect data from LEAs to ensure the proper use of alternate assessments; they must publicly report the results of alternate assessments; and they must integrate the results of alternate assessments into their accountability systems.

### **Physical Fitness Test (PFT) Administered at Grade Levels**

The SBE designated the FITNESSGRAM® as the Physical Fitness Test (PFT) for children attending California public schools. The FITNESSGRAM® is a comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the FITNESSGRAM® is to assist children in establishing lifetime habits of regular physical activity.

Pursuant to Education Code § 60800, all LEAs in California are required to administer the PFT annually to all children in grades five, seven, and nine. Children in grades five, seven, and nine are required to take the PFT, whether or not they are enrolled in a physical education class or participate in a block schedule. These include children who are enrolled in LEAs such as elementary, high, and unified school districts, county offices of education, and charter schools. Charter LEAs must also test all children in alternate programs, including, but not limited to, continuation schools, independent study, community day schools, county community schools, and nonpublic schools. Children who are physically unable to take the entire test battery are to be given as much of the test as his or her condition will permit (*Education Code § 60800; Title 5 of the California Code of Regulations § 1041*).

The PFT provides information that can be used by 1) students to assess and plan personal fitness programs, 2) teachers to design the curriculum for physical education programs, and 3) parents to understand their child's fitness levels. This program also provides results that are used to monitor changes in the physical fitness of California students.

## **Section B – Guidance for Making Support(s) Decisions**

Statewide assessments have the following purpose: 1) to show how much a child has learned, 2) to reveal how successfully a school has educated its students, and 3) to help guide instructional improvement strategies. Since instructional and policy decisions are based on data from standards-based assessments, children with disabilities need to be included to the maximum extent possible. The following guidance offers information about the major assessment programs in California and specific information on how to provide test accommodations when needed.

## **Section C – Desired Results Developmental Profile (DRDP)**

The DRDP is the assessment component of the CDE Desired Results (DR) system. In 2000, the DR system was established within the CDE’s Child Development Division (CDD) to improve the quality of programs and services provided to young children, from early infancy through school age, who are enrolled in the thousands of center-based early care and education programs, before and after school programs, and family childcare home education network programs funded by CDD across California. The DRDP assessment is required twice per year for every child in all of these CDD-funded programs. The purpose of the DRDP is to inform and support the curricular decisions and program improvement decisions made by teachers and program staff, and to inform and support the policy decisions made by stakeholders in early childhood at the state and local levels.

DRDP is a system of authentic assessment for individual children. The teacher who knows the child best uses the broad range of DRDP observational protocols to record the specific levels of development that have been observed across multiple domains of development over at least 60 days of interaction with the child. DRDP is assessment that is embedded in program activities. The teacher is not required to set up activities for the purpose of assessment. DRDP includes observation during the developmentally age-appropriate play-based and instructional activities that are typical in high-quality programs and kindergarten classrooms.

## **Section D – Guide to the Accommodation Matrix: California Assessment of Student Performance and Progress (CAASPP)**

Signed into law on October 2, 2013, Assembly Bill (AB) 484 establishes the CAASPP. The provisions of AB 484 became effective January 1, 2014. The CAASPP system is based on the state’s new California Common Core Standards for English language arts (ELA) and mathematics adopted by the State Board of Education (SBE) in 2010. The CAASPP system replaces the Standardized Testing and Reporting (STAR) Program. The primary purpose of the CAASPP system is to assist teachers, administrators, and students and their parents by promoting high quality teaching and learning through the use of a variety of assessment approaches and item responses.

## **A. Types of Support**

- (1) Embedded Supports are digitally-delivered features or settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.
- (2) Non-embedded Supports are available, when provided by the LEA for either computer-administered or paper-pencil CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

## **B. Who is eligible?**

- (3) Universal Tools are available to all students. Students may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test.
- (4) Designated Supports are features that are available for use by any student for whom the need has been indicated prior to the assessment, by an educator or group of educators.
- (5) Accommodations are available for eligible students if specified in the student's IEP or 504 Plan.
- (6) Unlisted Resource(s) If an IEP team or Section 504 plan identifies and designates a resource not identified in the CAASPP matrix, the LEA CAASPP Coordinator or the CAASPP Test Site Coordinator may submit, on behalf of the child who has an IEP or Section 504 plan, a request through the Test Operations Management System (TOMS) to the CDE, prior to the administration of a CAASPP achievement test, to allow the use and approval of an Unlisted Resource. The LEA CAASPP Coordinator or the CAASPP Test Site Coordinator shall make the request on behalf of the LEA 10 business days prior to the child's first day of CAASPP testing. The CDE shall respond to the request within four business days from the date of the electronic transmission.

Unlisted Resources are not Universal Tools, Designated Supports, or Accommodations. Unlisted Resources means an instructional support that a child regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation. Because an Unlisted Resource has not been identified as a universal tool, designated support, or accommodation, it may or may not change the construction of the assessment.

The use of an Unlisted Resource by a child will not be allowed if the CDE determines its use threatens the security of the test. In addition to determining whether the Unlisted Resource may be used, the CDE will determine whether the Unlisted Resource changes the construct being measured by the CAASPP achievement test. If the CDE determines the Unlisted Resource changes the construct being measured, the Unlisted Resource will not be approved but may still be used by the child and the child will receive an individual score report. The child will not be counted as participating in statewide

testing, which will impact the accountability participation rate indicator for the Charter LEA. If the CDE determines the Unlisted Resource does not change the construct being measured, the Unlisted Resource will be approved and the child will receive an individual score report and will be counted as participating in statewide testing. Refer to Title 5 of the California Code of Regulations § 853.8 for a list of non-embedded Unlisted Resources that have already been determined to change the construct being measured on the CAASPP achievement tests for English language arts (including the components for reading, writing, and listening), mathematics, science, and primary language and will not be approved. The use of an Unlisted Resource must be requested annually by the Charter LEA.

IEP teams should be made aware of the impact of the use of Unlisted Resources pursuant to Title 5 of the California Code of Regulations, but should not allow the impact of the LEA's accountability to outweigh the needs of the child.

*Title 5 of the California Code of Regulations § 853.8(d)(1). If the CDE determines the unlisted resource changes the construct being measured, the unlisted resource will not be approved but may still be used by the pupil and the pupil will receive an individual score report. The pupil will not be counted as participating in statewide testing, which will impact the accountability participation rate indicator for the LEA.*

## **Section E – An Overview of Alternate Assessment**

IDEA 2004 and similar amendments to California law require the inclusion of students with disabilities in general state and districtwide assessment programs with appropriate accommodations, where necessary. Alternate assessment is required for students with severe disabilities who cannot participate in general larger-scale assessment programs. The law states:

“As appropriate, the State or local educational agency - (i) develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and districtwide assessment programs; and (ii) develops and, beginning no later than July 1, 2000, conducts those alternate assessments.”

(d) “Alternate assessments” means any assessments as provided in Education Code section 60640(k) and the test materials developed to measure the level of performance for a pupil with significant cognitive disabilities who is unable to take the consortium summative assessments in English language arts (ELA) and mathematics pursuant to Education Code section 60640(b)(1) or is unable to take an assessment of science pursuant to Education Code section 60640(b)(2), even with resources.

### **California Alternate Assessments (CAA)**

Pursuant to Title 5 of the California Code of Regulations § 850(h), California Alternate Assessments (CAAs) are the alternate assessments and corresponding test materials in ELA and mathematics as provided for in Education Code § 60640(k) for children with significant cognitive

disabilities. The CAA is the success alternate assessment for ELA and mathematics as identified in Education Code § 60640(b)(3).

Children in grades three through eight and grade 11 who have an IEP that designates the use of an alternate assessment are eligible to take the CAA in lieu of the Smarter Balanced Summative Assessments for ELA and mathematics. The goal of the CAA is to ensure that children with significant cognitive disabilities attain increasingly higher achievement levels and leave high school ready for academic or career options.

## **Section F – Guide to the Accommodations Matrix for the Physical Fitness Test (PFT)**

SELPA form D/M 68F was designed to help IEP and 504 teams make informed decisions about accommodations for the Physical Fitness Test.

### **Who is eligible for accommodations?**

Those accommodations designated as Category 1, may be described as flexibility in administration of the test and do not alter what is measured by the test. These accommodations are available for any student who uses the accommodation regularly for classroom instruction and/or assessment. Accommodations are not only for students receiving special education or 504 services, but these students are the only ones for whom the law requires that accommodations be provided. Even though Category 1 accommodations are available for all students, they should be documented in the IEP or 504 plans for those students with disabilities who need the accommodation to access the test and minimize the effects of their disability.

Accommodations designated as Category 2, are allowed only for students who have them documented in their IEP or 504 plans and are similar to those used by the student or classroom instruction and/or classroom assessment. In general, Category 2 accommodations require a more significant alteration in presentation, timing/scheduling, setting, or response and, in most cases, require more preplanning in order to ensure the availability of needed resources.

Modifications designated as Category 3, fundamentally alter what the test measures. They are available only to students with documentation in their IEP or Section 504 plans. Students who use a modification on any assessment are not included in the participation calculation for Annual Yearly Progress (AYP).

## **Section G – Guide to the Accommodations Matrix for the English Language Proficiency Assessments for California (ELPAC)**

This matrix is used in conjunction with Title 5 of the California Code of Regulations § 11517.6 through 11519.5 of the English Language Proficiency Assessments for California (ELPAC), to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on the ELPAC test is restricted to only those identified on the matrix.

- **Universal tools** are those available to **all** students on the basis of student preference and selection.
- **Designated supports** 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 504 Plan.
- **Accommodations** must be permitted on ELPAC tests to **all** eligible students if specified in the student's IEP or 504 Plan.

**Embedded resources** are digitally delivered universal tools (U), designated supports (D), or accommodations (A) available as part of the technology platform for the computer administered tests. Since ELPAC is a paper-pencil assessment, embedded resources do not apply at this time.

**Non-embedded resources** are universal tools (U), designated supports (D), or accommodations (A) when provided by the LEA for the ELPAC tests administered via paper-pencil. These supports are not part of the technology platform for computer-administered tests, and do not change or alter the construct being measured.

### **Instructional Supports and Resources on Alternative Assessments**

Most students taking the ELPAC will be able to access the assessment with the universal tools, designated supports, and accommodations. If a student is unable to access the ELPAC with supports, an alternative assessment will be decided upon by the IEP Team for the domains for which an alternative assessment should be used.

### **Unlisted Resources**

Unlisted resources are not universal tools, designated supports, or accommodations. Unlisted resources shall be made available if specified in the eligible student's IEP or Section 504 Plan and only on approval by CDE. Unlisted resources may be submitted to CDE prior to ten business days before the student's first day of testing. CDE will reply to the request within four business days.



# APPENDIX A: Form D/M 68F – CAASPP Matrix

Page 1

Student Name:	DOB:	Date:					
<b>TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE &amp; PROGRESS (CAASPP)</b>							
<small>PURPOSE AND USE: This document should be used in conjunction with the Greater Balanced Consortium's Usability, Accessibility, and Accommodations Guidelines, and California Code of Regulations, Title 5 (5 CCR) sections 450 through 500 of the California Assessment of Student Performance and Progress (CAASPP) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on CAASPP tests is restricted to only those identified in this document.</small>							
PART 1 EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					2018 CAST FIELD TEST	Primary Language - STS for Reading Language Arts
	READING	WRITING	LISTENING	MATHEMATICS			
American Sign Language (ASL) (Does not apply to CAA)	-	-	A	A	A	-	-
*Audio Transcript (includes braille transcript)	-	-	A	-	A	-	-
Braille (Does not apply to CAA)	A	A	A	A	A	-	-
Breaks	U	U	U	U	U	-	-
Calculator	-	-	-	(Grades 6-8 & 11, for specific items)	(Four-Function calculator for Grade 5; scientific calculator for Grade 8 and HS)	-	-
Closed Captioning (Does not apply to CAA)	-	-	A	-	A	-	-
Color Contrast	D	D	D	D	D	-	-
Digital Notepad	U	U	U	U	U	-	-
English Dictionary	-	(For ELA full write performance tests, not short responses)	-	-	-	-	-
English Glossary	U	U	U	U	U	-	-
Expandable Items	U	U	U	U	U	-	-
Expandable Passages	U	U	U	U	U	-	-
Global Notes	-	(For ELA full write performance tests, not short responses)	-	-	-	-	-
Highlighter	U	U	U	U	U	-	-
Keyboard Navigation	U	U	U	U	U	-	-
*Line reader	U	U	U	U	U	-	-
Mark for Review	U	U	U	U	U	-	-
Masking	D	D	D	D	D	-	-
Math Tools (i.e., embedded ruler, embedded protractor)	-	-	-	(For specific items)	U	-	-
*Mouse pointer (size and color)	D	D	D	D	D	-	-

Page 2

Student Name:	DOB:	Date:					
<b>TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE &amp; PROGRESS (CAASPP)</b>							
<small>PURPOSE AND USE: This document should be used in conjunction with the Greater Balanced Consortium's Usability, Accessibility, and Accommodations Guidelines, and California Code of Regulations, Title 5 (5 CCR) sections 450 through 500 of the California Assessment of Student Performance and Progress (CAASPP) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on CAASPP tests is restricted to only those identified in this document.</small>							
PART 1 EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					2018 CAST FIELD TEST	Primary Language - STS for Reading Language Arts
	READING	WRITING	LISTENING	MATHEMATICS			
Science Charts (i.e., calendar, periodic table of the elements, conversion charts)	-	-	-	-	U	-	-
Science Tools (i.e., analog clock, laboratory equipment)	-	-	-	-	U	-	-
Spell Check	-	U	-	-	-	-	-
Streamline	A	A	A	A	A	-	-
Strikethrough	U	U	U	U	U	-	-
Text-to-Speech (Does not apply to CAA)	D (For ELA full write performance tests, not short responses) A (for ELA reading passages)	D	D	D	D	-	-
*Thesaurus (Does not apply to CAA)	-	(For ELA full write performance tests, not short responses)	-	-	-	-	-
Translated Test Directions (Does not apply to CAA)	-	-	-	D (w/ Spanish standard translation only)	-	-	-
Translations (see Embedded Designated Support Glossary) (Does not apply to CAA)	-	-	-	D	D	-	-
Translations (Spanish Stacked) (Does not apply to CAA)	-	-	-	D	D	-	-
Turn Off Any Universal Tool	D	D	D	D	D	-	-
Writing Tools for Student-Generated Responses (i.e., bold, italic, underline)	U (For specific items)	U (For specific items)	U (For specific items)	U (For specific items)	U	-	-
Zoom (in/out)	U	U	U	U	U	-	-

  

PART 2 NON-EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					2018 CAST FIELD TEST	Primary Language - STS for Reading Language Arts
	READING	WRITING	LISTENING	MATHEMATICS			
100s Number Table (http://www.caaspp.org/sc/pdfs/CAASPP_hundreds-number-table.pdf)	-	-	-	A (Beginning in Grade 4)	D	-	-
Abacus	-	-	-	A	A	-	-

# APPENDIX A: Form D/M 68F – CAASPP Matrix

## Page 3

Student Name: _____		DOB: _____		Date: _____					
<b>TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE &amp; PROGRESS (CAASPP)</b>									
<small><b>PURPOSE AND USE:</b> This document should be used in conjunction with the Greater Balance Consortium, Usability, Accessibility, and Accommodations Guidelines, and California Code of Regulations, Title 5 (5 CCR) sections 650 through 660 of the California Assessment of Student Performance and Progress (CAASPP) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and accommodations on CAASPP tests is restricted to only those identified in this document.</small>									
PART 2 NON-EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					2018 CAST FIELD TEST	Primary Language - STS for Reading Language Arts		
	READING	WRITING	LISTENING	MATHEMATICS					
	Alternate Response Options (i.e., adapted keyboards, large keyboards, Stokkykeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches)	A	A	A	A			A	-
	American Sign Language	-	-	-	-			-	-
	*Amplification	D	D	D	D			D	-
	Bilingual Dictionary	-	(For ELA full write performance tests, not short # responses)	-	-			-	-
	Braille (paper-pencil tests)	A	A	A	A			-	A
	Breaks	U	U	U	U			U	U
	Calculator	-	-	-	A (For allowed items, Grades 5-8, and 11)			D	(Four-function calculator for Grade 5; scientific calculator for Grades 5 and HS)
	Color Contrast	D	D	D	D			D	-
	Color Overlay	D	D	D	D			D	U
English Dictionary	-	(For ELA full write performance tests, not short # responses)	-	-	-	-			
Large-Print Versions of a Paper-Pencil Test (as available)	A	A	A	A	-	A			
Magnification	D	D	D	D	D	D			
Multiplication Table ( <a href="http://www.caaspp.org/tscpdfs/CAASPP_multiplication_table.pdf">http://www.caaspp.org/tscpdfs/CAASPP_multiplication_table.pdf</a> )	-	-	-	A (Beginning in Grade 4)	D	-			
Noise Buffers (e.g., individual canal or study enclosure or noise-canceling headphones)	D	D	D	D	D	D			
Print on Demand (to set, e-mail <a href="mailto:caaspp@etsi.org">caaspp@etsi.org</a> )	A	A	A	A	A	-			
Read Aloud (see <a href="#">Read Aloud Guidelines</a> )	D (For tests not assessed) A (For ELA reading passages)	D	D	D (For Spanish student translation, see <a href="#">Read Aloud Spanish Guidelines</a> )	D	A			
<small><b>EMBEDDED SUPPORTS:</b> Digitally-delivered features/settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.</small>									
<small><b>NON-EMBEDDED SUPPORTS:</b> Supports available, when provided by the Local Educational Agency (LEA), for either computer-administered or paper-pencil CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.</small>									
<small><b>UNLISTED RESOURCES:</b> Instructional supports that a student regularly uses in daily instruction and/or assessment that has not been previously identified as an universal tool, designated support, or accommodation. It may or may not change the construct of the assessment.</small>									
<small><b>NEW RESOURCE ADDED FOR THE 2017-2018 SCHOOL YEAR:</b></small>									
<small><b>UNIVERSAL TOOLS (U):</b> Available to all students on the basis of student preference and selection.</small>									
<small><b>DESIGNATED SUPPORTS (D):</b> Available to all students when determined for use by an educator or team of educators (with parent/guardian and student consent, as appropriate) or specified in the student IEP or Section 504 plan.</small>									
<small><b>ACCOMMODATIONS (A):</b> Must be permitted on CAASPP tests to all eligible students if specified in the IEP or Section 504 plan.</small>									
<small><b>UNLISTED RESOURCES (X):</b> Unlisted Resources that change the construct of the test being measured.</small>									
DIM 68F-CAASPP (formerly 68L-CAASPP) Rev. 06/18 <span style="float: right;">Page ___ of ___</span>									

## Page 4

Student Name: _____		DOB: _____		Date: _____					
<b>TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE &amp; PROGRESS (CAASPP)</b>									
<small><b>PURPOSE AND USE:</b> This document should be used in conjunction with the Greater Balance Consortium, Usability, Accessibility, and Accommodations Guidelines, and California Code of Regulations, Title 5 (5 CCR) sections 650 through 660 of the California Assessment of Student Performance and Progress (CAASPP) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and accommodations on CAASPP tests is restricted to only those identified in this document.</small>									
PART 2 NON-EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					2018 CAST FIELD TEST	Primary Language - STS for Reading Language Arts		
	READING	WRITING	LISTENING	MATHEMATICS					
	Science Charts (charts approved only, i.e., calendar, Periodic Table of the Elements, conversion charts)	-	-	-	-			D	-
	Scratch Paper (blank, lined, graph, white board, electronic assisting devices without internet as allowed)	U	U	U	U			U	U
	Scribe (see <a href="#">Scribe Protocol</a> )	D	A	D	D			D	A
	Separate setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture)	D	D	D	D			D	D
	Simplified Test Directions (see <a href="#">Simplified Test Directions Guidelines</a> )	D	D	D	D			D	D
	Speech-to-Text	A	A	A	A			A	A
	Thesaurus	-	(For ELA full write performance tests, not short # responses)	-	-			-	-
	Translated Test Directions	D (Consortium-provided PDFs for online test)	D (Consortium-provided PDFs for online test)	D (Consortium-provided PDFs for online test)	D (Consortium-provided PDFs for online test)			D	D
	Translations (glossary)	-	-	-	D (Consortium-provided PDFs for paper-pencil tests only)			-	D
Unlisted Resources	The LEA CAASPP coordinator or CAASPP testing site coordinator may submit a request through the Test Operations Management System (TOMS) for an unlisted resource. Requests must be received at least 10 business days before the student's first day of CAASPP testing. For more information about the unlisted resources and a list of the pre-identified unlisted resources, refer to Part 4 of the matrix.								
*Word Prediction	A	A	A	A	A	-			
PART 3 CAA	INSTRUCTIONAL SUPPORTS AND RESOURCES								
CALIFORNIA ALTERNATE ASSESSMENT									
Most universal tools, designated supports, and accommodations listed in Parts 1 and 2 are available for the California Alternate Assessments (CAAs) for ELA and mathematics through the online testing interface, but because the CAAs are administered to students one-on-one by a test examiner and because they may also be administered in the "language of instruction," some embedded resources are not provided. For the CAA Science Pilot Test, due to the design, any instructional supports used in daily instruction may be used for the embedded performance tasks. The following are not available for CAA:									
Embedded resources NOT available for CAA:									
<ul style="list-style-type: none"> <li>• Braille (either by means of an embosser or a refreshable display) *</li> <li>• Closed captioning</li> </ul>									
<small><b>EMBEDDED SUPPORTS:</b> Digitally-delivered features/settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.</small>									
<small><b>NON-EMBEDDED SUPPORTS:</b> Supports available, when provided by the Local Educational Agency (LEA), for either computer-administered or paper-pencil CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.</small>									
<small><b>UNLISTED RESOURCES:</b> Instructional supports that a student regularly uses in daily instruction and/or assessment that has not been previously identified as an universal tool, designated support, or accommodation. It may or may not change the construct of the assessment.</small>									
<small><b>NEW RESOURCE ADDED FOR THE 2017-2018 SCHOOL YEAR:</b></small>									
<small><b>UNIVERSAL TOOLS (U):</b> Available to all students on the basis of student preference and selection.</small>									
<small><b>DESIGNATED SUPPORTS (D):</b> Available to all students when determined for use by an educator or team of educators (with parent/guardian and student consent, as appropriate) or specified in the student IEP or Section 504 plan.</small>									
<small><b>ACCOMMODATIONS (A):</b> Must be permitted on CAASPP tests to all eligible students if specified in the IEP or Section 504 plan.</small>									
<small><b>UNLISTED RESOURCES (X):</b> Unlisted Resources that change the construct of the test being measured.</small>									
DIM 68F-CAASPP (formerly 68L-CAASPP) Rev. 06/18 <span style="float: right;">Page ___ of ___</span>									

# APPENDIX A: Form D/M 68F – CAASPP Matrix

Page 5

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

**TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)**

**PURPOSE/ANALYSIS:** This document should be used in conjunction with the Smarter Balanced Consortium (SBC) Accessibility and Accommodations Guidelines and California Code of Regulations, Title 5 (5 CCR) sections 850 through 860 of the California Assessment of Student Performance and Progress (CAASPP) requirements, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on CAASPP tests is restricted to only those listed in this document.

<b>PART 3 CAA</b>	<b>INSTRUCTIONAL SUPPORTS AND RESOURCES</b>
	<b>CALIFORNIA ALTERNATE ASSESSMENT</b>

- Text-to-Speech
- American Sign Language videos (The test examiner is allowed to sign to the student as the language of instruction)
- Translation glossaries

\*Test examiner can request print-on-demand functionality to produce such documents. For a handful of ELA items in Grades three and four that have decoding as part of the construct, support and guidance will be available to LEAs for braille the appropriate text.

The "language of instruction" may include instructional or physical supports needed for communication and instruction. Some test practices (e.g., hand-over-hand), as noted in the Test Administration Manual ([http://www.caaspp.org/docs/CAASPP\\_online\\_tam\\_2016-17.pdf](http://www.caaspp.org/docs/CAASPP_online_tam_2016-17.pdf)), are inappropriate and not allowed. Examples of permissible instructional and physical supports include:

(1) **INSTRUCTIONAL SUPPORTS:**

- Allowing the student to use an augmentative communication device (e.g., Audiovox, switch)
- Allowing nonverbal students to respond with gestures, movements, or vocalization in place of speech
- Accepting eye gaze ([http://www.caaspp.org/docs/CAASPP\\_eye-gaze-guidance.pdf](http://www.caaspp.org/docs/CAASPP_eye-gaze-guidance.pdf)) as a way of indicating a response
- Accepting a change in muscle tone or a change in facial expression as an observed behavior
- Allowing students to direct another person (aide or test examiner) in performing physical tasks
- Allowing use of the student's calculator, 100s number table, or other instructional supports instead of the embedded supports provided through the testing platform as long as those supports do not impact the test construct.

(2) **PHYSICAL SUPPORTS:**

- Structuring the test environment to eliminate distractions for students who are particularly distractible
- Positioning and stabilizing the student to allow for the most controlled movement possible

<b>PART 4a UNLISTED RESOURCES</b>	<b>INSTRUCTIONAL SUPPORTS AND RESOURCES</b>
	<b>CALIFORNIA ALTERNATE ASSESSMENT</b>

Unlisted resources are not universal tools, designated supports, or accommodations. Unlisted resources shall be made available if specified in the eligible student's individualized education program (IEP) or Section 504 plan and only on approval by the California Department of Education (CDE).

To request the use of an unlisted resource, the LEA CAASPP coordinator or CAASPP test site coordinator may submit a request through the Test Operations Management System (TOMS) a minimum of 10 business days before the student's first day of testing. The CDE will reply to the request within four business days.

Approval of an unlisted resource that has not been previously identified (see Part 4b Identified Non-Embedded Unlisted Resources) will be granted by the CDE on the basis of the IEP team's and/or Section 504 plan's designation and if the unlisted resource does not compromise the test's security. The CDE shall make a determination of whether the requested unlisted resource changes the construct being measured after testing has been completed.

**EMBEDDED SUPPORTS:** Digitally-delivered features/behaviors available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

**NON-EMBEDDED SUPPORTS:** Supports available, when provided by the Local Educational Agency (LEA), for either computer-administered or paper-based CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

**UNLISTED RESOURCES:** Instructional supports that a student regularly uses in daily instruction and/or assessment but has not been previously identified as a universal tool, designated support, or accommodation. It may or may not change the construct of the assessment.

**UNIVERSAL TOOLS (U):** Available to all students on the basis of student preference and selection.

**DESIGNATED SUPPORTS (D):** Available to all students when determined for use by an educator or team of educators (with identification and student need, as appropriate) or specified in the student's IEP or Section 504 plan.

**ACCOMMODATIONS (A):** Must be permitted on CAASPP tests for all eligible students if specified in either IEP or Section 504 plan.

**UNLISTED RESOURCES (X):** Unlisted Resources that change the construct of the test being measured.

**NEW RESOURCE ADDED FOR THE 2017-18 SCHOOL YEAR**

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Page 6

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

**TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)**

**PURPOSE/ANALYSIS:** This document should be used in conjunction with the Smarter Balanced Consortium (SBC) Accessibility and Accommodations Guidelines and California Code of Regulations, Title 5 (5 CCR) sections 850 through 860 of the California Assessment of Student Performance and Progress (CAASPP) requirements, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on CAASPP tests is restricted to only those listed in this document.

<b>PART 4a UNLISTED RESOURCES</b>	<b>INSTRUCTIONAL SUPPORTS AND RESOURCES</b>					
	<b>CALIFORNIA ALTERNATE ASSESSMENT</b>					

IEP teams should be made aware of the following regulation, although teams should not allow the impact of an LEA's accountability to outweigh the needs of the student in making decisions related to accessibility supports. If the CDE determines the unlisted resource changes the construct being measured, the unlisted resource will not be approved but may still be used by the student and the student will receive an individual score report. The student will not be counted as participating in statewide testing, which will impact the accountability participation rate indicator for the LEA (Title 5 of the California Code of Regulations § 853.6).

The CDE and/or the Smarter Balanced Assessment Consortium has identified non-embedded unlisted resources for English language arts, mathematics, science, and primary language that change the construct being tested. The LEA may use the CAASPP Unlisted Resources Request form, available in TOMS (<http://bit.ly/2VQemUa>), to request the use of unlisted resources required by a student's IEP or Section 504 plan.

PART 4b UNLISTED RESOURCES	IDENTIFIED NON-EMBEDDED UNLISTED RESOURCES THAT CHANGE THE CONSTRUCT BEING MEASURED					
	Reading	Writing	Listening	Mathematics	2016 CAST Field Test	Primary Language - STS for Reading (Language Arts)
American Sign Language	X	X	X	X	X	
100s Number Table				X (grade 3)		
Bilingual Dictionary	X			X (grades 5-6, and 11)	X	X
Calculator (used on non-allowed items)				X (grades 3-5)		
Calculator				X (grades 3-5)		
English Dictionary	X		X	X	X	X
Math Tools (i.e., non-embedded ruler, non-embedded protractor)				X		
Multiplication Table				X (grade 3)		
Signed Exact English	X	X	X	X	X	X (for reading passages)
Thesaurus	X		X	X	X	X
Translations (not provided by Smarter Balance)	X	X	X	X	X	
Translated Word Lists	X	X	X	X	X	

**EMBEDDED SUPPORTS:** Digitally-delivered features/behaviors available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

**NON-EMBEDDED SUPPORTS:** Supports available, when provided by the Local Educational Agency (LEA), for either computer-administered or paper-based CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

**UNLISTED RESOURCES:** Instructional supports that a student regularly uses in daily instruction and/or assessment but has not been previously identified as a universal tool, designated support, or accommodation. It may or may not change the construct of the assessment.

**UNIVERSAL TOOLS (U):** Available to all students on the basis of student preference and selection.

**DESIGNATED SUPPORTS (D):** Available to all students when determined for use by an educator or team of educators (with identification and student need, as appropriate) or specified in the student's IEP or Section 504 plan.

**ACCOMMODATIONS (A):** Must be permitted on CAASPP tests for all eligible students if specified in either IEP or Section 504 plan.

**UNLISTED RESOURCES (X):** Unlisted Resources that change the construct of the test being measured.

**NEW RESOURCE ADDED FOR THE 2017-18 SCHOOL YEAR**

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# APPENDIX B: Form D/M 68F – PFT Matrix

Page 1

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

TESTING MATRIX FOR CALIFORNIA PHYSICAL FITNESS TEST (PFT)

**DIRECTIONS:** SELECT ALL IEP TEAM APPROVED ACCOMMODATIONS / MODIFICATIONS FOR UTILIZATION ON THE NEXT TEST ADMINISTRATION. **CATEGORY 3 MODIFICATIONS MAY BE USED IF SPECIFIED IN THE STUDENT'S IEP OR SECTION 504 PLAN AND PRE-APPROVED BY PFT OFFICE.**

TEST VARIATION (1) / ACCOMMODATION (2) / MODIFICATION (3)	PFT
<b>ACCOMMODATIONS / MODIFICATIONS</b>	
** Access to translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas	N/A
** Additional supervised breaks within a testing day or following each section within a test part provided that the test section is completed within a testing day. A test section is identified by a "STOP" at the end of it.	N/A
Administration of the test at the most beneficial time of day to the student	2
Arithmetic table or formulas (not provided on the mathematics tests)	N/A
Arithmetic table or formulas (not provided on the science tests)	N/A
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)	N/A
Assistive device that interferes with the independent work of the student on the multiple-choice and/or essay responses	N/A
Audio amplification equipment	1
Braille transcriptions provided by the test contractor	N/A
Calculator on the mathematics tests	N/A
Calculator on the science tests	N/A
Colored overlay, mask, or other means to maintain visual attention	N/A
Dictionary	N/A
** English learners (ELs) may have the opportunity to be tested separately with other ELs provided that the student is directly supervised by an employee of the school who has signed the test security affidavit and the student has been provided such a feasible setting as part of his/her regular instruction or assessment	Variation Allowed
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	N/A
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)	N/A
Extra time on a test within a testing day	ALL
** Hear the test directions printed in the test administration manual translated into the student's primary language. Ask clarifying questions about the test directions in the student's primary language	Variation Allowed
Large-print versions or test items enlarged (not duplicated) to a font size larger than that used on large print versions	N/A
Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions)	1
Math manipulatives on the mathematics tests	N/A
Manually Coded English or American Sign Language to present test questions and answer options	N/A
Math manipulatives on the science tests	N/A
Noise buffers (e.g., individual cap or study enclosure)	N/A
Special lighting or acoustics, special or adaptive furniture	N/A
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	N/A
Student marks in test booklet (other than responses) including highlighting	N/A
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	N/A
Supervised breaks within a section of the test	N/A
Test administered at home or in hospital by a test examiner	2
Test administration directions that are simplified or clarified (does not apply to test questions)	ALL
Test individual student separately, provided that a test examiner directly supervises the student	1
Test over more than one day for a test or test part to be administered in a single sitting	N/A
Test questions and answer options read aloud to student or used audio CD presentation	N/A
Test students in a small group setting	ALL
Visual magnifiers/equipment	N/A
Word processing software with spell and grammar check tools enabled on the essay responses writing portion of test	N/A
Word processing software with spell and grammar check tools turned off for the essay responses (writing portion of the test)	N/A
Unlisted Accommodation	Check with PFT Office Prior to Use
Unlisted Modification	Check with PFT Office Prior to Use

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Page 2

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

TESTING MATRIX FOR CALIFORNIA PHYSICAL FITNESS TEST (PFT)

**DIRECTIONS:** SELECT ALL IEP TEAM APPROVED ACCOMMODATIONS / MODIFICATIONS FOR UTILIZATION ON THE NEXT TEST ADMINISTRATION. **CATEGORY 3 MODIFICATIONS MAY BE USED IF SPECIFIED IN THE STUDENT'S IEP OR SECTION 504 PLAN AND PRE-APPROVED BY PFT OFFICE.**

TEST VARIATION (1) / ACCOMMODATION (2) / MODIFICATION (3)	PFT
<b>ACCOMMODATIONS / MODIFICATIONS</b>	
** Because the STS is a test specifically for English Learners, there are no separate guidelines for administering the STS to this population. Please refer to the Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments for additional variations for ALL students, including English learners.	
<b>Test Variation (1)</b>	Students may have these testing variations if regularly used in the classroom.
<b>Accommodation (2)</b>	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.
<b>Modification (3)</b>	Must have pre-approval from CDE before use.
<b>NOTE:</b> Refer to the California Code of Regulations, Title 5 Education, for each specific program for more details.	
<b>TYPE OF DRDP:</b> <input type="checkbox"/> Code A - IFSP (Continue to receive infant/toddler special education services; transition to preschool; exit special education services) <input type="checkbox"/> Code B - IEP (Continue to receive preschool special education services; transition to transitional kindergarten; transition to kindergarten; exit special education services)	
<b>ADAPTATIONS USED WITH THE DRDP ACCESS (MARK THE APPROPRIATE BOX(ES))</b>	
<input type="checkbox"/> Augmentative/Alternative Communication System <input type="checkbox"/> Alternative Mode for Written Language <input type="checkbox"/> Visual Support <input type="checkbox"/> Assistive Equipment/Device <input type="checkbox"/> Functional Positioning <input type="checkbox"/> Sensory Support <input type="checkbox"/> Alternative Response Mode	

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# APPENDIX C: California Alternate Assessment (CAA) Factsheet

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## CAA Guidance for IEP Teams

### California Alternate Assessments for English Language Arts, Mathematics, and Science: Participation Decisions

This document is intended to help guide individualized education program (IEP) teams in determining whether the California Alternate Assessments (CAAs)—alternate assessments based on alternate achievement standards—are the most appropriate assessments for an individual student. The CAAs were developed by the California Department of Education to ensure that all students are able to participate in assessments that are a measure of what they know and can do in relation to the grade-level California Common Core State Standards (CCSS) and the California Next Generation Science Standards (CA NGSS). In addition, the CAAs were developed to be part of a system of curriculum, instructional, and assessment tools such that students with significant cognitive disabilities would be able to participate in content instruction and assessments that are aligned with the CA CCSS. This is accomplished by a linkage between the CA CCSS and Core Content Connectors (CCCs), which are in turn aligned with the CCC and CAA items.

IEP teams must consider a student’s individual characteristics when determining whether a student with a disability should participate in the general assessments, with or without accommodations, or in the alternate assessments. This document outlines steps that an IEP team is to take in determining whether the CAAs are appropriate for a student, including reviewing student records and important information across multiple school years and settings (e.g., school, home, community) and determining whether the student fits all of the criteria for participating in the CAAs as outlined in this document. Additionally, as part of the IEP process, parents must be clearly informed that their child’s achievement is being measured against alternate achievement standards, and of “how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma.” While many of the students taking the CAAs are not on a “diploma track,” this “does not preclude a student with the most significant cognitive disabilities who takes an alternate assessment from attempting to complete the requirements for a regular high school diploma.”

## Description of the CAAs

### *English Language Arts and Mathematics*

The CAAs are assessments for English language arts (reading and writing) and mathematics in grades three through eight and grade eleven. They are on-demand assessments of approximately 29 test items that assess approximately 10 to 12 prioritized content targets per grade level, depending on the grade level. These content targets were identified for each grade on the basis of learning progressions and alignment with the grade-level CCSS. These assessments include multiple-choice, constructed-response, and technology enhanced items. Each content target is

assessed by items that have been carefully and intentionally designed to assess a range of ability and performance.

### ***Science***

The new CAA for Science test was first piloted in the 2016–17 school year, and is completing a second pilot year in 2017–18. All students enrolled in grades five and eight will be administered the pilot test. All grade twelve students are to take the pilot test; if the student is in grades ten or eleven has finished their last science class, and the LEA elects to administer the assessment at those grade levels, those students may also be assessed. Regardless of the grade level in which the test is taken, students will only take the test once in high school. This new assessment is aligned with the CA NGSS. The Next Generation Science Standards were developed by the States in conjunction with the National Research Council (NRC), the National Science Teachers Association (NSTA), the American Association for the Advancement of Science (AAAS), and other critical partners. The CAA for Science represents a new format of assessment for students with the most significant cognitive disabilities. Included with the assessment is a science lesson, which the teacher can deliver when it best fits their instructional calendar. After the lesson is taught, the teacher then conducts the actual assessment, and collects data on individual student performance.

## **Assessment Administration**

### ***English Language Arts and Mathematics***

The CAAs for English language arts and mathematics are delivered via computer, with allowances for flexibility in administration (e.g., a student may respond to administrator-presented item stimuli rather than to the item stimuli on the computer). A trained testing examiner familiar with the student (e.g., the student’s teacher) facilitates the administration in a 1:1 setting, presenting items via computer, paper, or manipulatives, as appropriate for the student. Items are administered to the student over the course of one or more testing sessions, as needed for the student to complete a content-area assessment.

The CAAs use a staged approach, meaning that each student receives items that have been determined to be an appropriate level of challenge. Embedded routing tests help determine the items a student encounters.

### ***Science***

The CAA for Science is also administered in a 1:1 setting, although the embedded lesson can be taught in a group setting. After the student has participated in instruction of the standard, the teacher then delivers the assessment and collects data on the student’s performance. Overall, there is flexibility built in to the process, allowing the teacher to utilize materials that the student is most comfortable with, and to adjust the administration script to provide the student with a higher level of access, while not changing the standard being measured. After the CAA for Science has

completed its pilot phase, this test will also move to the computerized platform for field and operational testing.

## Participation Criteria

IEP teams should use the CAA Participation Decision Worksheet to determine whether a student is eligible to participate in the CAAs. The CAAs for ELA, and math are administered each year to students in grades three through eight and grade eleven whose IEPs determine participation in the alternate assessments, and who meet the required criteria. The CAA for Science is administered in grades five, eight, and once in high school. As reflected in the CAA guidelines, to participate in the CAAs, a student must meet all three of the following criteria:

1. **A student with a significant cognitive disability.** Review of the student’s school records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior essential for someone to live independently and to function safely in daily life.
2. **The student is learning content derived from the CA CCSS and CA NGSS.** Goals and instruction listed in the IEP for the student are linked to the enrolled grade-level CCSS and address knowledge and skills that are appropriate and challenging for this student.
3. **The student’s need for extensive, direct individualized instruction and substantial supports to achieve measurable gains in the grade-level and age-appropriate curriculum.** The student:
  - a. Requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature; and
  - b. Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

## Participation Descriptions

1. A student with a significant cognitive disability is one whose school records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behavior is defined as actions essential for an individual to live independently and to function safely in daily life. Having a significant cognitive disability is not determined by an IQ test score; rather, a holistic understanding of the student is required. IEP teams should be careful to consider...
  - Conceptual skills—language and literacy; money, time, and number concepts; and self-direction.

- Social skills—interpersonal skills, social responsibility, self-esteem, gullibility, naïveté (i.e., wariness), social problem solving, and the ability to follow rules/obey laws and to avoid being victimized.
- Practical skills—activities of daily living (personal care), occupational skills, healthcare, travel/transportation, schedules/routines, safety, use of money, use of the telephone.

As part of the IEP team decision, did the team also consider...

- community environment typical of the individual’s peers and culture?
  - linguistic diversity?
  - cultural differences in the way people communicate, move, and behavior?
2. The student is learning content derived from the CCSS and/or the CA NGSS. The student’s disability or multiple disabilities affect how the student learns curriculum derived from the CCSS or the CA NGSS. The student is learning content that is derived from the CA CCSS or CA NGSS that appropriately breaks the standards into smaller steps. The National Center and State Collaborative has derived these smaller steps from the CCSS to guide instruction, and they are called Core Content Connectors (CCCs). CCCs were also developed for the CA NGSS standards. A CCC is a representation of the essential “core” content of a given standard. Each CCC was identified by examining learning progressions aligned with the CCSS or CA NGSS to determine the critical content for students with significant cognitive disabilities.
  3. The student’s need for extensive, direct individualized instruction is not temporary or transient. His or her need for substantial supports to achieve gains in the grade-level and age-appropriate curriculum requires substantially adapted materials and customized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

The IEP team should consider the following information to determine whether the CAAs are appropriate for an individual student:

- Description of the student’s curriculum and instruction, including data on progress
- Classroom work samples and data
- Examples of performance on assessment tasks to compare with classroom work
- Results of district-wide assessments
- Results of individualized reading assessments
- IEP information, including:



- ❖ Present levels of academic achievement and functional performance, goals, and short-term objectives
- ❖ Circumstances of a student with individualized and substantial communication needs or modes (from multiple data sources)
- ❖ Circumstances of a student who may be learning English as a second or other language (i.e., an English learner), which may interfere with an accurate assessment of his or her academic, social, or adaptive abilities

Some issues, such as those listed below, may affect a student’s learning experience and his or her ability to learn that are not appropriate to consider during the decision-making process for the CAAs. **Do not use the following as criteria for participation/eligibility decisions:**

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. Student identification as an English learner (EL); as above, this is a consideration of how the student’s English fluency may affect their performance – as opposed to their disability
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of test scores on accountability system
12. Administrator decision
13. Anticipated emotional distress
14. Need for accommodations (e.g., assistive technology/augmentative and alternative communication) to participate in assessment

For information about the CAAs, contact the Science and Alternate Assessments Office at 916-445-8765 or by e-mail at: [CalALT@cde.ca.gov](mailto:CalALT@cde.ca.gov).

*NOTE: The following pages contain an image of the California Alternate Assessment Participation Worksheet template/format offered by the California Department of Education:*

## California Alternate Assessment Participation Decision Worksheet

To meet the criteria for the California Alternate Assessments, the student must meet all eligibility criteria descriptors.

Participation Criteria	Participation Criteria Descriptors	Sources of Evidence (check if used)
<p>1. The student has a significant cognitive disability.</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive <u>behavior</u>.*</p> <p><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	<p><input type="checkbox"/> Results of individual cognitive ability test</p> <p><input type="checkbox"/> Results of adaptive behavior skills assessment</p> <p><input type="checkbox"/> Results of individually and group-administered achievement tests</p> <p><input type="checkbox"/> Results of informal assessments</p> <p><input type="checkbox"/> Results of individual reading assessments</p> <p><input type="checkbox"/> Results of districtwide alternate assessments</p> <p><input type="checkbox"/> Results of language assessments, including English learner (EL) language assessments if applicable</p>
<p>2. The student is learning content linked to (derived from) the California Common Core State Standards (CA CCSS) or the California Next Generation Science Standards (CA NGSS).</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCSS and NGSS and address knowledge and skills that are appropriate and challenging for this student.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials' including work samples</p> <p><input type="checkbox"/> Present levels of academic and functional performance, goals, and objectives from the IEP</p> <p><input type="checkbox"/> Data from scientific research-based interventions</p> <p><input type="checkbox"/> Progress monitoring data</p>
<p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature; and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials, including work samples from both school and community-based instruction</p> <p><input type="checkbox"/> Teacher-collected data and checklists</p> <p><input type="checkbox"/> Present levels of academic and functional performance, goals, objectives, and post-school outcomes from the IEP and the transition plan for students age twelve and older.</p>

**If the IEP team has made the determination that the student is to participate in the CAAs, and all responses above are marked “YES”, the student is eligible to participate in the California Alternate Assessments.**

*IEP Team Statement of Assurance: Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Alternate Assessment is the most appropriate assessment for this student; that his/her academic instruction will be based on the CCCs linked to the CA CCSS or CA NGSS; that the “Considerations NOT to Use in Reviewing Evidence” were not used to make this decision; and that any additional implications of this decision were discussed thoroughly.*

Each of us agrees with the IEP team decision to use the California Alternate Assessment:

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Parent(s)/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

# APPENDIX D: Form D/M 68F – ELPAC Matrix

Page 1

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

**TESTING MATRIX (CAA SPP) – ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)**

**PURPOSE AND USE:** This document should be used in conjunction with the California Code of Regulations, Title 5 (CCR), sections 11517.6 through 11519.5 of the English Language Proficiency Assessments for California (ELPAC) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on the ELPAC assessments is restricted to only those identified in this document. This matrix displays the universal tools, designated supports, and/or accommodations (non-embedded) allowed as part of the ELPAC assessments beginning October 1, 2017.

NON-EMBEDDED	LISTENING	SPEAKING	READING	WRITING
Breaks, including testing over more than one day, between the test contractor-identified test sections	U	U	U	U
Oral clarification of test directions by the test examiner in English	U	U	U	U
Scratch Paper	U	U	U	U
Sufficient time to complete the test	U	U	U	U
Adjustments to setting, including:				
• Audio amplification equipment	D	D	D	D
• Most beneficial time of day	D	D	D	D
• Special lighting or acoustics	D	D	D	D
• Special or adaptive furniture	D	D	D	D
• Testing the student in a separate room provided that the student is directly supervised by an employee of the LEA or nonpublic school (NPS) who has signed the ELPAC Test Security Affidavit	D	D	D	D
Audio or oral presentation of test directions in English	D	D	D	D
Color Overlay	D	D	D	D
Covered overlay, masks, or other means to maintain visual attention to the test consistent with the test contractor's test directions	D	D	D	D
Magnification	D	D	D	D
Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions)	D	D	D	D
Noise buffers	D	D	D	D
Audio or oral presentation of test questions for the writing section of English	Not Applicable	Not Applicable	Not Applicable	A
Braille test materials provided by the test contractor	A	A	A	A
For test questions which assess the domain of writing:				

**EMBEDDED SUPPORTS:** Digitally delivered universal tools (U), designated supports (D), or accommodations (A) available as part of the technology platform for the computer-administered assessments. Embedded resources do not change or alter the construct being measured. The ELPAC is a paper-pencil assessment and embedded resources do not apply to the ELPAC at this time.

**NON-EMBEDDED SUPPORTS:** These are universal tools (U), designated supports (D), or accommodations (A) available, when provided by the local education agency (LEA) for the ELPAC paper-pencil assessments. These supports are not part of the technology platform for computer-administered assessments and do not change or alter the construct being measured.

**UNLISTED RESOURCE(S):** These resources are not universal tools (U), designated supports (D), or accommodations (A). Unlisted Resources are made available if specified in the eligible student's IEP or 504 plan, and only on approval by the California Department of Education (CDE).

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Page 2

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

**TESTING MATRIX (CAA SPP) – ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)**

**PURPOSE AND USE:** This document should be used in conjunction with the California Code of Regulations, Title 5 (CCR), sections 11517.6 through 11519.5 of the English Language Proficiency Assessments for California (ELPAC) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on the ELPAC assessments is restricted to only those identified in this document. This matrix displays the universal tools, designated supports, and/or accommodations (non-embedded) allowed as part of the ELPAC assessments beginning October 1, 2017.

NON-EMBEDDED	LISTENING	SPEAKING	READING	WRITING
• Dictation by the student of responses including all spelling and language conventions to a scribe, audio recorder, or speech-to-text converter	Not Applicable	Not Applicable	Not Applicable	A
• Use of word processing software with the spell and grammar check tools turned off	Not Applicable	Not Applicable	Not Applicable	A
• Presentation of questions using Manually Coded English or ASL	Not Applicable	Not Applicable	Not Applicable	A
Large print versions reformatted from regular print version	A	A	A	A
Responses dictated to a scribe for selected response items, including multiple choice items	A	Not Applicable	A	A
Supervised breaks within a section of the test	A	A	A	A
Test questions enlarged through electronic means	A	A	A	A
Testing at home or in the hospital by a test examiner	A	A	A	A
Transfer of student responses marked in the test booklet to the answer document by a scribe who has signed an ELPAC Test Security Affidavit	A	Not Applicable	A	A
Use of an assistive device that does not interfere with the independent work of the student	Not Applicable	Not Applicable	Not Applicable	A
To obtain approval to use an unlisted resource, an LEA may submit a request to the CDE on behalf of a student with a disability, prior to administering an initial or summative assessment	Check w/ELPAC Office prior to use	Check w/ELPAC Office prior to use	Check w/ELPAC Office prior to use	Check w/ELPAC Office prior to use

**INSTRUCTIONAL SUPPORTS AND RESOURCES ON ALTERNATE ASSESSMENT(S)**

Most students taking the ELPAC will be able to access the assessment with the universal tools, designated supports, and accommodations. If a student is unable to access the ELPAC with the supports listed, an alternate assessment will be decided upon by the IEP team for the domain(s) for which an alternate assessment should be used.

**UNLISTED RESOURCES**

Unlisted Resources are not universal tools, designated supports, or accommodations. Unlisted Resources shall be made available if specified in the eligible student's IEP or Section 504 plan, and only on approval by the CDE.

**EMBEDDED SUPPORTS:** Digitally delivered universal tools (U), designated supports (D), or accommodations (A) available as part of the technology platform for the computer-administered assessments. Embedded resources do not change or alter the construct being measured. The ELPAC is a paper-pencil assessment and embedded resources do not apply to the ELPAC at this time.

**NON-EMBEDDED SUPPORTS:** These are universal tools (U), designated supports (D), or accommodations (A) available, when provided by the local education agency (LEA) for the ELPAC paper-pencil assessments. These supports are not part of the technology platform for computer-administered assessments and do not change or alter the construct being measured.

**UNLISTED RESOURCE(S):** These resources are not universal tools (U), designated supports (D), or accommodations (A). Unlisted Resources are made available if specified in the eligible student's IEP or 504 plan, and only on approval by the California Department of Education (CDE).

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# APPENDIX D: Form D/M 68F – ELPAC Matrix

Page 3

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

**TESTING MATRIX (CAASPP) – ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)**

**PURPOSE AND USE:** This document should be used in conjunction with the California Code of Regulations, Title 5 (CCR), sections 11517.6 through 11519.8 of the English Language Proficiency Assessments for California (ELPAC) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on the ELPAC assessments is restricted to only those identified in this document. This matrix displays the universal tools, designated supports, and/or accommodations (non-embedded) allowed as part of the ELPAC assessments beginning October 1, 2017.

To request the use of an Unlisted Resource, the LEA ELPAC Coordinator or Site ELPAC Coordinator may submit a request to the CDE a minimum of 10 business days before the student's first day of testing. The CDE will reply to the request within four business days.

Approval of an Unlisted Resource that has not previously identified will be granted by the CDE on the basis of the IEP team's and/or Section 504 plan's designation and if the Unlisted Resource does not compromise the test's security. The CDE shall make a determination of whether the requested Unlisted Resource changes the construct being measured after the testing has been completed.

**IDENTIFIED UNLISTED RESOURCES**

The CDE has identified non-embedded unlisted resources for the ELPAC that change the construct being assessed. The LEA may contact the ELPAC program office at [elpac@cde.ca.gov](mailto:elpac@cde.ca.gov), or at 916-319-0784 to request the use of the identified and other unlisted resources required by a student's IEP or Section 504 plan. In the request include: LEA name and school name; LEA ELPAC coordinator name, phone number, and e-mail address; and a description of the unlisted resource being requested for an ELPAC domain(s).

IDENTIFIED NON-EMBEDDED UNLISTED RESOURCES THAT CHANGE THE CONSTRUCT BEING MEASURED	DOMAINS			
	Listening	Speaking	Reading	Writing
American Sign Language (ASL)	X	X	X	
Bilingual Dictionary	X	X	X	X
English Dictionary	X	X	X	X
Signed Exact English	X	X	X	X
Thesaurus	X	X	X	X
Translations	X	X	X	X
Translated Word Lists	X	X	X	X

**EMBEDDED SUPPORTS:** Digitally delivered universal tools (U), designated supports (D), or accommodations (A) available as part of the technology platform for the computer-administered assessments. Embedded resources do not change or alter the construct being measured. The ELPAC is a paper-pencil assessment and embedded resources do not apply to the ELPAC at this time.

**NON-EMBEDDED SUPPORTS:** These are universal tools (U), designated supports (D), or accommodations (A) available, when provided by the local education agency (LEA) for the ELPAC paper-pencil assessments. These supports are not part of the technology platform for computer-administered assessments and do not change or alter the construct being measured.

**UNLISTED RESOURCE(S):** These resources are not universal tools (U), designated supports (D), or accommodations (A). Unlisted Resources are made available if specified in the eligible student's IEP or 504 plan, and only on approval by the California Department of Education (CDE).