



Using Smarter Balanced and Next Generation Science Standards (NGSS)

Interim Assessments Remotely

Considerations for Non-Embedded Universal Tools, Designated Supports, and Accommodations

This document provides considerations for students who may need the provision of external materials to access the optional Interim Assessments remotely during distance learning. There are three categories of supports available during testing: universal tools, designated supports, and accommodations. Below, you will find a description of each category and list of tools, along with considerations in the context of using Interims in the home. It is strongly recommended that school districts establish a systematic process for determining who needs non-embedded tools, supports, and accommodations, and how they will be provided to students remotely to ensure access and compliance with students' Individualized Education Programs (IEPs) and Section 504 Plans.

What are embedded and non-embedded universal tools, designated supports, and accommodations?

The Smarter Balanced and Next Generation Science Standards (NGSS) Interim Assessments are digitally-delivered assessments that include a wide array of embedded universal tools, designated supports, and accommodations as part of the technology platform. However, in some cases, students are not able to access these tools and supports, and require the provision of supplementary materials by the Test Administrator at the time of testing. For a comprehensive explanation of supports and accommodations for Connecticut's testing program, refer to the [Assessment Guidelines](#).

Non-Embedded Universal Tools		
These tools are provided locally by the school/Test Administrator. They can be offered to any student , in addition to the embedded universal tools provided by the test delivery interface. Prior to using these non-embedded universal tools while taking an Interim Assessment, Test Administrators should ensure that students have these materials at home and know how to use them.		
Tool	Description	Considerations for Use During Remote Interim Testing
Breaks	Breaks may be given at predetermined intervals or as needed to reduce cognitive fatigue.	Interim Assessment Blocks (IABs) are mini-assessments consisting of 8-15 test items. Test Administrators should determine how long students typically need to complete an IAB, while also considering the cognitive demand for individual students. It is appropriate to allow students to pause their assessment and take a break if needed. Breaks longer than 20 minutes will require the Test

		Administrator to start a new test session.
Calculator (Science Grades 5, 8, & 11)	When the embedded Desmos calculator is not suitable for a student participating in the NGSS IAB, the provision of a battery-operated hand-held calculator may be appropriate. The device must be functional, have working batteries, and the student must be familiar with how to use it.	<p>Test Administrators should make sure that students who need a non-embedded calculator have a functional calculator (with working batteries) at home. The following calculators are permitted:</p> <p>Grade 5 - basic calculator Grades 8 and 11 - scientific or graphing calculators</p> <p>Students may not use calculators on their phones, iPads, or other electronic devices.</p>
Scratch Paper/White Board with Marker	<p>Scratch paper to make notes, write computations, or record notes are permitted. A whiteboard with a marker may be used as scratch paper.</p> <p>Assistive technology devices that are consistent with the child's IEP or 504 Plan are permissible. Note: Internet access must be disabled on assistive technology devices.</p>	<p>Test Administrators should make sure that students have access to scratch paper at the time of testing. Such paper includes: plain paper, lined paper, or graph paper for all content areas (math, science, and ELA). Graph paper is required beginning in sixth grade for math and may be used on all sections of the math assessments.</p> <p>Students may also use a white board or an assistive technology device (consistent with the child's IEP or 504 Plan) for planning. For more information about the use of assistive technology, refer to the Assistive Technology Manual. Note: Remind students that they must record their final answers into the test platform for scoring.</p>

Non-Embedded Designated Supports

These supports are provided locally by the school/Test Administrator. They are available to **any student** for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). If these supports are selected for use on Interim Assessments, they should also be consistently embedded and accessed in the student's instructional setting. Test Administrators should ensure that students have these materials at home and know how to use them prior to taking an interim assessment.

Tool	Description	Considerations for use during Remote Interim Testing
Amplification	The student adjusts the volume control beyond the computer's built-in settings using headphones or other non-embedded devices.	The Test Administrator should discuss amplification options with the child's parent/guardian to determine if this support is needed and that there is a device available for the home environment.
Color Contrast	This support requires the Print on Demand feature and allows the test content of online items to be printed with different colors.	Not available for remote Interim testing.
Color Overlay	Color transparencies are placed over a paper-provided assessment. Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities).	The Test Administrator should discuss options with the child's parent/guardian to determine if a color overlay is available in the home environment.
Magnification	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device. Magnification increases the size to a level not provided for by the Zoom universal tool.	The Test Administrator should discuss options with the child's parent/guardian to determine if magnification is available in the home environment.
Noise Buffer	Ear muffers, white noise, whisper phone, and/or other equipment may be used to block external sounds.	The Test Administrator should generally encourage that students test in a quiet area. If there is a potential for distractions, discuss options with the child's parent/guardian to determine if the student has access to a headset or noise

		buffer while taking the Interim Assessments at home.
Read Aloud (Math and Science, Stimuli & Items) or ELA Items (Not ELA Reading Passages)	Text is read aloud to the student by a trained and qualified human reader who follows the test administration manual, security procedures, and the Read Aloud Guidelines.	Not available for remote Interim testing.
Simplified Test Directions (Not available for NGSS)	The Test Administrator simplifies or paraphrases the test directions found in the test administration manual according to the Simplified Test Directions guidelines.	Only available for summative testing.
Bilingual Dictionary (NGSS IABs)	A bilingual/dual language word-to-word dictionary may be an appropriate language support for students whose primary language is not English and who use dual-language supports in the classroom.	The Test Administrator should ensure that students have used a bilingual dictionary and have access to one prior to taking an NGSS IAB. Additional testing time may be required when using this resource. Teachers may access and provide a PDF or paper copy of published dictionaries using this source: Glossaries Authorized for Use by English Language Learners on MCAS and PARCC .
Native Language Reader Directions Only (Science ONLY)	All test directions may be read and clarified in English, or the student's native language, for EL students who have been identified as needing this support.	Not available for remote Interim testing
Read Aloud in Spanish (Math, Science)	When a student cannot access the embedded Text-to-Speech, a qualified test reader can provide an oral presentation of the assessment text to an eligible student.	Not available for remote Interim testing.
Translation Glossary (Math) (Provided by test vendor ONLY for Large Print Paper/Pencil Assessment. Classroom materials MAY NOT be used.)	Translated glossaries are provided for selected construct-irrelevant math terms. Glossary terms are listed by item and include the English term and its translated equivalent.	Only available for summative testing.
Translated Test Directions (ELA and Math; Not Available for Science)	A PDF of directions translated in each of the languages currently supported for English language arts and math is available. A	Only available for summative testing.

	bilingual adult reads to the student or, if the student is literate in the selected language, they may read the directions independently.	
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Non-Embedded Accommodations		
<p>These accommodations are provided locally by the school/Test Administrator in accordance with the student’s IEP or 504 Plan. If these accommodations are selected for use on Interim Assessments, they should also be used consistently in the student’s instructional setting. Test Administrators should ensure that students have these materials and know how to use them prior to taking an Interim Assessment.</p>		
Tool	Description	Considerations for use during Remote Interim Testing
100s Number Table (Math Grades 4-8)	A paper-based table listing numbers from 1-100 is available from Smarter Balanced for reference. Students with visual processing, or spatial perception needs, may find this beneficial, as documented in their IEP or 504 Plan. The 100s Number Table can be accessed here or on this student materials page of the Connecticut Comprehensive Assessment Program Portal.	<p>The Test Administrator should download, print, and share a copy of this resource with the student prior to testing. This resource is available on the Connecticut Comprehensive Assessment Program Portal.</p> <p>Note: Other versions of a Numbers Table are NOT permitted when taking an IAB.</p>
Abacus (Math)	This tool may be used in place of scratch paper for students who typically use an abacus during instruction as documented in the student’s IEP or Section 504 Plan.	The Test Administrator should ensure that the student has access to an abacus at home prior to taking a math IAB.
Alternate Response Options (Smarter Balanced and NGSS)	Alternate response options include, but are not limited to, adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation.	<p>The Test Administrator should make sure that the student has access to the appropriate assistive technology at home prior to taking an IAB.</p> <p>Refer to the Assistive Technology Manual for more information.</p>

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Tool	Description	Considerations for use during Remote Interim Testing
Braille Booklet (ELA, Math, and Science)	This accommodation is a fixed-form test booklet that provides all content in braille.	Only available for summative testing.
Large Print Booklet	This accommodation is a fixed-form test booklet that provides enlarged content. It is typically used by students who have visual disabilities.	Only available for summative testing.
Multiplication Table (Math Grades 4-8)	A paper-based single digit (1-9) Multiplication Table is available for students in Grades 4-8 for the Smarter Balanced Mathematics Assessment.	The Test Administrator should download, print, and share a copy of this resource with the student prior to testing if the student is using it during instruction. This resource is available on the Connecticut Comprehensive Assessment Program Portal .
Specialized Calculator (Math Grades 6-8 for Calculator-Allowed Items Only; Science Grades 5, 8, & 11)	A specialized calculator (Braille/Talking Calculator) is typically used during instruction for students who are blind. A specialized calculator may also be used for those students who access calculators with assistive technology devices.	The Test Administrator should discuss access to a Braille/Talking Calculator with the child's parent/guardian to determine if this device is available in the home environment. Refer to the Assistive Technology Manual for more information.
Speech-to-Text	When voice-recognition software, such as Dragon Naturally Speaking, is downloaded to a computer and used as a standalone that is compatible with the secure online Test Delivery System. It can be accessed when the Permissive Mode option is activated in the student's TIDE test settings. This feature should be piloted in advance of testing using the secure Practice	Refer to the Assistive Technology Manual for more information, as it provides options and procedures, particularly if software is incompatible with the Secure Student Interface.

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Tool	Description	Considerations for use during Remote Interim Testing
	Test to ensure that it functions correctly.	

Please contact Student Assessment, Performance Office at 860-713-6860 or email Deirdre.ducharme@ct.gov or Janet.Stuck@ct.gov with any questions.