

SMARTER BALANCED RESOURCES AND PRACTICES COMPARISON CROSSWALK

September 12, 2018

Smarter Balanced is committed to providing mathematics and English language arts (ELA)/literacy assessments that ensure the best possible access to a wide range of students. The Smarter Balanced assessments are accessible via a suite of resources (universal tools, designated supports, and accommodations) available locally or directly in the test platform. Although many resources, particularly those embedded in the system, may appear new, many of the resources are similar to those used commonly during classroom instruction. To help members identify similarities between the assessment resources and classroom practices, Smarter Balanced has developed a *Resources and Practices Comparison Crosswalk*. The *Crosswalk* lists the resources that are currently included in the *Usability, Accessibility, and Accommodations Guidelines* document and assists educators and decision makers by providing a description of both the resource and its classroom equivalent.

Guidelines Resource	Description (See <i>Guidelines</i> for Full Description)	Pedagogical Practices	Common Instructional Practice
Universal Tools			
Breaks	The number of items per session can be flexibly defined based on the student's need.	Breaks	Students pace themselves while completing work. Students may move about the classroom or take a short break outside to refocus.
Calculator (for calculator-allowed items only, grades 6-8 and 11)	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button.	Handheld calculators, computer-based calculators, adapted calculators, or calculators on assistive technology devices	Calculators can be used to do basic calculation in multi-step mathematics processes that are not being assessed.
Digital notepad	This tool is used for making notes about an item.	AVID Style Notes, brainstorming ideas, writing down connections, scratch paper, whiteboards, assistive technology, or notepaper	Strategies allow students to create notes or work on computations. Students may create two-column notes to record main ideas and to make connections with previous knowledge or ask questions. Students can organize ideas by listing all ideas for each topic and then prioritize.

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English dictionary (for ELA performance task full writes)	An embedded English dictionary will be available for the full write portion of an ELA/literacy performance task. A non-embedded English dictionary may be available for the same portion of the test.	Electronic or paper English dictionary	Students use an electronic or paper English dictionary to look up word meanings.
English glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English.	Identify useful text features for understanding new vocabulary, English glossaries (instructional materials)	Students utilize embedded definitions in textbooks; definitions in footnotes, margins, photos, charts, and illustrations; and glossaries in the rear of textbooks to clarify word meanings. Students use glossaries of terms in their textbooks or instructional materials.
Expandable passages	Each passage or stimulus can be expanded so that it takes up a larger portion of the screen.	Providing stimuli separate from items or other information	Teachers create a document for students to work from in which a passage or stimulus takes up a large portion of the paper.
Global notes (for ELA performance tasks)	Global notes is a notepad that is available for ELA performance tasks in which students complete a full write.	AVID Style Notes, brainstorming ideas, writing down connections, scratch paper, whiteboards, assistive technology, or notepaper	Strategies allow students to create notes or work on computations. Students may create two-column notes to record main ideas and to make connections with previous knowledge or ask questions. Students can organize ideas by listing all ideas for each topic and then prioritize.

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Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color.	Manual highlighter or digital highlighter	<p>A digital or physical tool for marking desired text with a color.</p> <p>Students use highlighters to distinguish useful/meaningful text when completing an assignment.</p> <p>Students can denote main ideas, supporting details, and conclusion.</p>
Keyboard navigation	Navigation throughout text can be accomplished by using a keyboard or an adapted keyboard.	Keyboard, adapted keyboard, or assistive technology devices or software for computer access	Students use keystrokes and/or key commands in place of, or in addition to, a mouse to navigate the computer. They access software programs in the classroom and during instruction using keyboard navigation.
Line reader	The student uses an onscreen universal tool to assist in reading by raising and lowering the tool for each line of text on the screen.	Line reader, line separator, manipulatives	Students can use this computer application or manipulative (e.g., a ruler, a sheet of paper) to track instructional texts line by line as they progress through reading.
Mark for review	Allows students to flag items for future review during the assessment.	Circle, star, or check (✓) the item numbers of problems or questions that have not been answered	<p>Circling, starring, or placing a check mark by an item about which a student is unsure enables the student to proceed to the next item. Students may also use paper sticky flags to notate areas for review or rereading.</p> <p>Students can also circle steps within a mathematics problem to revisit or ask questions.</p>

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Math tools	These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items.	Rulers, protractors, number lines, manipulatives	Students can use rulers, protractors, and manipulative materials to complete graphs, rays, and circumferences.
Scratch paper	Scratch paper to make notes, write computations, or record responses may be made available.	AVID Style Notes, brainstorming ideas, writing down connections, scratch paper, whiteboards, assistive technology, or notepaper	<p>Strategies allow students to create notes or work on computations. Students may create two-column notes to record main ideas and to make connections with previous knowledge or ask questions.</p> <p>Students can organize ideas by listing all ideas for each topic and then prioritize.</p>
Spell check	Writing tool for checking the spelling of words in student-generated responses.	Proofreading, automated spell check device	<p>Students proofread other students' work using a dictionary or an automated spell check device.</p> <p>Teachers proofread students' work and have students make specific corrections.</p> <p>Students use rubrics to evaluate their own work, including checking for spelling, grammar, or content.</p>
Strikethrough	Allows users to cross out answer options.	Process of elimination	<p>Students cross out the answers to multiple-choice items that are obviously wrong.</p> <p>Students cross out incorrect words in sentences.</p>
Thesaurus	A thesaurus contains synonyms of terms while	Electronic or paper thesaurus	Students utilize a thesaurus to enrich their

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(for ELA performance task full writes)	a student interacts with text included in the assessment.		writing vocabulary and to hone their knowledge of nuances in the English language.
Writing tools	Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses.	Writing tools	Students use desktop publishing software (Microsoft Word) in order to type up a story or article during instruction. Students can use italics and bullets to cite a reference or to emphasize important ideas.
Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen.	Large-print texts and/or use of low vision devices such as CCTV or hand-held magnifiers Technology applications or software that enlarge digital text	Students receive large-print versions of state textbooks, or other text, to enable access to curriculum. Students have access to enlarged mathematics problems to make sure all steps are completed. Students use two-finger zoom on their tablet or touch screen.
Designated Supports			
Amplification	The student adjusts the volume control beyond the computer's built-in settings using headphones or other non-embedded devices.	Headphones, FM System, noise buffers, white noise machines	Students may use amplification assistive technology in the classroom to increase the volume provided in the instructional content.
Bilingual dictionary (for ELA performance task full writes)	A bilingual/dual-language word-to-word dictionary is a language support.	Bilingual/dual-language paper dictionaries	Students use electronic or paper bilingual/dual-language dictionaries to look up word meanings during instruction.
Color contrast	Enables students to adjust screen or printed background or font	Color coding (Varied printing color and paper color)	Students have instructional materials that have different font

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	color, based on student needs or preferences.	Software or built-in accessibility features that change the font and/or background color(s)	<p>or background paper color(s).</p> <p>Students can use one color for a main idea and another color for details when outlining or taking notes.</p> <p>Student uses a built-in accessibility feature in operating system to reverse contrast of computer screen.</p>
Color overlays	Color transparencies are placed over a paper-based assessment.	Color overlays	Color transparencies are placed over a paper-based assessment or instructional reading materials.
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 or software.	<p>Large-print texts and/or use of low-vision devices such as closed circuit television (CCTV) or hand-held magnifiers</p> <p>Technology applications or software that enlarge digital text</p>	<p>Students receive large-print versions of state textbooks, or other text, to enable access to curriculum.</p> <p>Students have access to enlarged mathematics problems to make sure all steps are completed.</p> <p>Students use two-finger zoom on their tablet or touch screen.</p>
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.	Use of white space on documents, masking device	<p>During instruction, students use a masking device that covers up sections of text before/after they read it, to maintain visual attention.</p> <p>Teachers create a clean document for students to work from that is not too “busy” or crowded with distracting information.</p>

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			<p>Students use paper to block test questions, to decrease distractions.</p> <p>Teachers block off text on classroom boards or overhead projectors to focus students on topics during whole-group discussions.</p>
Medical Device	Students may have access to an electronic device for medical purposes (e.g., Glucose Monitor). The device may include a cell phone, and should only support the student during testing for medical purposes.	Applications on smartphone or other electronic devices that monitors students' health conditions (e.g., blood sugar levels)	Students use their electronic devices to periodically monitor health conditions to be able to participate in instruction without any risks to their health.
Mouse pointer (size and color)	This embedded support allows the mouse pointer to be set to a larger size and also for the color to be changed.	Magnifying devices or software	Students change the size and color of their mouse to more readily find their mouse pointer on the screen during regular instruction and classwork.
Noise buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.	Ear mufflers, white noise, and/or other equipment	Students regularly wear equipment to reduce environmental noise during regular instruction and assessments.
Read aloud (for math stimuli and items and ELA items, not for reading passages)	Text is read aloud to the student by a trained and qualified human reader.	Teacher or assistant reads aloud instructions and/or text	<p>Listening skills are taught using read-aloud material, and then students are checked for understanding.</p> <p>Students listen to a prerecorded audio interpretation (audio book) of text or a book.</p>
Read aloud in Spanish (for mathematics, all grades)	Spanish text is read aloud to the student by a trained and qualified human reader.	Teacher or assistant reads aloud instructions and/or text in Spanish	Listening skills are taught using read-aloud material in Spanish, and then students are

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			<p>checked for understanding.</p> <p>Students listen to a prerecorded Spanish audio interpretation (audio book) of text or a book.</p>
Scribe (for all items except ELA performance task full writes)	Students dictate their responses to a human who records verbatim what they dictate.	Audio recording devices, scribes, specific computer programs	Students can use a scribe as an alternative to writing when a processing or physical challenge is present. A trained adult then transcribes the student's response word-for-word on the student's test or assignment.
Separate setting	The test location is altered so that the student is tested in a setting different from that made available for most students.	Special seating arrangements	<p>Students who are easily distractible are provided seating within the classroom, to improve focus.</p> <p>Students can come in during off periods to do homework or class assignments when the classroom has only a few students.</p> <p>During instruction and or testing, students are allowed to find an alternative environment in which to work.</p>
Simplified test directions	The test administrator simplifies or paraphrases the test directions found in the test administration manual according to the <i>Simplified Test Directions</i> guidelines.	Simplified test directions	Teachers routinely rephrase and/or simplify the directions for students during their instruction (homework, worksheets, etc.).
Streamline	Provides a streamlined interface of the test in an alternate, simplified format in which the	Use of white space on documents, documents only displaying items below text, documents	Students regularly have access to documents in which the text is only

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	items are displayed below the stimuli.	displaying text in one column instead of multiple columns	presented in a sequential format.
Text-to-speech	Text is read aloud to the student via embedded text-to-speech technology.	Teacher or assistant reads aloud text, computer software, built-in application on mobile devices, or audio books	<p>Listening skills are taught using read-aloud material, and then students are checked for understanding.</p> <p>Students listen to a prerecorded audio interpretation (audio books or CD) of text or a book.</p>
Translated test directions	Students can see test directions in another language.	Translated test directions, translated instructions on assignments	<p>Written translated test directions or translated instructions on assignments are provided on the page, on the board, or on a classroom visual media device.</p> <p>Students are provided both English and native-language directions to build skill and understanding in classroom directions.</p>
Translations (glossaries) (for math items)	Translation glossaries are provided for selected construct-irrelevant terms for mathematics.	Translation glossaries (instructional materials)	<p>Students use a translation glossary at the rear of their text to facilitate transferring knowledge/skills from their primary language to English.</p> <p>Students use bilingual glossaries to find the meanings of content-specific words (e.g., mathematics, science, history).</p> <p>Glossaries may be located in the appendices of their textbooks or instructional materials.</p>

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Translations (stacked) (for math items)	Stacked translations provide the full translation of each test item above the original item in English.	Bilingual glossaries, stacked or bilingual translations	<p>Students utilize bilingual glossaries in the rear of textbooks to find unknown word meanings.</p> <p>Students use bilingual word list(s) appropriate to the subject area and language acquisition.</p> <p>Students use bilingual translations during their instruction (homework, worksheets, etc.).</p>
Turn off any universal tools	Disabling any universal tools that might be distracting or that students do not need to use, or are unable to use.	Potentially distracting accessibility resources	Students might not need or prefer to use some accessibility resources in instruction or find some resources distracting, in which case the use of these resources can be minimized or eliminated.
Accommodations			
100s number table (grades 4-8 and 11, math)	A paper-based table listing number from 1–100 available from Smarter Balanced for reference.	Paper-based 100s number table	Students use a 100s number table (often it is a sticker on their desk) during everyday instruction and assessments.
Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.	Counting devices (blocks, tiles, chips, etc.) or scratch paper	<p>Students use items to count during their instruction.</p> <p>Students add, subtract, multiply, and divide during instruction with the abacus.</p>
Alternate response options	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	Dictated responses, assistive technology, or alternative communication devices	<p>Students dictate responses to a teacher or an instructional assistant who records them.</p> <p>Students use communication boards, picture representations,</p>

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			or other individual expressive communication devices.
American Sign Language (ASL) (for ELA Listening items and math items)	Test content is translated into ASL video. An ASL human signer and the signed test content are viewed on the same screen.	American Sign Language	An ASL interpreter or ASL-certified instructor signs during instruction.
Braille	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format.	Braille	Instructional materials and assignments are completed in braille. Tactile graphics and skills related to interpretation of tactile materials are part of daily instruction.
Braille transcript (ELA listening passages)	A braille transcript of the closed captioning created for the listening passages.	Braille transcript	In-class videos and films with closed captioning are used. A braille copy of the closed captioning is provided. Closed captioning is used in foreign-language classes, and a braille copy of the closed captioning is provided. Instructional materials and assignments are completed in braille.
Calculator (for calculator allowed items only, grades 6-8 and 11)	A calculator can be accessed for calculator-allowed items.	Handheld calculators, computer-based calculators, adapted calculators, or calculators on assistive technology devices	Calculators can be used to do basic calculation in multi-step mathematics processes that are not being assessed. A student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).

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Closed captioning (for ELA listening items)	Printed text that appears on the computer screen as audio materials are presented.	Instructional videos, movies	In-class videos and films are used that contain closed captioning. Closed captioning is used in foreign-language classes.
Multiplication table (grades 4-8 and 11, math items)	A paper-based single-digit (1–9) multiplication table will be available from Smarter Balanced for reference.	Paper-based multiplication table	Students use a multiplication table (often it is a sticker on their desk) during regular instruction and assessments.
Print on demand	Paper copies of passages/stimuli and/or items are printed for students.	Printed or embossed (braille) materials	Teacher-provided print materials are used to facilitate learning activities. Photocopies of passages are used instead of textbooks so that students can write and/or highlight.
Read aloud (for ELA reading passages, all grades)	Text is read aloud to the student via an external screen reader or by a trained and qualified human reader.	Teacher or assistant reads aloud instructions	Listening skills are taught using read-aloud material, and then students are checked for understanding. Students listen to a prerecorded audio interpretation (audio book) of text or a book.
Scribe (for ELA performance task full write)	Students dictate their responses to a human who records verbatim what they dictate.	Scribes, specific computer programs	Students can use a scribe as an alternative to writing when a processing or physical challenge is present. A trained adult then transcribes the student's response word-for-word on the student's test or assignment.
Speech-to-text	Allows students to use their voices as input devices to the computer (or a human), to dictate responses or give	Audio recording devices, scribes, or specific computer programs	Students can use an audio-recording device or scribe as an alternative to writing when a processing or

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	commands (e.g., opening application programs, pulling down menus, and saving work).		physical challenge is present. A trained adult then transcribes the student's response word-for-word on the student's test or assignment.
Text-to-speech (available for ELA reading passages, all grades)	Text is read aloud to the student via embedded text-to-speech technology or a human.	Teacher or assistant reads aloud text, computer software, built-in applications on mobile devices, or audio books	Listening skills are taught using read-aloud material, and then students are checked for understanding. Students listen to a prerecorded audio interpretation (audio book) of text or a book.
Word prediction	Allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules.	Software program, applications on mobile devices, or applications on assistive technology devices	Students begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules as part of instructional activities and to complete classwork.