

TITLE: 2023-24 LAUSD Accessibility Resources Guidelines for the English Language Proficiency Assessments for California (ELPAC) and the California Assessment of Student Performance and Progress (CAASPP)

NUMBER: REF-133914.1

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DATE: December 18, 2023

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

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

MAJOR CHANGES: This Reference Guide replaces REF-133914, released on January 17, 2023.

The [California Assessment Accessibility Resources Matrix](#) has been updated. The current version was revised in September 2023. The following accessibility resources have been added:

- Spell check as an embedded universal tool for the California Spanish Assessment (CSA).
- A printed copy of the Smarter Balanced for English language arts/literacy (ELA) and mathematics oral test directions in English as a non-embedded designated support.
- Translated test directions in American Sign Language for the Smarter Balanced ELA and mathematics as a non-embedded designated support.
- Word prediction as an embedded accommodation for the Smarter Balanced for ELA and mathematics and the California Science Tests (CAST).

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

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

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

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

INSTRUCTIONS: I. ACCESSIBILITY RESOURCES

The LAUSD Accessibility and Accommodations Guidelines described in this publication are to be used in conjunction with the [California Assessment Accessibility Resources Matrix for ELPAC and CAASPP](#) (Accessibility Matrix). The accessibility resources in the Accessibility Matrix are available for the listed, approved assessments.

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

The guidelines outlined below provide information for classroom teachers, special education teachers, Individualized Education Program (IEP) teams, Section 504 Plan designees, school nurses, administrators, and related services personnel to use in selecting accessibility tools and accommodations for students who need them.

Part 1: Universal Tools

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

Part 2: Designated Supports

Part 2 of the [Accessibility Matrix](#) lists the designated supports that are available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's IEP or Section 504 plan. Designated supports are available either as an embedded tool, a non-embedded tool, or both. These tools may require the student to be provided with extended time to make use of the tool.

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

1. Documentation for Students with IEPs

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

2. Documentation for Students with Section 504 Plans

Required designated supports and/or accommodations should be documented on the LAUSD Section 504 Plan. For more information on the LAUSD Section 504 Policy, see BUL-4692.9, *Section 504 of the Rehabilitation Act of 1973*, dated November 7, 2022. After the Section 504 Plan meeting, a copy of the Section 504 Plan must be provided to the school's CAASPP or ELPAC coordinator. The CAASPP/ELPAC coordinator will enter the supports in Test Operations Management System (TOMS).

3. Documentation of Designated Supports for Students without an IEP or Section 504 Plan

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

Attachment A – Use to document supports for use in the Initial and Summative ELPAC.

Attachment B – Use to document supports for use in CAASPP Assessments.

Attachments A and B are collected by the CAASPP and ELPAC coordinators prior to testing. Note that each attachment must be signed by both the recommending teacher and the school administrator. The CAASPP and ELPAC coordinators must enter the supports in TOMS as early as possible, but no later than three (3) days prior to the onset of testing for each testing program at the school. After entering the supports in TOMS, the CAASPP and ELPAC coordinators must store Attachments A and B in a secure location at the school site for two (2) years. Note that Attachments A and B must be completed on a yearly basis and each form may be revised during the year if a student's needs change.

Part 3: Accommodations

Part 3 of the [Accessibility Matrix](#) lists accommodations.

Accommodations are allowed for eligible students on the ELPAC and CAASPP if specified in the student's IEP or Section 504 plan.

Accommodations are available either as an embedded tool, a non-embedded tool or both and the use of these tools may require the student to be provided with extended time to make use of the tool.

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

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

1. IEP teams select accommodations in Section K of the IEP. For ELPAC and CAASPP testing, if an accommodation is not listed as an option in Section K, IEP teams must note the need for the accommodation in FAPE Page 2 Part 4. The ELPAC and CAASPP coordinators must be informed of any accommodations not listed in Section K as the Section K Report used by each coordinator to enter the supports in TOMS does not list accommodations listed in FAPE Page 2 Part 4.
2. If an IEP team or Section 504 Plan team does not see a specific accommodation listed in the Matrix but the accommodation was recommended by an earlier IEP or Section 504 team for use during state assessments, that accommodation is no longer allowable. The IEP team or Section 504 Plan team should consider the use of designated supports and accommodations that are listed in the current Accessibility Matrix. If it is determined that none of the currently listed designated supports and accommodations make the test accessible to the student, the IEP team or Section 504 Plan team may consider the use of unlisted resources (See Part 5 of this document). IEP teams and Section 504 Plan teams should be aware that the use of unlisted resources may invalidate a test.

3. Assigning Embedded and Non-Embedded versions of the same accommodation:
 - i. By listing the accommodation on the IEP or Section 504 Plan, the school staff understands that the student may need access to both the embedded and non-embedded version of accommodation if it is available in both forms. Both types of accommodations should be enabled in TOMS.
 - ii. The student may switch between the embedded and the non-embedded versions during the testing if one is not assisting the student to the degree for which it is intended.
 - iii. If by using a non-embedded version of the accommodation the student will need to be moved to a separate testing location/setting, the site Test Coordinator must make the necessary arrangements.

4. Documentation for Accommodations for Students with Recent Injuries

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

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

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

Part 4: Instructional Supports and Resources for Alternate Assessments

The California Department of Education (CDE) has developed Alternate Assessments for students with the most significant cognitive disabilities. The Alternate Assessments include the California Alternate Assessments (CAAs) for ELA, the CAA for Mathematics, the CAA for Science, and the Alternate ELPAC.

Alternate Assessments are administered to students one-on-one by a test examiner. A student may use specified instructional supports and resources during testing. The [Alternate Assessment Decision-Making Tool for California](#) can help guide IEP teams in determining whether the Alternate Assessments are the most appropriate assessments for a student with the most significant cognitive disabilities.

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

- the administration of the alternate assessments in the language of instruction,
- physical supports, and
- resources documented in the student's IEP or Section 504 plan.

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

Part 5: Unlisted Resources

An unlisted resource is an instructional resource that a student regularly uses in daily instruction, assessment, or both that has not been previously identified as a universal tool, designated support, or accommodation. The ELPAC or CAASPP coordinator may submit a request in TOMS for the use of unlisted resources required by a

student's IEP or Section 504 plan. The request must be made a minimum of 10 business days before the student's first day of testing. Part 5 of the [Accessibility Matrix](#) includes a list of pre-identified unlisted resources that have been determined by the CDE to change the construct being measured.

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

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

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

- CAASPP—The student will receive a score with a footnote indicating that the test was administered under conditions that resulted in a score that may not be an accurate representation of the student's achievement. These are not considered valid for aggregation of scores for accountability.
- ELPAC—The student will receive the lowest obtainable scale score for the affected domain when an approved unlisted resource changed the construct of what was being tested. However, the student's test results will still be used for aggregation of scores.

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

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

The ELPAC and CAASPP coordinator must assign the designated supports and accommodations a minimum of three (3) days prior to the administration of any ELPAC or CAASPP tests. For ELPAC, the

accessibility resources are set in TOMS by domain (Listening, Speaking, Reading, and Writing). For CAASPP, the supports are designated by specific subject area (ELA, mathematics, CAST, CAAs, and CSA).

For Interim Assessments, TAs, TEs, and TOMS users with the IA Administrator Only role may enable or disable embedded accessibility resources for individual students prior to approving students for assessments within the Test Administrator Interface. For CAASPP and ELPAC summative assessments TAs and TEs do not have the option to enable or disable accessibility resources. Students are only allowed to use the accessibility resources assigned in TOMS by the CAASPP or ELPAC Coordinator.

III. SPECIAL CONSIDERATIONS FOR STUDENTS WITH LOW INCIDENCE DISABILITIES

Students with low incidence disabilities (e.g., deaf, blind, visually impaired, hard of hearing, physical/orthopedic impairments) may experience some difficulty participating in the assessments due to the students' unfamiliarity with the embedded tools. TAs or TEs should support those students, but they should also be aware that some accessibility features may not be fully functioning or that students may not be aware of how to utilize them. In these situations, the TA or TE may switch to using the non-embedded form of the same designated support or accommodation. For example, students who cannot enlarge the text enough on the screen to make it accessible may need to have a printed version of the test that is enlarged. This necessitates the turning on of the "Print on Demand" function. The IEP does not need to be amended to switch between the embedded and non-embedded versions of the same designated support and/or accommodation.

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

For students who will require the embedded accommodation of Braille, testing administrators should factor in additional time to ensure proper set-up of the embosser with the testing administrator's

laptop and additional time for students to access the test. For example, when administering the mathematics section of the CAASPP test, it may require multiple sessions and scheduling adjustments by the CAASPP Coordinator to complete the assessment.

IV. STUDENTS ENROLLED IN VIRTUAL ACADEMIES, LEARNING REMOTELY

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

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

V. INDIVIDUALIZED STUDENT ASSESSMENT ACCESSIBILITY PROFILE (ISAAP) TOOL

[The web based Individual Student Assessment Accessibility Profile \(ISAAP\) Tool](#) is used to ensure that each student receives the accessibility resources necessary to provide fair and valid testing. The ISAAP Tool can be used to identify accessibility resources for CAASPP (summative and interim assessments) as well as ELPAC. The ISAAP Tool can also generate a file to be uploaded to TOMS in assigning test settings for groups of students prior to testing. The ISAAP process includes the following:

- Suggested preparatory steps for teachers or school teams (e.g., IEP, Section 504, SSPT, etc.),
- A Microsoft Excel (2010 or later) worksheet for creating the ISAAP itself, and

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

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

**RELATED
RESOURCES:**

REF-139909.0, *2023-24 State, District and National Mandated Testing Calendars*, dated May 22, 2023.

BUL-4692.9, *Section 504 of the Rehabilitation Act of 1973*, dated November 7, 2022.

BUL-048496.0, *Annual Alternate Assessment of the English Language Proficiency Levels of Students with Disabilities on the Alternate Curriculum*, dated April 9, 2018.

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

The [California Assessment Accessibility Resources Matrix \(DOCX\)](#) displays the embedded and non-embedded universal tools, designated supports, and accommodations (UDAs) allowed as part of the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) for 2023–24.

For additional information, visit the California Department of Education Student Accessibility Resources web page at <https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>.

California Department of Education (CDE) website is <http://www.cde.ca.gov>.

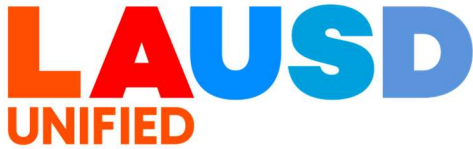
English Language Proficiency Assessments for California (ELPAC) website is <https://www.cde.ca.gov/ta/tg/ep/index.asp>.

California Assessment of Student Performance and Progress (CAASPP) System website is <https://www.cde.ca.gov/ta/tg/ca/>.

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

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

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



STUDENTS NEEDING ELPAC DESIGNATED SUPPORTS

Eligible students may need access to certain Designated Supports to participate in ELPAC Assessments. *Designated supports are available to all students with an indicated need.* Decisions must be made by educators familiar with the student's characteristics and needs, as well as supports that the student has been using during instruction and for other assessments. These designated supports must be documented prior to the first day of the testing window and signed by the recommending teacher and the school site administrator. A copy of this form must be forwarded to the school's ELPAC Test Coordinator to be entered into the Test Operations Management System (TOMS) at least 5 days prior to the start of testing. In addition, this document must be secured at the school site for the next two years.

School:	School Code:	Date:
Student Name:	Student SSID:	Grade:
Select reason for Designated Support: <input type="checkbox"/> EL Support <input type="checkbox"/> Temporary/Recent Injury*		

EMBEDDED DESIGNATED SUPPORTS:	NON-EMBEDDED DESIGNATED SUPPORTS:
<p>Color Contrast:</p> <p><input type="checkbox"/> Reverse Contrast <input type="checkbox"/> Black on Rose</p> <p><input type="checkbox"/> Medium Gray on Light Gray <input type="checkbox"/> Yellow on Blue</p> <p><input type="checkbox"/> Blue <input type="checkbox"/> Light Blue</p> <p><input type="checkbox"/> Gray <input type="checkbox"/> Light Gray</p> <p><input type="checkbox"/> Green <input type="checkbox"/> Light Green</p> <p><input type="checkbox"/> Light Magenta <input type="checkbox"/> White on Navy</p> <p><input type="checkbox"/> Yellow <input type="checkbox"/> Light Yellow</p> <p><input type="checkbox"/> Black on Cream</p> <p>Mouse Pointer (Size and Color):</p> <p><input type="checkbox"/> Large, black <input type="checkbox"/> XL, black</p> <p><input type="checkbox"/> Large, green <input type="checkbox"/> XL, green</p> <p><input type="checkbox"/> Large, red <input type="checkbox"/> XL, red</p> <p><input type="checkbox"/> Large, white <input type="checkbox"/> XL, white</p> <p><input type="checkbox"/> Large, yellow <input type="checkbox"/> XL, yellow</p> <p>Print Size:</p> <p><input type="checkbox"/> 1.5 X <input type="checkbox"/> 2.5 X</p> <p><input type="checkbox"/> 1.75 X <input type="checkbox"/> 3 X</p> <p><input type="checkbox"/> Masking</p> <p><input type="checkbox"/> Pause or Replay Audio – Listening domain</p> <p><input type="checkbox"/> Pause or Replay Audio – Speaking domain</p> <p><input type="checkbox"/> Streamline</p> <p><input type="checkbox"/> Turn Off Universal Tools</p>	<p><input type="checkbox"/> Amplification</p> <p><input type="checkbox"/> Color Contrast</p> <p><input type="checkbox"/> Color Overlay</p> <p><input type="checkbox"/> Designated Interface Assistant (DIA)</p> <p><input type="checkbox"/> Magnification</p> <p><input type="checkbox"/> Masking</p> <p><input type="checkbox"/> Medical Supports</p> <p><input type="checkbox"/> Noise Buffers</p> <p><input type="checkbox"/> Pause or Replay Audio – Listening domain</p> <p><input type="checkbox"/> Pause or Replay Audio – Speaking domain</p> <p><input type="checkbox"/> Print-on-Demand (contact STB for guidance)</p> <p><input type="checkbox"/> Read-Aloud Items (for items)</p> <p><input type="checkbox"/> Scribe Items (ELA Non-Writing; Math and Science)</p> <p><input type="checkbox"/> Separate Setting, Special Lighting & Acoustics</p> <p><input type="checkbox"/> Simplified Test Directions</p> <p><input type="checkbox"/> Translated Test Directions (ELPAC PDFs only)</p> <p><input type="checkbox"/> Translated Test Directions (Signed-ASL/Manually Coded English)</p>

Recommending
Educator:

Name

Signature

Date

School
Administrator:

Name

Signature

Date

ELPAC
Coordinator:

Name

Date Entered in TOMS

STUDENTS NEEDING CAASPP DESIGNATED SUPPORTS

Eligible students may need access to certain Designated Supports to participate in Smarter Balanced Assessments. *Designated Supports are available to all students with an identified need. Decisions must be made by educators familiar with the student's characteristics and needs, as well as supports that the student has been using during instruction and for other assessments. These designated supports must be documented prior to the first day of the testing window and signed by the recommending teacher and the school site administrator. **A copy of this form must be forwarded to the school's CAASPP testing coordinator to be entered into the Test Operations Management System (TOMS) at least 5 days prior to the start of testing. In addition, this document must be secured at the school site for the next two years.***

School:	School Code:	Date:
Student Name:	Student SSID:	Grade:
Select reason for Designated Support: <input type="checkbox"/> EL Support <input type="checkbox"/> IEP/Section 504* <input type="checkbox"/> Temporary/Recent Injury* <input type="checkbox"/> Other		

EMBEDDED DESIGNATED SUPPORTS:

<p>Color Contrast:</p> <input type="checkbox"/> Reverse Contrast <input type="checkbox"/> Black on Rose <input type="checkbox"/> Medium Gray on Light Gray <input type="checkbox"/> Yellow on Blue <input type="checkbox"/> Blue <input type="checkbox"/> Light Blue <input type="checkbox"/> Gray <input type="checkbox"/> Light Gray <input type="checkbox"/> Green <input type="checkbox"/> Light Green <input type="checkbox"/> Light Magenta <input type="checkbox"/> White on Navy <input type="checkbox"/> Yellow <input type="checkbox"/> Light Yellow <input type="checkbox"/> Black on Cream <p>Mouse Pointer (Size and Color):</p> <input type="checkbox"/> Large, black <input type="checkbox"/> XL, black <input type="checkbox"/> Large, green <input type="checkbox"/> XL, green <input type="checkbox"/> Large, red <input type="checkbox"/> XL, red <input type="checkbox"/> Large, white <input type="checkbox"/> XL, white <input type="checkbox"/> Large, yellow <input type="checkbox"/> XL, yellow	<p>Text to Speech</p> <input type="checkbox"/> ELA Items <input type="checkbox"/> Math (stimuli and Items) <input type="checkbox"/> Science (stimuli and Items) Print Size: <input type="checkbox"/> 1.5 X <input type="checkbox"/> 2.5 X <input type="checkbox"/> 1.75 X <input type="checkbox"/> 3 X <p>Stacked Translation/Translated Test Directions</p> <input type="checkbox"/> Math (Spanish only) <input type="checkbox"/> Science (Spanish only) <p>Text to Speech in Spanish</p> <input type="checkbox"/> Math (stimuli and Items) <p><input type="checkbox"/> Masking</p> <p><input type="checkbox"/> Streamline</p> <p><input type="checkbox"/> Turn Off Universal Tools</p>	<p>Translation Glossaries (Math Items):</p> <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Spanish & English <input type="checkbox"/> Arabic <input type="checkbox"/> Arabic & English <input type="checkbox"/> Burmese <input type="checkbox"/> Burmese & English <input type="checkbox"/> Cantonese <input type="checkbox"/> Cantonese & English <input type="checkbox"/> Filipino <input type="checkbox"/> Filipino & English <input type="checkbox"/> Hmong <input type="checkbox"/> Hmong & English <input type="checkbox"/> Korean <input type="checkbox"/> Korean & English <input type="checkbox"/> Mandarin <input type="checkbox"/> Mandarin & English <input type="checkbox"/> Punjabi <input type="checkbox"/> Punjabi & English <input type="checkbox"/> Russian <input type="checkbox"/> Russian & English <input type="checkbox"/> Tagalog <input type="checkbox"/> Tagalog & English <input type="checkbox"/> Vietnamese <input type="checkbox"/> Vietnamese & English	<p>Translation Glossaries (Science Items):</p> <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Spanish & English <input type="checkbox"/> Arabic <input type="checkbox"/> Arabic & English <input type="checkbox"/> Cantonese <input type="checkbox"/> Cantonese & English <input type="checkbox"/> Hmong <input type="checkbox"/> Hmong & English <input type="checkbox"/> Korean <input type="checkbox"/> Korean & English <input type="checkbox"/> Mandarin <input type="checkbox"/> Mandarin & English <input type="checkbox"/> Punjabi <input type="checkbox"/> Punjabi & English <input type="checkbox"/> Russian <input type="checkbox"/> Russian & English <input type="checkbox"/> Tagalog <input type="checkbox"/> Tagalog & English <input type="checkbox"/> Vietnamese <input type="checkbox"/> Vietnamese & English
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NON-EMBEDDED DESIGNATED SUPPORTS:

<input type="checkbox"/> 100s Number Table (Science) <input type="checkbox"/> Amplification <input type="checkbox"/> Bilingual Dictionary (ELA full write only) <input type="checkbox"/> Calculator (Math Gr. 6-8, 11 and Science) <input type="checkbox"/> Color Contrast	<input type="checkbox"/> Color Overlay <input type="checkbox"/> Magnification <input type="checkbox"/> Medical Supports <input type="checkbox"/> Multiplication Table (Science) <input type="checkbox"/> Noise Buffers	<input type="checkbox"/> Printed Test Directions in English (Math and ELA) <input type="checkbox"/> Read-Aloud Items (Math and ELA) <input type="checkbox"/> Read-Aloud in Spanish (Math and Science) <input type="checkbox"/> Science Charts (Science – State approved) <input type="checkbox"/> Science Charts in Spanish (Science – State approved)	<input type="checkbox"/> Scribe Items (ELA Non-Writing; Math and Science) <input type="checkbox"/> Separate Setting, Special Lighting & Acoustics <input type="checkbox"/> Simplified Test Directions <input type="checkbox"/> Translated Test Directions (Smarter Balanced PDFs only) <input type="checkbox"/> Translated Test Directions (Signed-ASL/Manually Coded English)
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Recommending Educator: _____

Name _____	Signature _____	Date _____
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School Administrator: _____

Name _____	Signature _____	Date _____
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ELPAC Coordinator: _____

Name _____	Date Entered in TOMS _____
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