



Jefferson Union High School District

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Dear Parents and Guardians:

In April 2015, your student will be participating in the Smarter Balanced assessments aligned to the Common Core State Standards (CCSS). All students (including students with disabilities, ELLs, and ELLs with disabilities) are to be held to the same expectations for participation and performance on state assessments. Recognizing the diverse characteristics and needs of students who participate in these assessments, accessibility tools were developed by the Smarter Balanced Consortium. There are three types of accessibility features - **universal tools** (available for all students), **designated supports** (available when indicated by an adult or team), and **accommodations** (available need is documented in an Individualized Education Program - IEP or 504 plan). Please note that students with IEP or 504 Plan will receive accommodations in accordance with their IEP or 504 Plan. For more information about these accessibility features, please visit <http://www.cde.ca.gov/ta/tg/sa/access.asp>

To develop a process in assigning designated supports, JUHSD District administrators and Vice Principals of Guidance met and agreed that all students will be initially assigned designated supports listed below:

Designated Supports	Description	Recommendations for Use
Color Contrast (Black on White)	Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.	Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs.
Text-to-speech (for math stimuli items and ELA items, not for reading passages)	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. Students who use text-to-speech will need headphones unless tested individually in a separate setting.

Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.
Translated test directions (math) - for non-native English speakers	Translation of test directions is a language support available prior to beginning the actual test items. Students can see test directions in another language. As an embedded designated support, translated test directions are automatically a part of the stacked translation designated support.	Students who have limited English language skills can use the translated directions support. This support should only be used for students who are proficient readers in the other language and not proficient in English.
Translations (glossaries) (for math items) - for non-native English speakers	Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen when students click on them. Students with the language glossary setting enabled can view the translated glossary. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary.	Students who have limited English language skills (whether or not designated as ELLs or ELLs with disabilities) can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.
Translations (stacked) (for math items) - for non-native English speakers (Spanish Only)	Stacked translations are a language support. Stacked translations are available for some students; stacked translations provide the full translation of each test item above the original item in English.	For students whose primary language is not English and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment.

When the 11th graders take the Smarter Balanced Training Test in February 2015, they will be introduced to the various accessibility features. **During this time, each individual student will have the opportunity to decide which designated supports are not beneficial.** The test site coordinators will then remove these designated supports for the actual assessment in April 2015.

To gain familiarity with the accessibility features and see sample problems from the SBAC assessment, please visit <http://www.smarterbalanced.org/practice-test/> and follow these steps:

Click Take Practice and Training Tests icon>Click Student Interface Practice icon. (Another window will pop up.) Click Sign in>Select Grade 11>Click Yes> Choose math or ELA Training Test>(Turn on Designated Supports)>Click Select>Click Start My Test.

If you have further questions, please contact Ms. Casey at (650)550-7843 or mcasey@juhsd.net.