

HAWAII STATE DEPARTMENT OF EDUCATION
PROCUREMENT AND CONTRACTS BRANCH

October 2, 2024

REQUEST FOR PROPOSALS

RFP D25-023

SEALED PROPOSALS

FOR THE

HAWAII ASSESSMENT LITERACY (HAL) PROGRAM

will be received through the State of Hawaii eProcurement System (HlePRO) at <https://hiepro.ehawaii.gov> until 4:30 p.m., Hawaii Standard Time (HST)

on

NOVEMBER 6, 2024,

or such later date as may be established by an addendum to this Request for Proposals (RFP)

Offerors interested in responding to this electronic solicitation must be registered on the HlePRO (<https://hiepro.ehawaii.gov>) in order to participate in this procurement. Registration is free. Once registered, Offerors can login to view and respond to the HlePRO solicitation.

A Pre-Proposal Conference will be held on October 10, 2024, at 9:00 a.m. (HST). Attendance is optional but highly recommended. Refer to RFP Section 1.11, Pre-Proposal Conference for more information.

Questions relating to this solicitation may be directed to Wendy Ebisui, Procurement and Contracts Support Specialist, at telephone (808) 675-0130, via facsimile (808) 675-0133, or via email at wendy.ebisui@k12.hi.us.

1. OVERVIEW OF PROCUREMENT PROCESS

1.1 Definitions and Acronyms

The following definitions apply to this solicitation.

- a. **Contract or Vendor List** means the combination of the signed agreement, solicitation, including the scope of work, the special conditions, the general conditions, and any addenda to the solicitation; the offer and any best and final offer(s); and any amendments to the contract; and any terms implied by law.
- b. **CONTRACTOR** means an individual, partnership, firm, organization, corporation, joint venture or other legal entity having a contract with the Hawaii State Department of Education and undertaking the execution of work under the terms of the contract and acting directly or through its agents, employees or sub-contractors.
- c. **Department** or **STATE** means the Hawaii State Department of Education.
- d. **General Conditions** means the General Conditions issued by the Department of the Attorney General of the State of Hawaii, referred to as Form AG-008, as revised, and included herein by reference. The applicable Form AG-008, as revised, included by reference, is the form in effect at the date the solicitation is issued.
- e. **HAR** means **Hawaii Administrative Rules**.
- f. **HRS** means **Hawaii Revised Statutes**.
- g. **Offer** means a proposal submitted in response to this solicitation.
- h. **Offeror** means any individual, partnership, firm, organization, corporation, joint venture, or other legal entity, submitting an offer in response to this solicitation.
- i. **Project** means this RFP to develop a resulting Contract or Vendor List of the goods and/or services specified.
- j. **Proposal** means the document submitted by an offeror in response to this solicitation.
- k. **RFP** means **Request for Proposals**, the entire solicitation document, including all parts, sections, exhibits, attachments, and Addenda, whether attached or incorporated by reference.
- l. **STATE** or **Department** means the Hawaii State Department of Education.
- m. **Vendor List or Contract** means the combination of the signed agreement, solicitation, including the scope of work, the special conditions, the general conditions, and any addenda to the solicitation; the offer and any best and final offer(s); and any amendments to the contract; and any terms implied by law.

1.2 RFP Organization

This RFP is organized as follows:

- Section 1. Overview of Procurement Process. Provides Offerors with a general overview of the RFP process.
- Section 2. Purpose and Overview. Provides Offerors with general information about the objectives of this project and RFP, and critical success factors.
- Section 3. Scope of Work and Requirements. Provides Offerors with a general description of the tasks to be performed, delineates Hawaii State Department of Education and CONTRACTOR's responsibilities, stipulates Offeror qualifications, and defines deliverables.

- Section 4. Proposal. Describes the required format and content for the Offeror's submittal, and establishes requirements for the Price Proposal.
- Section 5. Proposal Evaluation. Describes how proposals will be evaluated by the Hawaii State Department of Education.
- Appendix A. Offeror Identification and Information Form
- Appendix B. Offeror Reference Form
- Appendix C. Price Proposal
- Appendix D. Contract Minimum and Special Conditions
- Appendix E. State of Hawaii's General Conditions
- Exhibit 1: Smarter Balanced Usability, Accessibility, and Accommodations Guidelines
- Exhibit 2: Hawaii State Test Accommodation Guide for Low Risk Accommodations
- Exhibit 3: Smarter Balanced Resources
- Exhibit 4: Style Guide for Smarter Balanced Assessments

1.3 Procurement Authority

This procurement is being conducted as a competitive sealed proposals procurement in accordance with the procedures set forth in §103D-303, HRS and Title 3, Subtitle 11, Chapter 122, Subchapter 6, HAR. The relevant provisions of §103D, HRS, and their associated HAR, are incorporated by reference and made a part of this RFP.

1.4 Issuing Office and RFP Contact Person

The following person from the issuing office listed below is the sole point of contact for this RFP. Communication with any other contact person from the date of release of this RFP until the selection of the successful Offeror(s) without approval, may result in disqualification.

RFP Point of Contact: Wendy Ebisui
 email: wendy.ebisui@k12.hi.us
 Phone: (808) 675-0130
 Fax: (808) 675-0133

Issuing Office:
 Hawaii State Department of Education
 Procurement and Contracts Branch
 Waipahu Civic Center
 94-275 Mokuola Street, Room 200
 Waipahu, Hawaii 96797

1.5 Procurement Timetable

Except as noted, the following schedule represents the STATE's best estimate. All times indicated are Hawaii Standard Time (HST). If any component of this schedule is delayed, the rest of the schedule will likely be amended by the same number of days, however the STATE reserves the right to amend or revise the timetable without prior written notice when such revision or amendment is in the STATE's best interest.

Activity	Estimated Dates
Public Notice announcing Request for Proposals (RFP)	October 2, 2024
Pre-Proposal Conference	9:00 a.m., October 10, 2024
Deadline for submission of written questions	On or before 2:00 p.m., October 15, 2024
STATE's responses to written questions	on or about October 21, 2024
Proposal Due Date/Time Proposals will be received through the State of Hawaii eProcurement System (HlePRO) at https://hiepro.ehawaii.gov until 4:30 p.m., Hawaii Standard Time (HST) THERE ARE NO EXCEPTIONS TO THIS PROPOSAL DUE DATE UNLESS THE DATE IS AMENDED IN WRITING BY THE PROCUREMENT AND CONTRACTS BRANCH.	4:30 p.m., November 6, 2024
Evaluation of Proposals	November 7 through 15, 2024
Determination of Priority-Listed Offerors (if necessary)	TBD
Best and Final Offers (if necessary)	TBD
Contractor(s) Selected	on or about November 2024
Contract Award	on or about December 2024
Contract Commencement Date/Notice to Proceed	on or about January 2025

1.6 Cancellation of RFP; Rejection of Proposals

This RFP may be cancelled and any or all proposals may be rejected in whole or in part, when it is determined to be in the best interest of the STATE.

1.7 Electronic Procurement

- 1.7.1 The STATE utilizes the Hawaii State eProcurement (HlePRO) System to promote an open and transparent system for vendors to compete for contracts electronically. Offerors interested in responding to this solicitation must be registered on HlePRO. Registration information is available at the State Procurement Office (SPO) website: 4T <https://hiepro.ehawaii.gov>, select HlePRO Vendor Registration and then Vendor Registration Guide.
- 1.7.2 The STATE will use HlePRO to issue the RFP, receive Offers, and issue Addenda to the RFP. Addenda and the other information and materials shall be provided by the STATE through HlePRO, including additions or changes with respect to the dates specified herein. The STATE is not responsible for any delay or failure of any Offeror to receive any materials regarding this RFP on a timely basis.
- 1.7.3 As part of this procurement process, Offerors are informed that awards made for this solicitation, if any, shall be done through the HlePRO and shall, therefore, be subject to a mandatory .75% (.0075) transaction fee, not to exceed \$5,000 for the total contract term, payable to Tyler Hawaii, the vendor administering HlePRO.
 - 1.7.3.1 For resultant Price and/or Vendor Lists, the mandatory fee (.75%) is applicable

for sales calculated on a quarterly basis for the first year only. This transaction fee shall be based on the total sales made against this contract, payable to Tyler Hawaii, the vendor administering HlePRO.

- 1.7.4 HlePRO Special Instructions. Offeror shall review all special instructions located in HlePRO. Offerors are responsible for ensuring that all necessary files are attached to their offer prior to the proposal deadline.
- 1.7.5 Payment to Tyler Hawaii. HlePRO is administered by Tyler Hawaii. Tyler Hawaii shall invoice the Contractor(s) directly for payment of transaction fees. Payment must be made to Tyler Hawaii within thirty (30) days from receipt of invoice. Tyler Hawaii is an intended third-party beneficiary of transaction fees, which are used to fund the operation, maintenance and future enhancements of the HlePRO system.

Offerors are advised that they should not wait until the last minute to submit their proposal on HlePRO. Offerors should allow ample time to review their submitted proposal, including attachments, prior to the proposal deadline.

1.8 Required Review and/or Written Questions

It is the Offeror's responsibility to carefully review this solicitation for defects and questionable or objectionable matter. Solicitation documents include this RFP, any attachments, plans referred to herein, and any other relevant documentation.

Comments concerning defects, discrepancies, omissions, questionable or objectionable matter, or questions related to this RFP must be made in writing to allow issuance of any necessary amendments to the RFP. It will also help prevent exposure of Offeror's proposal prepared in response to a defective or inaccurate solicitation upon which award could not be made.

Comments related to this solicitation shall be communicated in writing to the RFP Contact Person identified via fax or e-mail by the date and time established for submission of written questions to ensure an official response. The STATE will not respond to verbal or informal questions.

Such comments shall contain pertinent information to identify the prospective Offeror, its telephone number, e-mail address, the RFP number, as well as reference to the specific page, section, and/or paragraph as applicable.

The response(s) to the prospective Offerors' written questions received by the scheduled date shall be compiled, shall omit reference to the source(s) of the questions, shall be issued as an addendum to the RFP, and shall become a part of the RFP. The STATE will publish the questions as they are submitted including any background information provided with the question. The STATE at its sole discretion may omit questions which may be combined or may paraphrase questions and background content for clarity.

The STATE's responses shall be communicated in writing via addenda and will be posted on the HlePRO. The STATE is not responsible for delays or non-receipt of any communications by the prospective Offerors.

If an Offeror submits a question after the scheduled date, the STATE may answer the question but does not guarantee that the answer will be provided prior to the Proposal due date.

1.9 RFP Addenda

The STATE reserves the right to amend this RFP at any time prior to the closing date, or prior to the due date for best and final offers. All addenda issued shall be incorporated into the resulting contract. Failure of any Offeror's receipt of any such addenda or interpretations shall not relieve the Offeror of any obligation under this solicitation. It is the responsibility of the prospective Offeror to monitor the HlePRO to obtain RFP addenda or other information relating to the RFP.

1.10 Notice of Intent to Offer (Letter of Intent)

A notice of intent to submit a Proposal is NOT required.

1.11 Pre-Proposal Conference

Interested Offerors are invited to participate in the Pre-Proposal Virtual Conference. Attendance shall be voluntary but interested Offerors are encouraged to participate to gain an understanding of the breadth and scope of work involved under this RFP. Official responses to questions and revisions to the original terms will be issued in writing as an addendum to this RFP.

Pre-Proposal Telephone/Virtual Conference: October 10, 2024, at 9:00 a.m., HST

Offerors may participate in the pre-proposal conference with the following information:

WebEx: <https://tinyurl.com/HALrfp2024>
or: <https://signin.webex.com/join>
Meeting Number: 2635 565 8406
Password: 1234
Join by Phone: 1-844-621-3956 (toll free)

1.12 Deadline for Proposals

Proposals shall be received through HlePRO. Proposals received after the deadline will not be accepted. Timely receipt of offers shall be evidenced by the date and time on HlePRO.

1.13 Proposal Opening

Proposals shall not be opened publicly, but the register of proposals and Offerors' proposals shall be open to public inspection upon posting of the award.

1.14 Disqualification of Offers

The STATE reserves the right to consider as acceptable only those proposals submitted in compliance with all the requirements set forth in this RFP and which demonstrate an understanding of the issues involved and the scope of work.

An Offeror shall be disqualified, and the Offeror's Proposal shall be rejected for any one or more of the following non-exclusive reasons as solely determined by the STATE:

- 1.14.1 Proposal received after specified deadline.
- 1.14.2 Proposals not received on HlePRO.
- 1.14.3 Proposal not properly completed as required herein or containing any unauthorized additions or deletions, defects including but not limited to irregularities of any kind which may make the Proposal incomplete, indefinite, or ambiguous as to its meaning (e.g. un-initialed erasures, prices which are obviously unbalanced).
- 1.14.4 A Proposal which is incomplete or conditional proposals including but not limited to a Proposal which includes any other set of terms and conditions, or any terms or conditions contradictory to those included in this RFP.
- 1.14.5 A Proposal signed by other than an authorized individual.
- 1.14.6 More than one Proposal from an individual, partnership, firm, organization, corporation, joint venture, or other legal entity under the same or different names (Offeror), whereby

all proposals from the Offeror shall be rejected.

1.14.7 Evidence to the STATE's sole satisfaction of collusion among Offerors, lack of responsibility and cooperation to STATE requests during the RFP process or as shown by past work, being in arrears on existing contracts with the State of Hawaii, or defaulting on previous contract(s).

1.14.8 Failure to possess proper licenses, facilities, equipment or sufficient experience to provide the proposed solution or to perform the work contemplated.

1.14.9 Evidence of any noncompliance with any applicable law or rule.

1.15 Proposal Evaluation

The STATE will conduct a comprehensive, fair, and impartial evaluation of the proposals it receives in response to this RFP. Refer to Section 5 of this RFP for specific requirements and details of the process.

1.16 Proposal as Part of the Contract

This RFP and part or all of the successful proposal may be incorporated into the contract.

1.17 Additional Terms and Conditions

The STATE reserves the right to add terms and conditions, if any. These terms and conditions will be within the scope of the RFP and will not affect the proposal evaluations.

1.18 Offer Acceptance Period

The STATE's acceptance of a proposal, if any, will typically be made within ninety (90) calendar days after the opening of proposals. Prices quoted by the Offeror shall therefore remain firm for ninety (90) calendar days from the receipt of proposals.

1.19 Contract; Contract and Performance Period

The CONTRACTOR receiving the award shall be required to enter into a formal written contract. Upon execution of contract, the STATE will issue a notice to proceed and a fully executed copy of the contract to the CONTRACTOR. No work will be undertaken by the CONTRACTOR prior to the commencement date specified on the contract as the STATE is not liable for any work, contract costs, expenses, loss of profits, or any damages whatsoever incurred by the CONTRACTOR prior to official starting date.

1.19.1 Contract Term

The Contract shall commence upon full execution of the contract by the Superintendent of the Hawaii State Department of Education and shall end on September 30, 2027.

1.19.2 Multi-Term Contract

Funds are available for only the initial fiscal period of the contract. Contractual obligation of both parties in each fiscal period succeeding the first is subject to the appropriation and availability of funds. Unit price shall be given for each good or service and that unit prices shall be the same throughout the contract except to the extent price adjustment is allowed. A multi-term contract will be cancelled if funds are not appropriated or otherwise made available to support continuation of performance in any fiscal period succeeding the initial fiscal period of the contract and contractor will be reimbursed the unamortized reasonably incurred, nonrecurring costs; however, this does not affect either party's rights under any termination clause of the contract. The State will notify the contractor on a timely basis that the funds are, or are not, available for the continuation of

the contract for each succeeding fiscal period.

1.19.3 Contract Renewal

The Contract may be extended for not more than three (3) additional twelve-month periods, i) upon mutual written agreement of the parties, ii) prior to expiration and iii) under the same terms and conditions of the original agreement or as negotiated between the STATE and the CONTRACTOR. Contract extension(s) shall be contingent upon i) the need for continued services and ii) funding availability beyond the current fiscal year. As each option(s) to extend is mutually agreed upon, the CONTRACTOR shall be required to execute a supplement to the Contract for each additional period.

1.19.4 Performance Period

The CONTRACTOR shall complete the work within the time limits specified herein. The time specified herein is the maximum time allowed.

1.20 Contract Award

Award, if any, shall be made to the responsible Offeror with the highest number of points and whose proposal the STATE deems most advantageous in accordance with the evaluation criteria specified.

1.21 Responsibility of Offerors; Hawaii Compliance Express

The Offeror is advised that if awarded under this RFP, Offeror shall, upon award, furnish proof of compliance with the requirements of HRS §103D-310 and HAR § 3-122-112 including:

- Chapter 237, General Excise Tax Law;
- Chapter 383, Hawaii Employment Security Law;
- Chapter 386, Workers' Compensation Law;
- Chapter 392, Temporary Disability Insurance;
- Chapter 393, Prepaid Health Care Act; and
- One of the following:
 1. That Offeror is registered and incorporated or organized under the laws of the State of Hawaii (hereinafter referred to as a "Hawaii business"); or
 2. That Offeror is registered to do business in the State of Hawaii (hereinafter referred to as a "compliant non-Hawaii business").

Offeror may demonstrate proof of compliance with the above-referenced requirements by submitting a *Certificate of Vendor Compliance* issued by the Hawaii Compliance Express (HCE) online system to the Hawaii State Department of Education, Procurement and Contracts Branch upon award. The HCE service allows vendors to register online through a simple wizard interface at <http://vendors.ehawaii.gov>. The *Certificate of Vendor Compliance* provides current compliance status as of the issuance date, satisfies requirements of Chapter 103D-310(c), HRS, and is therefore acceptable for contracting purposes. CONTRACTORS that elect to use HCE services are required to pay an estimated annual registration fee of \$12.00.

Due to the time required to obtain the HCE *Certificate of Vendor Compliance*, it is highly recommended that the interested Offeror begin the registration process immediately.

1.22 Failure to Execute Contract; Timely Submission of Certificates

At time of award, the above *Certificate of Vendor Compliance* and any other documentation and certification shall be submitted to the Hawaii State Department of Education, Procurement and Contracts Branch as soon as possible or by the deadline established by STATE. If a valid certificate or compliant

documentation is not submitted on a timely basis for award, award made to an Offeror otherwise responsible may be annulled.

Failure to execute a contract as required within ten (10) calendar days or such further time as the STATE may allow after the Awardee has received the contract for execution shall be just cause for the annulment of the award. STATE may award the contract to the next responsible Offeror or may call for other offers, whichever is deemed to be in the best interest of the STATE.

1.23 Notification of Award; Non-selected Offeror(s)

Upon award to the successful Offeror(s), the STATE shall post publicly, a notice of award on the HlePRO and which may be viewed on the Hawaii Awards and Notices Data System (HANDS) website at <https://hands.ehawaii.gov/hands/awards>. Additionally, the STATE will provide notification of the award to any non-selected Offeror(s). The STATE is not responsible for delays or non-receipt of such notification. Failure of any Offeror to receive any such notification shall not relieve the Offeror of any obligations or requirements herein.

1.24 Debriefing

The purpose of a debriefing is to inform the non-selected Offeror(s) of the basis for the source selection decision and award. An Offeror(s) not selected for award shall submit a written request for a debriefing within three (3) working days after the posting of the award. The debriefing shall be held, to the maximum extent possible, within seven (7) working days after the posting of the award.

1.25 Protest

Pursuant to §103D-701, HRS and §3-126, HAR, a protest of the solicitation must be submitted prior to the date set for receipt of offers, and a protest of an award or proposed award shall be submitted within five (5) working days after the posting of award or within five (5) working days following a debriefing. The award(s), if any, resulting from this solicitation shall be posted on the HlePRO and shall be posted on the Hawaii Awards and Notices Data System (HANDS) website at <https://hands.ehawaii.gov/hands/awards>.

Any protest pursuant to §103D-701, HRS and §3-126, HAR shall be submitted in writing to the Hawaii State Department of Education's, Chief Procurement Officer, c/o Procurement and Contracts Branch at the Waipahu Civic Center, 94-275 Mokuola Street, Room 200, Waipahu, Hawaii 96797.

2. RFP PURPOSE AND OVERVIEW

2.1. Purpose

The Hawaii State Department of Education (hereinafter referred to as “STATE”) is soliciting for services related to the development and administration of the Hawaii Assessment Literacy (HAL) Program as described below.

- Item and stimulus development for K-12 interim/benchmark/summative assessments in ELA, mathematics, science, and social studies.
- Professional development in item authoring for K-12 classroom teachers of ELA, mathematics, science, and social studies.
- Hosting computer-based, item authoring system meeting specifications set by Hawaii and consistent with Hawaii’s assessment requirements.
- Instructional resource development for K-12 ELA, mathematics, science, and social studies.
- Professional development in resource development for K-12 classroom teachers of ELA, mathematics, science, and social studies.
- Hosting computer-based, instructional resource development system meeting specifications set by Hawaii.

2.2. Goals and Objectives

The overarching goal of the HAL Program is to empower K-12 educators across Hawaii with the skills and tools necessary for effective assessment design and implementation. This initiative aims to enhance statewide assessment literacy by providing targeted professional development that enables educators to master the art of crafting and administering standards-aligned assessment items in ELA, mathematics, science, and social studies.

To support this vision, the HAL Program seeks to develop and maintain a comprehensive item bank. This resource will feature a wide array of assessment items and resources that are not only diverse but also fully integrated with the latest technology. Rigorous review processes will ensure that these items align with the highest standards of educational and psychological testing, promoting fairness and educational value.

Collaboration is a cornerstone of the HAL Program. Through sustained partnerships between the STATE, educators, and assessment specialists, the program will foster a community of practice that contributes to the continuous development and review of assessment materials. These collaborative efforts will ensure that the content is validated regularly, maintaining its relevance and effectiveness.

Technological advancement is a key objective, with the program set to implement state-of-the-art item authoring and resource development systems. These tools will be customized to meet the specific needs of Hawaii’s educational landscape, enhancing the utility and accessibility of instructional resources. Furthermore, the integration of innovative practices such as artificial intelligence will revolutionize how assessments are crafted, making them more relevant and insightful.

Finally, the HAL Program is committed to ensuring that these educational advancements are accessible and equitable across all of Hawaii’s diverse educational settings. By promoting innovative practices and providing comprehensive support, the program will ensure that all educators and students, regardless of location or background, have access to high-quality, effective assessment tools.

2.3. General Requirements

The HAL Program is a state-developed program for item authoring, instructional resource development, and professional development. It is comprised of teacher-created stimuli, items and instructional development resources.

Proposals for the HAL Program should consider:

- References to Smarter Balanced with respect to ELA and mathematics in the body of the RFP are assumed to refer to Hawaii with respect to the HAL Program.
- The HAL Program is aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and the Hawaii Core Standards for Social Studies (HCSSS).
 - The Standards can be found on the STATE website: <https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Pages/standards.aspx>
- The primary mode of administration of the HAL items is computer-based, online testing.
- The Smarter Balanced Tools for Teachers (<https://smartertoolsforteachers.org>) will be used as the repository of HAL instructional development resources.

Requirements for the HAL Program items for specific sections of the Technical Proposals, beyond or different from what is required for the Smarter Balanced ELA and mathematics assessments, are described below. If a section is not included below, the expectations for the HAL Program items are the same as the expectations for the Smarter Balanced assessments.

2.4. Implementation Timelines

The Hawaii Assessment Literacy (HAL) Program is designed to be implemented in phases, ensuring systematic progress and effectiveness. Each phase focuses on specific aspects of the program, with certain activities ongoing throughout the year to maintain momentum and ensure continuous improvement.

Phase 1: Kick-Off and Initial Training (Months 1-3)

- Month 1: Conduct an official kick-off meeting to outline project goals, introduce team members, and finalize operational plans.
- Months 2-3: Launch the initial round of professional development sessions for educators in ELA and mathematics, focusing on item authoring and utilization of the item authoring system.

Phase 2: Continuous Item and Resource Development (Ongoing throughout the year)

- Item Development: Engage in ongoing development and refinement of assessment items. This includes continuous cycles of writing, reviewing, and adjusting items to ensure alignment with educational standards.
- Performance Assessment Authoring: Implement a yearlong performance assessment authoring program, starting with intensive training sessions and followed by continuous writing, piloting, and revising of performance assessments.
- Instructional Resource Development: Facilitate ongoing professional development sessions focused on the creation and refinement of instructional resources, ensuring these are aligned with current educational standards and teaching practices.
- Assessment Literacy Program: Offer continuous training and development sessions aimed at enhancing assessment literacy among educators, focusing on best practices and effective assessment strategies.

Phase 3: Targeted Training for Test Coordinators (Fall each year)

- New Test Coordinators Training: Provide a one-day virtual training session in October for newly appointed test coordinators, focusing on essential duties and responsibilities.
- All Test Coordinators Training: In December, hold a comprehensive training session for all test coordinators to cover updates, refinements, and new protocols for the assessment programs.

Phase 4: Evaluation and Scaling (End of Year 2 and beyond)

- End of Year 2: Perform a detailed evaluation of the HAL program to measure its impact and effectiveness relative to the set goals and objectives. This evaluation will inform necessary adjustments and enhancements.
- Year 3 and Ongoing: Scale up the integration of advanced technologies and expand the reach of the program, continuously refining our approach based on feedback and emerging needs in the education sector.

The implementation timeline for the HAL Program ensures a framework for ongoing development and targeted training, while also providing flexibility to adapt and expand based on evolving educational needs and technological advancements.

3. SCOPE OF WORK; PROJECT AND OFFEROR REQUIREMENTS

3.1 Scope of Work

ID No	Task	Requirement
1.	Item Bank Development (for Classroom-based Assessments)	<p>The CONTRACTOR shall facilitate the ingestion of all existing stimuli and items, including graphics, rubrics, and existing accommodation supports from Hawaii’s current service provider.</p> <p>The CONTRACTOR will ensure all accommodations described in Exhibit 1: Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (UAAG) and Exhibit 2: Hawaii State Test Accommodation Guide for Low Risk Accommodations, as amended, are applied to both newly developed items and older operational items.</p> <p>The CONTRACTOR will be responsible for the entry and preparation of newly developed stimuli, items, art, and rubrics for inclusion in content-specific item banks in a classroom-based assessment system. The CONTRACTOR will ensure items are written according to the most current Smarter Balanced item style guide (Exhibit 4: Style Guide for Smarter Balanced Assessments). See Exhibit 3: Smarter Balanced Resources, as amended, for additional guidance on item development.</p> <p>Proposals shall describe the ability of Offeror’s staff to enter new items, to be developed during the life of this contract, into the Offeror’s item management system.</p> <p>Offerors may propose the inclusion of ‘off-the-shelf’ items and/or item banks that are aligned to the STATE’s respective content standards. The intent is to build robust, high-quality item banks for classroom teacher selected use.</p>
1.1.	Item Development	<p>The CONTRACTOR shall develop test items with input and review by the STATE. The STATE also intends to involve state educators in the development of the assessment items and tests under the supervision of state assessment staff and the facilitation support of CONTRACTOR’s content specialists.</p> <p>For the purposes of this RFP, the terms "item" or "test item," whether singular or plural, means stimuli, test stems, student response choices or mechanisms for open-ended or technology supported responses, and associated meta-data, and must comply with the item specifications set out within the Standards for Educational and Psychological Testing (2014 Edition), Chapter 4.</p> <p>Item development is a major and critical component of the project. CONTRACTOR shall work with the STATE and educator committees to develop new items. Items consist of stimuli, item stems, student response choices or mechanisms for open-ended or technology supported responses, and associated meta-data.</p> <p>The assessments are to be delivered primarily in an online format, using item types similar to types used with the Smarter Balanced assessments. Additional item types specific to the science assessment will be incorporated as</p>

ID No	Task	Requirement
		<p>appropriate to the design and measurement intent of the science tests. To the extent possible, the science assessments should provide opportunities similar to the experience students currently have as they interact with the existing test interface.</p> <p>The STATE is open to innovative approaches to item development and test form development which incorporates the three-dimensional aspects of the state science standards. Tests for the general assessment can include multiple item types, taking advantage of industry best practices and emerging research in the field of science assessment including but not limited to the use of AI and incorporating student voice such as conducting focus groups with students to make more informed decisions on item development.</p>
1.1.1.	Item Specification Development	<p>The CONTRACTOR, in collaboration with the STATE, shall refine and enhance item specifications including, but not limited to, the following:</p> <ul style="list-style-type: none"> ● Requirements for the application of universal design principles, ● Content to be tested, ● Construct definitions, including relevant and irrelevant factors, ● Item types to be employed, ● Cognitive complexity, ● Use of visuals which includes, but is not limited to, graphics, tables, charts, simulations, and animations. ● AI guidelines and considerations for item development
1.1.2.	Item Cluster Development	<p>Members of the item cluster writing committees are solicited and selected by the STATE. Approximately twelve (12) teachers from across the state attend each item cluster writing session. Newly-developed items go through several stages before going to content reviews.</p> <p>Content-specific item clusters including stimuli, items, and initial art are planned and drafted by the CONTRACTOR's content specialists in collaboration with STATE test development specialists. The development plan shall include, but not be limited to, factors such as number of item clusters and standalone items to be developed; item types; cognitive complexities; item difficulties; use of graphics, tables, and charts; and details on technology enhanced items.</p> <p>During item cluster writing workshops, stimuli, items, and rubrics are written by educators with oversight by STATE test development specialists and support from CONTRACTOR content specialists. Art is revised and/or added during item cluster writing workshops.</p> <p>Following the item cluster writing workshops, STATE test development specialists and CONTRACTOR content specialists collaborate to refine and edit all stimuli, items, art, and rubrics.</p> <p>Upon STATE approval, CONTRACTOR will take stimuli, items, rubrics, and art through a style and copy editing cycle and provides technical feedback. Other review criteria include, but are not limited to: universal design principles, alignment to item specifications, alignment to appropriate cognitive and language complexity, fairness,</p>

ID No	Task	Requirement
		<p>accessibility, reasonableness and completeness of rubrics and scoring criteria, age appropriateness, technology-based presentation.</p> <p>STATE staff reviews feedback from CONTRACTOR, recommends adjustments, if necessary, reviews revisions and signs off on draft versions of field test items and rubrics that will move forward to content and bias review.</p>
1.1.3.	Stand Alone Item Development	<p>In addition to item clusters, the STATE intends to include standalone items in the item bank. The STATE shall specify the performance expectations and content standards targeted for the items. The CONTRACTOR shall submit the items to STATE test development specialists for review and comment prior to bringing them to the content review committee of educators.</p> <p>CONTRACTOR shall provide examples of item types appropriate for each End-of-Course (EOC) exam course that must be developed. Timelines for item development, including approaches that incorporate the use of Hawaii educators in item development as well as item review committees, shall be included in the description of the project.</p> <p>CONTRACTOR shall be able to provide templates in the form of Word documents for stimuli and item development for item writing and the item review processes.</p>
1.1.4.	Content Review Meetings	<p>Stimuli, items, art, and rubrics are reviewed by Content Review committees for alignment to item specifications, alignment to appropriate cognitive and language complexity, fairness, accessibility, reasonableness and completeness of rubrics and scoring criteria, age appropriateness, and technology-based presentation.</p> <p>CONTRACTOR will be responsible for coordinating and convening Content Review committees which include educators who are representative of students across Hawaii.</p> <p>Up to four (4) STATE staff will attend each session as well as appropriate CONTRACTOR staff as specified within Offeror's proposal.</p> <p>Items are identified as accepted, accepted with revisions, or rejected. Stimuli, items, art, and rubrics are edited during content review by STATE and CONTRACTOR based on feedback from Content Reviews.</p> <p>The STATE is open to innovative approaches to item review including but not limited to working with the STATE to create a process to conduct student committee item reviews.</p> <p>For proposal purposes, proposed pricing for these work group sessions will use the following guidelines:</p> <ul style="list-style-type: none"> ● A separate 2-day session for ELA comprised of up to six (6) educators; ● A separate 2-day session for Mathematics comprised of up to six (6) educators; ● A separate 2-day session for Science comprised of up to six (6) educators; ● A separate 2-day session for Social Studies comprised of up to six (6) educators.
1.1.5.	Accommodations	<p>CONTRACTOR will provide for incorporation of all accommodations stipulated by associated guidance on accessibility, as noted in Exhibit 1: Smarter Balanced Usability, Accessibility, and Accommodations Guidelines</p>

ID No	Task	Requirement
		<p>(UAAG) and Exhibit 2: Hawaii State Test Accommodation Guide for Low Risk Accommodations), as amended, to accomplish consistency in the presentation, to the extent possible, of the HAL items.</p>
2.	Professional Development	
2.1.	Item Authoring	<p>CONTRACTOR shall coordinate with the STATE to develop and deliver an item authoring professional development program for teachers of ELA, mathematics, science, and social studies. First year implementation will include professional development for teachers of mathematics, ELA and science in grades 3 through 12. Social studies and additional grade levels may be phased in over the course of the contract.</p> <p>Professional development for teachers is based upon the Smarter Balanced Item Writing Program in which teachers learn how to develop and review assessment items aligned to the content standards. STATE content and assessment specialists will work with CONTRACTOR to coordinate item development training, item writing certification and item review collaboration activities. Item authoring training materials are due to STATE staff at least 6 weeks prior to the training. Item specifications are the same as the statewide summative item specifications for CCSS, NGSS and HCSSS. Training is provided for novice item authors who receive intensive training as item authors before becoming certified as an item author. Professional development is provided for approximately 15 novice participants in each content area each school year. Trainings occur during breaks and include five consecutive days during summer break, two consecutive days during fall break and two consecutive days during spring break. Over the course of the year-long program novice participants receive training in item authoring for all standards in a content area for one grade level. Training is also provided for experienced item authors who attend trainings along with novice participants and serve as facilitators and item reviewers during the trainings. Approximately five (5) experienced item authors for each content area attend trainings for a total of 20 participants per content area per training.</p> <p>Item authors are trained in the following:</p> <ul style="list-style-type: none"> ● Item specifications, including targets and task models ● Stimulus specifications ● Item Quality Criteria ● Depth of Knowledge ● Style Guide elements specific to content area items ● Accessibility Guidelines ● Bias and Sensitivity Guidelines ● Construct relevant vocabulary ● EDL Vocabulary lists ● Rubrics and scoring <p>CONTRACTOR will provide compensation for item authors and reviewers. Item authors and reviewers are paid approximately \$200 per day of training. Item authors are expected to deliver 30 items over the course of a school year.</p>

ID No	Task	Requirement
		<p>CONTRACTOR will ensure that Item Authoring facilitators are introduced to STATE staff at least 8 weeks before the trainings and the STATE will determine if the facilitators are suitable. Facilitators need to have at least one year of experience conducting item authoring training with educators. Facilitators that are not suitable for the STATE will not be invited back. If the facilitators have less than one year of experience conducting item authoring training, they must be accompanied during their sessions by an experienced facilitator.</p>
2.2.	Performance Assessment Authoring	<p>CONTRACTOR shall provide support with the logistics and execution of performance assessment authoring trainings for approximately 50 teachers, who will engage in a yearlong process of writing, piloting and revising performance assessments and supporting materials. The trainings will occur in Honolulu or virtually on the following dates:</p> <ul style="list-style-type: none"> ● June: 5 consecutive full-day sessions in Honolulu during summer break (in-person) ● October: 2 consecutive full-day sessions during fall break (virtual) ● March: 2 consecutive full-day sessions in Honolulu during spring break (in-person) <p>CONTRACTOR will work with STATE staff to provide the following:</p> <ul style="list-style-type: none"> ● <i>Training Sessions Execution:</i> The CONTRACTOR shall host training sessions in collaboration with the STATE and partner organizations in June (5), fall (2 virtual full days) and spring (2), accommodating approximately 50 teachers per session. ● <i>Logistics Arrangements:</i> The CONTRACTOR is responsible for all logistical arrangements associated with the training sessions. This includes but is not limited to: <ul style="list-style-type: none"> ○ providing a registration system for participants and communicating with registrants via email and phone as necessary (includes, but is not limited to, confirmation emails and reminder emails), ○ securing hotel banquet rooms for the training venues, ○ providing meals for all participants, covering parking fees, and any other necessary accommodations to ensure a conducive learning environment, ○ for participants traveling from neighbor islands (30% of total participants), the CONTRACTOR shall coordinate and provide flights (Ex: \$150 x 15 participants x 2 flights = \$4,500) and other travel expenses, including accommodations (Ex: \$150 x 15 participants x 6 nights = \$13,500) ○ work with venue technology support to ensure adequate sound, access to electricity for participant laptops and a reliable internet connection (i.e., sound system support and WiFi access for all participants) ○ provide sign in sheets and send to STATE staff after the training, ○ printing of training materials and provide supplies as needed, and ○ provide on-site support. ● <i>Stipend and Travel Reimbursements:</i> CONTRACTOR is responsible for issuing stipends to qualified (BU5 employees) participants (Ex: \$200 per day x 50 participants x 9 sessions = \$90,000) and reimbursing neighboring island participants for any expenses incurred traveling to and from the training venue.
2.3.	Assessment Literacy	<p>CONTRACTOR shall provide support with the logistics and execution of assessment literacy trainings to approximately 60 teachers. The trainings will occur in hotel banquet rooms in Honolulu on the following times:</p>

ID No	Task	Requirement
		<ul style="list-style-type: none"> ● Fall: 1 full-day session ● Winter: 1 full-day session ● Spring: 1 full-day session ● Summer: 1 full-day session <p>CONTRACTOR will work with STATE staff to provide the following:</p> <ul style="list-style-type: none"> ● <i>Training Sessions Execution:</i> The CONTRACTOR shall host training sessions in collaboration with the STATE and partner organizations in Fall (1), Winter (1), Spring (1) and Summer (1), accommodating approximately 60 teachers per session. Estimated cost for meeting space and meals at in-person training sessions is \$11,000 per session. ● <i>Logistics Arrangements:</i> The CONTRACTOR is responsible for all logistical arrangements associated with the training sessions. This includes but is not limited to: <ul style="list-style-type: none"> ○ providing a registration system for participants and communicating with registrants via email and phone as necessary, ○ securing hotel banquet rooms for the training venues, ○ providing meals for all participants, covering parking fees, and any other necessary accommodations to ensure a conducive learning environment, ○ for participants traveling from neighbor islands (30% of total participants), the CONTRACTOR shall coordinate and provide flights (Ex: \$150 x 20 participants x 4 flights = \$12,000) and other travel expenses, including accommodations (Ex: \$150 x 20 participants x 1 night = \$3,000) ○ work with venue technology support to ensure adequate sound, access to electricity for participant laptops and a reliable internet connection (i.e., sound system support and WiFi access for all participants) ○ provide sign in sheets and send to STATE staff after the training, ○ printing of training materials and provide supplies as needed, and ○ provide on-site support. ● <i>Stipend and Travel Reimbursements:</i> CONTRACTOR is responsible for issuing stipends to qualified (BU5 employees) participants (Ex: \$200 per day x 50 participants x 5 sessions = \$50,000) and reimbursing neighboring island participants for any expenses incurred traveling to and from the training venue.
2.4.	Test Coordination/ Administration	<p>The CONTRACTOR shall provide test coordination training support for an estimated 400 test coordinators (TCs) annually.</p> <p>The CONTRACTOR shall coordinate an annual Test Coordinator Training for new TCs (approximately 50) in the Fall and an annual Test Coordinator Training for all TCs (estimated to be 400 per training) in the Winter.</p> <p>The New Test Coordinators one-day training occurs virtually.</p>

ID No	Task	Requirement
		<p>The one-day Test Coordinators Training for all TCs (estimated to be 400 per training) occurs in-person at seven different locations/dates.</p> <p>The CONTRACTOR shall work with STATE staff to provide the following:</p> <ul style="list-style-type: none"> ● <i>Training Sessions Execution:</i> <ul style="list-style-type: none"> ○ Host two (2) one-day training sessions, accommodating 25 TC participants per session in the Fall, and ○ Host seven (7) one-day training sessions, accommodating 20-90 TC participants per session, in the Winter. The total number of participants is estimated to be 400. ● <i>Logistics Arrangements:</i> The CONTRACTOR is responsible for all logistical arrangements associated with the training sessions. This includes, but is not limited to: <ul style="list-style-type: none"> ○ providing a registration system for participants and communicating with registrants via email and phone as necessary, ○ securing hotel banquet rooms for the training venues, ○ providing meals for all participants, covering parking fees, and any other necessary accommodations to ensure a conducive learning environment, ○ for neighbor island trainings, the CONTRACTOR shall coordinate and cover the travel expenses, including one-night accommodations, for two State Test Development Specialists and any CONTRACTOR staff members that attend the trainings, ○ for participants from the neighbor islands, the CONTRACTOR shall coordinate and cover the travel expenses, including one-night accommodations, for approximately 10 TCs that need to fly to Oahu to attend a training, ○ work with venue technology support to ensure adequate sound, access to electricity for participant laptops and a reliable internet connection (i.e., sound system support and WiFi access for all participants) ○ provide sign in sheets and send to STATE staff after the training, ○ printing of training materials and provide supplies as needed, and ○ provide on-site support. ● <i>Feedback Loop and Reporting:</i> Establish a feedback mechanism to collect and analyze participant responses post-training. Use this feedback for continuous improvement of the training program. Provide comprehensive reports to the STATE detailing training outcomes, participant feedback, and recommendations for future sessions.
3.	Item Authoring and Test Building Tool - Online	<p>CONTRACTOR shall provide an item authoring online system that is used by item authors to develop items and allows item reviewers to provide feedback. Approved items will move to an item bank for secure test administration. Test delivery will utilize the same (or similar) system as the system used for Smarter Balanced test delivery. CONTRACTOR shall provide at least 8 hours to training STATE educators on the item authoring and/or test building tool.</p>

ID No	Task	Requirement
4.	Tools for Teachers	CONTRACTOR shall provide procedures for establishing users access to Smarter Balanced Tools for Teachers and will manage the means to track and implement individualized access to Tools for Teachers. All user roles will have access to Tools for Teachers.
4.1.	Tools for Teachers Single Sign-On	<p>The proposal will include the Offeror’s detailed solution to provide Single Sign-On (SSO) functionality for users to access through the Smarter Balanced Tools for Teachers such that a user is not required to use multiple login credentials to access the totality of tools and features within the comprehensive state assessment program.</p> <ul style="list-style-type: none"> ● The proposal shall detail the benefits and drawbacks for using the Smarter Balanced suggested single sign-on system structure, or a proprietary Offeror solution provided to Smarter Balanced to integrate into the Smarter Balanced system. ● CONTRACTOR is responsible for coordinating a single sign-on solution with Smarter Balanced. ● The SSO must include the means of connections between and within the CONTRACTOR’s interim testing system with Tools for Teachers resources and identify which connection elements are configurable by the STATE.
4.2.	Instructional Resource Development	<p>CONTRACTOR shall coordinate with the STATE to develop and deliver an instructional resource development program that includes professional development for K-12 classroom teachers of ELA, mathematics, science, and social studies.</p> <p>Professional development for teachers is based upon the Smarter Balanced Tools for Teacher Program in which teachers learn how to develop instructional and professional development resources aligned to the content standards. STATE content and assessment specialists will work with CONTRACTOR to coordinate professional development and collaboration activities. Instructional and professional development resources are aligned to CCSS, NGSS and HCSSS. The CONTRACTOR shall provide training for novice resource developers to become certified instructional resource developers. Professional development is provided for approximately 10 novice participants in each content area each school year. Trainings occur during breaks and include five consecutive days during summer break, two consecutive days during fall break and two consecutive days during spring break.</p> <p>Over the course of the year-long program, CONTRACTOR shall provide training to novice participants in resource development for all standards in a content area for one grade level. The CONTRACTOR shall also provide training for experienced resource developers who attend trainings along with novice participants and serve as facilitators and resource reviewers during the trainings.</p> <p>Approximately five (5) experienced resource developers for each content area attend trainings for a total of 20 participants per content area per training.</p> <p>CONTRACTOR shall provide an instructional resource and professional development online system that is used by resource developers to develop resources and allows reviewers to provide feedback. Approved resources will move to the CONTRACTOR’s online system that Hawaii teachers may access via secure login in order to access the teacher-created resources.</p>

ID No	Task	Requirement
		<p>CONTRACTOR shall provide compensation for resource developers and reviewers. Resource developers and reviewers are paid approximately \$200 per day of training. Both the resource developer and reviewer may work independently and receive \$30-40 per resource that is moved to the item bank for test administration. Resource developers develop approximately 10 resources over the course of a school year.</p>
5.	<p>Instructional Resource Authoring Tool</p>	<p>The CONTRACTOR shall develop and maintain a specialized portal to serve as a centralized repository of high-quality, instructional resources, strategies, assessments, and activities specifically designed to support general education teachers with the delivery of ELA, Mathematics, Science, and Social Studies content.</p> <p>Key features of the platform will include, but are not limited to:</p> <ul style="list-style-type: none"> ● <i>Curated Instructional Resources</i>: A collection of lesson plans, teaching strategies, and assessment tools designed to align with the Hawaii Common Core Standards, facilitating effective instruction and meaningful learning experiences for students. ● <i>Professional Development Modules</i>: Online training and professional development opportunities for educators to enhance their knowledge and skills in teaching students with diverse learning styles. ● <i>Community Collaboration Space</i>: A forum for educators to share experiences, strategies, and best practices, fostering a collaborative community dedicated to improving educational outcomes for all students. ● <i>Accessibility and Accommodation Guides</i>: Resources and guides to support the implementation of appropriate accommodations and modifications, ensuring all students can access the curriculum and demonstrate their learning. <p>The CONTRACTOR shall ensure that the platform is regularly updated with evidence-based practices and responsive to the evolving needs of the educational community.</p> <p>The STATE seeks to enhance the utility and effectiveness of the platform by integrating it with the STATE's current online reporting system. This integration aims to create a seamless user experience, whereby the results of interim assessments directly inform and guide educators to specific resources, strategies, and instructional materials within the platform that are most relevant to their students' needs.</p>
6.	<p>Supporting Services</p>	<p>All meetings, inclusive of the kick-off and annual planning meetings, the CONTRACTOR shall:</p> <ul style="list-style-type: none"> ● Propose CONTRACTOR staffing to support all meetings on a defined, mutually agreed upon schedule. ● Work with the STATE to identify required and optional attendees. ● Collaborate with the STATE to determine dates, times, and convening location. ● Conduct virtual meetings via Zoom, WebEx, or similar platforms when appropriate and with STATE approval. ● Coordinate calendars and be responsible for sending and updating meeting invites. ● Prepare and distribute meeting materials (includes, but is not limited to, agenda, supplies, and sign-in sheets) ● Electronically post meeting-specific and supplemental materials for review by the STATE, before and after each meeting, in Adobe PDF, Microsoft Word, or Microsoft Excel format to the CONTRACTOR's secure

ID No	Task	Requirement
		<p>site according to mutually agreed upon location/site, specifications and timelines.</p> <ul style="list-style-type: none"> ● Document meeting conversations, action items, decisions, and outstanding questions discussed. This should occur in real time during the meeting allowing the STATE to review and revise as needed. ● Compensate participants not on a contract (up to five) unless otherwise specified. For the purpose of this RFP, the Offeror should estimate \$200 per day/per participating educator. ● Work with the STATE to determine dates, times, location, coordinate payment paperwork, participant travel and accommodations, process participant payment, and provide correspondence for up to ten (10) full day in-person and twenty (20) virtual Smarter Balanced Member Managed Item Authoring Sessions which occur annually over the course of eight months from January through August for up to 20 educators. The Offeror should estimate \$200 per day/per participating educator, \$60 per authored item/per participating educator, and \$40 per virtual session attended/per participating educator. Assume costs associated with establishing and setting up virtual meetings. <p>All in-person meetings will take place in Hawaii. CONTRACTOR shall be responsible for the support and logistics management of in-person meetings. In-person support and logistic requirements includes, but is not limited to the following:</p> <ul style="list-style-type: none"> ● In collaboration with the STATE, CONTRACTOR shall identify appropriate facilities and necessary equipment for the meetings. ● CONTRACTOR shall reserve agreed upon meeting facilities and required equipment. ● CONTRACTOR shall provide meals and refreshments during in-person meetings, when appropriate. ● In collaboration with the STATE, CONTRACTOR shall prepare communication and when appropriate, communicate directly with meeting participants to determine most cost-effective travel requirements. ● CONTRACTOR shall reimburse committee/advisory participating members for any applicable mileage, meals, lodging, or other travel-related expenses per guidelines provided by the STATE. ● The CONTRACTOR will be responsible for all expenses, including travel expenses, incurred by the CONTRACTOR's personnel to attend or participate in all meetings. ● The CONTRACTOR will not be required to pay for STATE-level staff members' travel costs.
6.1.	Kick-Off/Planning Meeting	<p>By no later than seven (7) calendar days after the effective date of the contract, the CONTRACTOR will work with the STATE to schedule a virtual initial planning or kick-off meeting. The meeting purpose will be to discuss the required program specific services, review the CONTRACTOR's work plan and implementation schedule, and obtain specific information, data, criteria, and/or instructions necessary to finalize the CONTRACTOR's work plan. This meeting will be a one-to-two-day activity.</p>
6.2.	Annual Meetings	<p>CONTRACTOR will convene a virtual annual planning meeting. The purpose of this meeting will be to ensure details associated with program fulfillment are addressed and scheduled for completion. This meeting will be a one-to-two-day activity.</p> <p>In preparation for these meetings, the STATE and CONTRACTOR will coordinate meeting details, attendee list, facilitator roles of the actual meeting, and post-meeting activities that prepare the items and systems for the next</p>

ID No	Task	Requirement
		meeting. STATE staff have developed guidelines for these meetings for CONTRACTORs to follow, and these will be provided to the CONTRACTOR during a kick-off meeting.
6.3.	Technical Advisory Committee Meetings	<p>Technical Advisory Committee (TAC) meetings are convened in the spring and fall each year. The members of the TAC provide advice and/or feedback regarding the STATE's assessment programs. The TAC meets in-person two times per year for two eight-hour days. CONTRACTOR shall send a representative(s) to these meetings for the purpose of discussing technical issues related to the HAL Program assessments.</p> <p>In addition, the STATE may convene up to two virtual meetings per year, up to four hours each time.</p>
6.4.	Recurring Scheduled Meetings	<p>CONTRACTOR shall plan and coordinate weekly or biweekly virtual meetings with the STATE to review dates, discuss deliverables, milestones, current issues, test administration, psychometrics, content development, future events, contract matters, and other ad hoc topics.</p> <p>CONTRACTOR shall designate appropriate personnel, including subcontractors or third-party vendors, to participate in established recurring meetings as needed.</p> <p>CONTRACTOR shall be responsible for scheduling and setting up the meetings, working collaboratively with the STATE to develop mutually agreed upon agendas, facilitating meetings, taking notes, and provide timely meeting minutes within 24 hours.</p> <p>CONTRACTOR shall be available to meet virtually with the the STATE on an as needed basis, outside of the recurring meetings.</p>
6.5.	Record Maintenance	<p>For the duration of the contract, the CONTRACTOR shall maintain all documentation related to the HAL program. Specific to HAL item development and review, this documentation includes but is not limited to demographics of the personnel involved in item authoring and reviews, training materials, and agenda. Upon request, the CONTRACTOR shall provide the STATE with an electronic copy of any such documentation.</p> <p>For records retained beyond the contract period, the CONTRACTOR shall electronically transfer all documentation to the STATE within one (1) month of the end of the contract.</p>
6.6.	Annual Statewide Assessment Conference	The CONTRACTOR shall present at the State's annual Statewide Assessment Conference for the STATE principals, test coordinators, technology coordinators, and others involved in the test development and administration processes. The conference shall be held virtually over a two-day period in the fall.

3.2 Offeror Qualifications

The purpose of the Offeror Minimum Qualifications section is to provide the STATE the ability to verify the experience and knowledge claims made in the proposal by the Offeror and to assess the Offeror's prior record in providing services to other organizations.

Failure on the Offeror's part to meet the requirements herein may result in a determination of non-responsiveness and subsequent disqualification of Proposal. These requirements shall remain in effect throughout the entire contract period. Failure to maintain these requirements may result in cancellation of award or early, partial or full termination of a contract.

Minimum Qualifications of the Offeror are as follows:

- Offeror shall have the capacity to manage and monitor administrative contract requirements.
- Offeror shall obtain and pay for all permits, certificates, and licenses required and necessary for the performance of the work specified herein, shall post all notices required by law, and shall comply with all laws, ordinances, and regulations bearing on the conduct of the work specified.
- Offeror shall comply with all business registration requirements prior to commencing work under the contract.

4. PROPOSAL

4.1 General Requirements

- 4.1.1 Any and all costs incurred by an Offeror in preparing and submitting a Proposal and conducting discussions, if any, shall be at the Offeror's sole expense and are the Offeror's sole responsibility. This includes the cost of any visits to client references, and STATE locations by an Offeror, but does not include any costs incurred by the STATE or its representatives for Offeror demonstrations or site visits.
- 4.1.2 Before submitting a proposal, each Offeror must examine the solicitation documents thoroughly. Solicitation documents include this RFP, any attachments, and any other relevant documentation.
- 4.1.3 Offerors are charged with presumptive knowledge of all requirements of all cited authorities. Offeror must become familiar with state, local, and federal laws, ordinances, rules, and regulations that may in any manner affect cost, progress, or performance of the work before submitting a proposal. Submission of a proposal by any prospective Offeror shall constitute admission of knowledge on the part of such Offeror.
- 4.1.4 The Scope of Work, Minimum Contract Provisions, General Conditions and other documents referenced in or attached to the proposal shall be considered a part of the proposal submitted, whether or not attached to the proposal at the time of submission. Such documents shall not be altered in any way; any alterations so made by the Offeror may result in rejection of the proposal.
- 4.1.5 Submission of a proposal shall constitute an incontrovertible representation by the Offeror of understanding, acceptance, and compliance with every requirement of this RFP, and that the RFP documents are sufficient in scope and detail to indicate and convey reasonable understanding of all terms and conditions of performance of the work.
- 4.1.6 Any proposal may be withdrawn at any time on the HlePRO prior to the deadline for receipt of offers. The withdrawal of a proposal shall not prejudice the right of an Offeror to submit a new proposal, but any such new proposal must be received before the stated deadline.
- 4.1.7 A proposal that contains any omission, erasure, addition not called for, conditional offer or irregularity of any kind may be rejected. Corrections, if necessary, may be made by submitting a revised proposal on the HlePRO prior to the proposal due date and time.

4.2 Confidential Information in Proposal

The contents of any proposal shall not be disclosed during the review, evaluation, or discussion process. Once the notice of the award is posted, all proposals (both successful and unsuccessful) become available for public inspection.

If an Offeror believes that any portion of its proposal contains information that should be withheld as confidential, then the Procurement and Contracts Branch should be so advised in writing. Offeror shall request in writing nondisclosure of designated trade secrets or other proprietary data to be confidential. Such data shall accompany the Proposal, be clearly marked, and shall be readily separable from the Proposal in order to facilitate eventual public inspection of the non-confidential portion of the Proposal.

Whether those parts shall remain confidential will be determined under § 3-122-58(b), HAR and Chapter 92F, HRS. Pursuant to Section 3-122-58, HAR, if a person requests to inspect the portions of a proposal designated as confidential, the head of the purchasing agency or designee shall consult with the Department of the Attorney General and make a written determination in accordance with Chapter 92F, HRS. If the request for confidentiality is denied, such information shall be disclosed as public information,

unless the Offeror appeals the denial to the Office of Information Practices in accordance with Section 92F-42(12), HRS.

4.3 Proposal Preparation

One of the objectives of this RFP is to make proposal preparation easy and efficient, giving Offerors ample opportunity to highlight their proposals. The evaluation process must also be manageable and effective. When an Offeror submits a proposal, it shall be considered a complete plan for accomplishing the tasks described in this RFP and any supplemental tasks the Offeror has identified as necessary to successfully meet the obligations outlined in this RFP.

The proposal shall describe in detail the Offeror's ability and availability of services to meet the primary project goal of this RFP as stated herein. Proposals shall be prepared in a straightforward and concise manner, in a format that is reasonably consistent and appropriate to the purpose of this RFP. Emphasis shall be on completeness and clarity of content. If any additional information is required by the STATE regarding any aspect of an Offeror's proposal, such information shall be provided within two (2) working days of the STATE's request unless otherwise stated or directed by the STATE.

4.4 Proposal Security

A Bond is not required if submitting a Proposal.

4.5 Proposal Submission and Format

This section prescribes the standard format for a proposal submitted in response to this RFP.

Offeror shall submit a Proposal using the exact forms or reproductions of such forms as provided and as otherwise instructed by this RFP. Failure to comply may result in a determination that the proposal is non-responsive.

The standard format will facilitate the STATE's review, comparison, evaluation of proposals, and verification as to whether the minimum requirements are met by each Offeror and the Offeror's Proposal. The format is not intended to limit the content of a proposal in any way. The Offeror may include any additional data or information that is deemed pertinent to this RFP.

This electronically submitted offer shall be considered the original. Any offers received outside of the HlePRO shall not be accepted or considered for award, unless otherwise specified herein. The maximum file size that HlePRO can accept is 100MB. Files larger than 100MB must be reduced into two (2) or more files.

Proposals shall be submitted and received electronically by the specified due date and time through the HlePRO (<http://hiepro.hawaii.gov>).

4.6 Proposal Organization and Content

Proposals shall be organized in this order:

Table of Contents:	The table of contents shall clearly identify the material by section and by page number.
Section 1:	Offeror Identification and Information Form (Appendix A)
Section 2:	Executive Summary
Section 3:	Offeror Qualifications (including subsections: Offeror History and Background/Relevant Project Experience, Program Management Requirements/Internal Controls, Project Team Structure/Staffing, Offeror References (Appendix B), and Information/Data Security and Confidentiality)
Section 4:	Subcontractors (if any)
Section 5:	Proposed Solution/Technical Proposal

Section 6: Price Proposal (Appendix C)
Attachment A: Proof of Compliance Documents

Additional information about specific requirements of each section follow.

4.7 Offeror Identification and Information Form (Appendix A)

Offeror shall submit the Proposal under the company's exact legal name as registered with the Department of Commerce and Consumer Affairs, if applicable, and shall indicate exact legal name in the appropriate space on the Offeror Identification and Information Form. Failure to do so may result in rejection of the proposal or delay proper execution of a resulting contract, if any.

The Offeror's authorized signature on the OFFEROR IDENTIFICATION AND INFORMATION FORM shall be an original signature in ink, which shall be required before an award, if any, can be made. The submission of the proposal shall indicate Offeror's intent to be bound.

A hard copy (original signature in ink) of the OFFEROR IDENTIFICATION AND INFORMATION FORM must also be received by the Hawaii State Department of Education, Procurement and Contracts Branch, 94-275 Mokuola Street, Room 200, Waipahu, Hawaii 96797, within five (5) working days after the proposal due date.

4.8 Executive Summary

The executive summary shall summarize the contents of the Proposal in a way that gives readers a broad understanding of the entire Proposal and must also contain the following:

Terms and Conditions - A statement that the Offeror understands and shall comply with all terms and conditions of the RFP (including the General Conditions). If an Offeror does not plan to comply with one or more of the terms or conditions of the RFP, this must be stated; ALL exceptions must be listed and fully described. The STATE reserves the right to accept or not accept any exceptions.

Assumptions or Constraints - A statement on whether the Proposal contains any assumptions or constraints and must also identify and describe each such assumption and constraint. If neither assumptions nor constraints are included in the Proposal, a statement to that effect must be made.

Deviations - If the Proposal deviates from the specifications or requirements of the RFP, a statement must be included identifying and describing each such deviation. If no deviations are included in Offeror's Proposal, a statement to that effect must be made.

Subcontracting - A statement that the products and services of the proposed solution shall be provided solely by the Offeror and the Offeror's company or whether a subcontractor(s) shall assist. The Offeror's use of subcontractor(s) requires the prior written approval of the STATE.

Taxable Transaction – Work to be performed under this solicitation is a business activity taxable under Chapter 237, HRS, and vendors are advised that they may be liable for payment of the Hawaii General Excise Tax (GET). If an Offeror is a person exempt by the HRS from paying the GET and therefore not liable for the taxes on this solicitation, Offeror shall state its tax exempt status and cite the HRS chapter or section allowing the exemption.

Pending Litigation – The Offeror shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgment. If applicable, please explain how litigation may materially impact the Offeror or the Offeror's ability to fully perform and complete any work under the contract.

Other Notable Items - The Offeror shall disclose any other items of note that may have material impact the Offeror or the Offeror's ability to fully perform and complete any work under the contract.

4.9 Offeror Qualifications

This section of the Proposal shall include the following:

- 4.9.1 Offeror History and Background/Relevant Project Experience. The Offeror shall describe its corporate background and experience including its size and resources, details of corporate experience relevant to the project and a list of other current or recent related projects by providing the following:
- 4.9.1.1 General information about the Offeror's organization.
 - 4.9.1.2 Experience of the Offeror - Include relevant experience that indicates the qualifications of the Offeror, and any subcontractors, for the performance of the potential contract.
 - 4.9.1.3 Established credible history of successful implementation of accountability assessments for grades 3 through 8 and high school on a statewide basis and/or for a State Education Agency.
 - 4.9.1.4 Documentation showing history of success, specifically:
 - Number of years of credible and proven success with names of states and state educational agencies where accountability assessments were implemented system wide. Ideally, letters will be provided from states and/or state educational agencies where accountability assessments were implemented system wide.
 - Research that documents credibility of an accountability assessment system for CCSS and NGSS.
- 4.9.2 Program Management Requirements/Internal Controls.
- 4.9.2.1 Offeror shall provide a description of the proposed project team structure and internal controls to be used during the course of the project, including any subcontractors. Provide an organizational chart indicating lines of authority for personnel involved in performance of this potential contract and relationships of this staff to other programs or functions. This chart must also show lines of authority to the next senior level of management. Include who within the firm will have prime responsibility and final authority for the work.
 - 4.9.2.2 Proposed Program Manager (PM) will be empowered to authorize and execute change orders, make decisions, engage additional resources and execute on creative solutions to unusual or unforeseen problems.
 - The STATE reserves the right to approve the proposed Program Manager. The Program Manager shall serve as the primary liaison between the Offeror and the STATE. The Program Manager will also serve as Offeror's designated customer service representative, ensuring that schools receive quick and accurate responses to questions, requests, or concerns.
 - The proposed Program Manager shall have the authority necessary to coordinate and establish work priorities on behalf of Offeror, for all assigned personnel, including those of any sub-contractors, associated with tasks on the assessment program.
 - 4.9.2.3 If the Offeror secures subcontractors to perform any work related to developing items/assessments, the Offeror shall provide an effective supervisory structure for overseeing the quality of the subcontractor's work and shall ensure that all deliverables are completed in accordance with the requirements of the contract and the approved Implementation Schedule.
 - 4.9.2.4 Offeror shall provide a structure for escalating unresolved issues if Offeror's program management team is unable to address them to the satisfaction of the

STATE.

- 4.9.2.5 Offeror shall assign sufficient program personnel to provide accurate, efficient customer service to both STATE personnel and school personnel. Offeror shall provide a toll-free number and e-mail address through which school personnel may direct questions, comments, or requests. Offeror shall ensure that the toll-free customer service number is dedicated to the STATE and is available and staffed from 6:00 a.m. to 6:00 p.m. HST, during the school year. Offeror shall provide the STATE with a monthly log of calls to the customer service line, issues, and resolutions. Offeror shall also provide a password protected FTP site or virtual "conversation room" to allow STATE personnel and Offeror a secure forum for interaction and exchange of materials.
- 4.9.2.6 By June 1st of each year, Offeror shall provide the STATE with a year-long calendar (Implementation Schedule) including all deliverables, milestones, review dates, and responsible parties for the upcoming school-year item/test development activities. Offeror shall update the calendar upon STATE request and as needed to accommodate schedule revisions.
- 4.9.2.7 Offeror shall designate appropriate personnel to participate in weekly or bi-weekly conference calls with STATE personnel. Offeror's Program Manager and STATE personnel will collaborate to develop a mutually agreed upon agenda for the conference calls. Offeror shall be responsible for scheduling and setting up the conference calls and any costs associated with the conference call.
- 4.9.2.8 Except for Offeror's initial meeting with the STATE following execution of the contract and the regularly scheduled weekly or bi-weekly conference calls, the STATE will make requests to Offeror for other meetings and conference calls between the Offeror and STATE, and any other individuals such as third-party consultants or constituents. Offeror shall coordinate the meetings and shall be responsible for all expenses, including travel expenses, incurred by to attend or participate in such meetings or conference calls.
- 4.9.3 Project Team Structure/Staffing. The Offeror shall include specific information regarding the role and function of its assigned staff to support implementation, training, reporting, and maintenance efforts.
 - 4.9.3.1 The Offeror shall also provide resume/vita for all staff who will be specifically assigned to the contract and provide a narrative description of their roles, experience, and qualifications, including education and training in the development of large scale statewide assessments. If the Offeror's solution involves use of subcontractors in an amount greater than 10% of the project's budget, resumes of any subcontractors shall also be included.
 - 4.9.3.2 Personnel Expertise - The Offeror shall at a minimum provide information for the proposed Program Manager, Test Development Specialist, Content Specialist, Psychometrician, Information Technology Specialist, Customer Service Supervisor, and all other key personnel proposed to provide the services required herein. If additional personnel resources are available, the Offeror may provide information for such personnel.
 - 4.9.3.3 The information provided shall be structured to emphasize relevant qualifications and experience of the personnel in completing contracts/performing services of a similar size and scope to the requirements of this RFP.
 - 4.9.3.4 The information submitted shall clearly identify previous experience of the person in performing similar services and should include beginning and ending dates, a

description of the role of the person in such performances, results of the services performed, and whether the person is proposed for the same services for this project.

4.9.3.5 If personnel are not yet hired, the Offeror shall provide detailed descriptions of the required employment qualifications; and detailed job descriptions of the position to be filled, including the type of person proposed to be hired.

4.9.4 Offeror References. (Appendix B: Offeror Reference Form). Offeror shall provide a minimum of three (3) recent client references. These are to include the name of the client organization; name, title, and telephone number of the contact person; date, duration and brief description of work performed for the client. The Offeror grants the STATE authorization to contact any of the Offeror's previous clients, including but not limited to these client references, to evaluate the Offeror and its work.

4.9.5 Information/Data Security and Confidentiality. The Offeror shall include specific information regarding its internal control environment, security history, legal compliance and confidentiality compliance (for example: SAS70/SSAE16/SOC2 reports) to ensure processes and policies related to data sharing are performed to STATE's satisfaction.

The Offeror shall confirm that it complies with State and Federal privacy laws and will follow the Department's requirements relating to privacy, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA) and chapters 8-6 and 8-34, HAR.

4.10 Subcontractors

The Offeror may propose to fulfill any of the responsibilities outlined herein by entering into a subcontract with an individual, organization, or other entity that possesses the requisite expertise to fulfill the requirements of the RFP. The Offeror shall retain sole responsibility for the completion of all tasks and for the quality of the work product. The use of subcontractors shall not place additional burdens or demands on the STATE (e.g., coordinating with staff from multiple CONTRACTORS).

For any item listed herein to be fulfilled by a subcontractor, the Offeror shall provide a description of the proposed partner and the subcontractor's capability to meet the demands of the RFP. In the event the Offeror elects to engage the participation of a subcontractor, the STATE retains the right to approve the selection of the subcontractor and the proposed role that the Offeror shall fulfill under this contract.

If a proposal involves the use of any subcontractor, the subcontractor shall also comply with the Offeror qualifications requirements identified in the following sections:

Offeror History and Background / Relevant Project Experience
Program Management Requirements/Internal Controls
Offeror References
Project Team Structure/Staffing
Information/Data Security and Confidentiality

4.11 Proposed Solution/Technical Proposal

The Proposed Solution/Technical Proposal must address tasks described in the Scope of Work, and any other tasks necessary to complete the work described, and shall contain a comprehensive description of service deliverables while incorporating information responsive to the following five (5) elements into the overall proposal:

4.11.1 Project Approach/Methodology – Include a complete description of the Offeror's proposed approach and methodology for the project. This section should convey Offeror's understanding of the proposed project.

- 4.11.2 Work Plan – Include all project requirements and the proposed tasks, services, activities, etc. necessary to accomplish the scope of the project defined in this RFP. This section of the Technical Proposal must contain sufficient detail to convey to members of the evaluation team the Offeror’s knowledge of the subjects and skills necessary to successfully complete the project. Include any required involvement of corresponding STATE staff.
- 4.11.3 Project Schedule – Include a project schedule indicating when the elements of the work will be completed and when deliverables, if any, will be provided.
- 4.11.4 Deliverables – Fully describe deliverables to be submitted under the proposed contract.
- 4.11.5 Risks – Define risks you identify as being significant to the success of the project. Include how you would propose to effectively monitor and manage these risks, including reporting of risks to the STATE’s Project Coordinator.

The Offeror is required to format the Technical Proposal such that the original RFP language provisions and numbering are directly quoted and included in the proposal, followed respectively by the Offeror’s response to each provision in formatting which makes the original language and Offeror’s response easy to distinguish and read.

Please Note: Mere repetition of the Scope of Work will not be considered responsive.

4.12 Price Proposal (Appendix C)

The price proposal shall be inclusive of all costs, direct or indirect, and all applicable taxes, as required for the fulfillment of the contract.

The price proposal must address tasks described in the scope of work, and any other tasks necessary, and specify all costs to be incurred within the contract period. Where cost items are not fixed, the Offeror shall estimate the proposed cost and provide an explanation regarding the methodology used to reach the cost estimate. This shall include a break-out by contract time/hours as one underlying rationale for the cost estimate. The costs in the proposal shall be based on equivalent market prices, and have been arrived at independently without consultation, communication, as to any matter related to such prices with any other Offeror for this RFP. In the event the Offeror intends to enter into a partnership with a subcontractor or a technical assistance provider, Offeror shall provide all necessary cost information regarding the subcontracted task.

4.13 Proof of Compliance Documents

Offeror is advised that if awarded under this RFP, Offeror shall, upon award, furnish the required certificates and documentation (refer to RFP section regarding Responsibility of Offerors). In order to expedite contract execution, if any, it is highly recommended that the certificates be submitted with the Offeror’s Proposal as follows:

- A. Certificate of Compliance as issued by the Hawaii Compliance Express online system
- B. Certificate of Insurance

4.14 Certification of Independent Cost Determination

By submitting a proposal in response to this solicitation, Offeror certifies as follows:

- 4.14.1 The costs in this RFP have been arrived at independently, without consultation, communication, or agreement with any other Offeror, as to any matter relating to such costs for the purpose of restricting competition.
- 4.14.2 Unless otherwise required by law, the costs which have been quoted in response to this

RFP have not been knowingly disclosed by the Offeror prior to award, directly or indirectly, to any other Offeror or competitor prior to the award of the contract.

- 4.14.3 No other attempt has been made or will be made by the Offeror to solicit or implore any other person or firm to submit or not to submit a proposal in response to this RFP for the purpose of restricting competition.

5. PROPOSAL EVALUATION

The STATE reserves the right to reject any or all Proposals, and waive any defects if the STATE believes the rejection or waiver to be in the best interest of the STATE.

The evaluation will be based solely on the evaluation criteria detailed in this RFP, and shall be performed by the selected members of the Evaluation Committee consisting of at least three (3) governmental employees with sufficient qualifications and experience in this area.

Evaluation criteria and the associated points are listed below. Quantitative scoring techniques will be utilized to maximize the objectivity of the evaluation.

A contract may be awarded on the basis of initial Proposals received, without discussion. Therefore, each initial proposal shall contain the Offeror's best terms from a technical and cost/price standpoint.

Proposals may be classified initially as acceptable, potentially acceptable, or unacceptable. Discussions may be conducted with Offerors who submit proposals determined to be acceptable or potentially acceptable of being selected for award, but proposals may be accepted without such discussions.

The final selection of a Successful Offeror(s), if any, will be made in accordance with the evaluation criteria as specified herein.

5.1 Evaluation Process Overview

The Evaluation Committee will apply a numerical rubric to evaluate the proposals. The following sections describe the evaluation process in more detail.

- Phase 1: Preliminary Evaluation of Proposals
- Phase 2: Rating and Determination of Priority Listed Offerors
- Phase 3: Discussion with Priority-Listed Offerors (at STATE's option)
- Phase 4: Best and Final Offers (at STATE's option)
- Phase 5: Selection and Award

5.2 Evaluation Criteria

Scoring under this RFP shall be based on a total of 200 points (if Oral Presentations are necessary for Priority Listed Offerors, scoring shall be based on a total of 210 points). Offerors must score a minimum of 100 points to be considered for award. Offerors that score less than 100 points will be rejected and shall not be considered for award.

For evaluation purposes, pursuant to §103D-1008, HRS, a tax-exempt proposal submitted in response to a solicitation shall be increased by the applicable retail rate of general excise tax and the applicable use tax. Under no circumstance shall the dollar amount of the award include the aforementioned adjustment.

Offerors shall be evaluated on the following criteria provided below, in the relative order of importance.

The following points will be assigned to the proposals for evaluation purposes:

Offeror Qualifications – 37.5%		75 points
Offeror History and Background/Relevant Project Experience	20 points (maximum)	
Program Management Requirements/Internal Controls	20 points (maximum)	
Project Team Structure/Staffing	20 points (maximum)	
Offeror References (Appendix B)	15 points (maximum)	

Technical Proposal – 50%	100 points
Conformance with terms of the RFP	30 points (maximum)
Project Approach/Methodology	20 points (maximum)
Quality of Work Plan	20 points (maximum)
Project Schedule	10 points (maximum)
Deliverables	10 points (maximum)
Description of Risks	10 points (maximum)

Price Proposal (Appendix C) – 12.5%	25 points
A total of 25 points will be awarded to the lowest of the submitted price proposals. Proposals with higher costs will receive a fraction of 25 points; the number of points assigned to higher proposals will be determined by the following formula:	

$$[\text{Lowest Price Proposal} \times 25 \text{ points (maximum)}] \div \text{Offeror's Price Proposal} = \text{Points}$$

Example: Lowest price proposal was \$500,000 and receives 25 points. The next lowest price proposal was \$750,000 and would receive 16.7 points ($[\$500,000 \times 25 \text{ points (maximum)}] \div \$750,000 = 16.7$ points).

Note: The fractional value of points to be assigned will be rounded to one decimal place.

TOTAL	200 points
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Oral Presentation via Webinar (may be required for Priority Listed Offerors, as determined by the STATE)	10 points
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TOTAL (AFTER PRESENTATIONS)	210 points
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5.3 Preliminary Evaluation

A preliminary evaluation shall determine whether each proposal is considered responsive, thus justifying further evaluation. In its preliminary evaluation, the STATE will examine the completeness of each proposal, and its compliance with the instructions, terms and conditions in this RFP. Subsequent review and evaluation will be based on the criteria stated in Section 5.2. Any proposals that are incomplete or that do not comply with the instructions or terms and conditions may be rejected by the STATE and excluded from further consideration.

Responsive proposals must meet all submittal requirements and the minimum eligibility requirements described in the RFP.

5.4 Priority-List of Offerors

Before conducting discussions, a priority list shall be generated by the Evaluation Committee. In order to generate a priority list, proposals shall be initially classified as acceptable, potentially acceptable or unacceptable.

All responsive Offerors who submit acceptable proposals or potentially acceptable proposals are eligible for the prioritized listing.

If numerous acceptable and potentially acceptable proposals are submitted, the Evaluation Committee may limit the priority list to at least three (3) responsible Offerors who submitted the highest-ranked proposals.

5.5 Discussions with Priority-Listed Offerors (at STATE's Option)

Discussions may be conducted with Priority-Listed Offerors if deemed advantageous by the STATE. Discussions will be limited to only "priority-listed" Offerors and are held 1) to promote understanding of the STATE requirements and the priority-listed Offeror's proposals and 2) to facilitate arriving at a contract that will provide the best value to the STATE, taking into consideration the evaluation factors set forth in the RFP. Discussions may include Offeror presentation of its Proposal, interviews with Offeror's key personnel, demonstrations, site visits, or teleconferences. Any discussions shall be conducted in an organized and consistent manner established by the STATE, and in accordance with the following:

- 5.5.1 Priority-listed Offerors shall be accorded fair and equal treatment with respect to any opportunity for discussions and revisions of proposals.
- 5.5.2 Any substantial oral clarification of a proposal shall be reduced to writing by the priority-listed Offeror.
- 5.5.3 If during discussions there is a need for any substantial clarification or change in the RFP, the RFP shall be amended by an addendum to incorporate the clarification or change. Addenda to the RFP shall be distributed only to the priority-listed Offerors.
- 5.5.4 Priority-listed Offerors may be permitted to amend proposals already submitted, limited to the discussions conducted.
- 5.5.5 If in the opinion of the Evaluation Committee a contemplated amendment will significantly change the nature of the procurement, the RFP shall be canceled and a new RFP will be issued.
- 5.5.6 The contents of any proposal shall not be disclosed so as to be available to competing Offerors during the discussion process.

5.6 Best and Final Offers (at STATE's Option)

Following discussions between the Evaluation Committee and the Priority-listed Offerors, each Priority-listed Offeror may be asked to provide their best and final offer. In that event, the procedure as listed below shall apply.

- 5.6.1 The Evaluation Committee will establish a date and time for submission of best and final offers.
- 5.6.2 Offerors may be afforded the opportunity to revise their proposals, including price, during the best and final offer phase.
- 5.6.3 If an Offeror does not submit a notice of withdrawal or a best and final offer, the Offeror's immediate previous proposal will be construed as their best and final offer.
- 5.6.4 After best and final proposals are received, final evaluations will be conducted for an award.
- 5.6.5 Best and final offers shall be submitted only once, unless the Head of the Purchasing Agency determines that it is in the STATE's best interest to conduct additional discussions or change the STATE's requirements by addendum distributed only to priority-listed offerors and require another submission of best and final offers. Otherwise, no discussion of or change in the best and final offers shall be allowed prior to award.

APPENDICES AND EXHIBITS:

Appendix A: Offeror Identification and Information Form

Appendix B: Offeror Reference Form

Appendix C: Price Proposal

Appendix D: Contract Minimum and Special Conditions

Appendix E: State of Hawaii's General Conditions

Exhibit 1: [Smarter Balanced Usability, Accessibility, and Accommodations Guidelines](#)

Exhibit 2: [Hawaii State Test Accommodation Guide for Low Risk Accommodations](#)

Exhibit 3: [Smarter Balanced Resources](#)

Exhibit 4: [Style Guide for Smarter Balanced Assessments](#)

HAWAII ASSESSMENT LITERACY (HAL) PROGRAM
RFP D25-023

Appendix A
OFFEROR IDENTIFICATION AND INFORMATION FORM

Exact Legal Name of Offeror, including "dba" or "division" of a corporation (furnish the exact legal name of the entity under which an awarded contract, if any, will be executed):			
Address: Principal Place of Business (may not be a P.O. Box):			
Mailing Address (only if different):			
Payment Address (only if different)			
Offeror's Primary Contact Person: Name			
Title			
Telephone Number		Fax Number	
Email Address			
Federal Tax Identification Number:			
State of Hawaii General Excise Tax License Number:			
Type of Business Entity (check one):	<input type="checkbox"/> Sole Proprietor <input type="checkbox"/> Partnership <input type="checkbox"/> Corporation <input type="checkbox"/> Joint Venture <input type="checkbox"/> Limited Liability Company <input type="checkbox"/> Other _____		
If other than a Sole Proprietorship:	Offeror is either: <input type="checkbox"/> A Hawaii business incorporated or organized under the laws of the State of Hawaii; OR <input type="checkbox"/> A Compliant Non-Hawaii business incorporated or organized under the laws of the State of _____ on (date) _____, and, if applicable, registered with the State of Hawaii Department of Commerce and Consumer Affairs Business Registration Division to do business in the State of Hawaii. Names of all Offeror's parent, affiliate and subsidiary organizations: _____ _____		

The undersigned has carefully read and understands the terms and conditions specified herein and hereby submits the following offer to provide the goods and/or perform the work specified herein, all in accordance with the true intent and meaning thereof, and further that the Offeror shall comply with all terms, conditions and requirements of the solicitation. The undersigned further understands and agrees that by submitting this offer, 1) the undersigned is declaring the undersigned's offer is not in violation of Chapter 84, Hawaii Revised Statutes, concerning prohibited State contracts, and 2) the undersigned is certifying that the price(s) submitted was (were) independently arrived at without collusion.

Authorized (Original in ink) Signature

Name (printed)

Title

Date

Appendix B
OFFEROR REFERENCE FORM

Directions:

- Please provide information regarding recent projects and the names of three (3) clients who may be contacted for whom services were rendered.
- Any supplemental information related to this project although not required, should be attached to the respective Appendix B, Offeror Reference Form.

Name of Your Company:	
<i>Name of Client:</i>	
<i>Name of Client Contact Person:</i>	
<i>Client's Phone Number:</i>	
<i>Date or period of project and/or service:</i>	

Description of project and/or services rendered:

Other Information or comments:

check here if supplemental information related to this project is attached.

Appendix C
PRICE PROPOSAL

The price proposal shall be inclusive of all costs, direct or indirect, and all applicable taxes, as required for the fulfillment of the contract. Appendix C shall be used by the Offeror to provide the necessary pricing data for the proposal evaluation.

Hawaii Assessment Literacy (HAL) Program

Item No.	Description	Year 1	Year 2	Year 3
1	Item Bank Development	\$	\$	\$
2	Professional Development	\$	\$	\$
3	Item Authoring and Test Building Tool - Online	\$	\$	\$
4	Tools for Teachers	\$	\$	\$
5	Instructional Resource Authoring Tool	\$	\$	\$
6	Supporting Services	\$	\$	\$
TOTAL Items 1 through 6		\$	\$	\$
TOTAL Items 1 through 6, Years 1 through 3		\$		

Appendix D
CONTRACT MINIMUM AND SPECIAL CONDITIONS

1. Contract Administrator

For purposes of this contract, the person named below or the duly authorized representative or successor in office is designated Contract Administrator (CA). The CA may be contacted as follows:

Contract Administrator: Brian Reiter
Telephone Number: (808) 307-3636
e-mail Address: brian.reiter@k12.hi.us

The CA is responsible for:

- the terms, conditions, quantities, specifications, scope of services, other contract terms, and all decisions relating to the contract;
- monitoring the CONTRACTOR's work, documenting that CONTRACTOR maintains the required insurance coverage (if applicable), resolving contract disputes and discrepancies, evaluating the work of the CONTRACTOR, assuring the services or goods are delivered as required in the contract, and processing payment for services rendered; and
- notifying Procurement and Contracts Branch in the event of change in scope of work, change in the performance period, increase or decrease in total compensation, and/or changes in any other contract terms.

Notwithstanding the responsibilities set forth hereinabove, any coordination of services falling outside those articulated above shall remain with the head of the purchasing agency, as set forth in the attached General Conditions (see General Conditions, paragraph 1, entitled "Coordination of Services by the STATE.>").

2. Point of Contact

The CA has designated the following person as Point-of-Contact (POC) for this contract. As such, the POC, or their successor, should be the initial contact on all matters related to this contract. The POC can be contacted as follows:

POC: Kelsie Pualoa
Telephone Number: (808) 307-3636
e-mail Address: kelsie.pualoa@k12.hi.us

3. Verification of Employees

In accordance with State rules and regulations, CONTRACTOR shall conduct mandatory criminal background checks at no cost to the STATE, on any employee or sub-contractor having contact or working directly with students.

CONTRACTOR shall notify the STATE, verbally within twenty-four (24) hours, upon learning of the occurrence of any of the events indicated below:

- 3.1 Any employee, agent or volunteer's license required to perform services under this contract is or has been suspended, conditioned, revoked, expired, or terminated;
- 3.2 Any employee, agent or volunteer becomes or has been the subject of any disciplinary proceeding or action before any federal or state agency or Board;
- 3.3 Any employee, agent or volunteer is or has been convicted of a fraud or felony;

3.4 Any claim, judgment or settlement in which the CONTRACTOR or any of its employees, agents or volunteers is or has been named a defendant;

CONTRACTOR shall maintain the background check records, and shall make the records available for review upon request. Upon review of these records, the STATE reserves the right to request additional background information.

4. Exclusion of Specific Workers

The STATE reserves the right to require the CONTRACTOR to remove an employee, agent, subcontractor or volunteer (Worker) from performing work under this contract. The Contract Administrator shall notify the CONTRACTOR in writing and this exclusion of a specific Worker(s) shall take effect as indicated on the notice. The CONTRACTOR may appeal this decision to the Contract Administrator, in writing within ten (10) working days of receipt of the notice. Removal of the employee, agent, subcontractor or volunteer shall remain in effect pending the outcome of the appeal. This provision shall not infringe upon the right of the CONTRACTOR to employ the removed individual, but shall apply to any work requiring interaction with the STATE, its employees or students.

5. Liability Insurance

The CONTRACTOR shall maintain in full force and effect, during the life of this contract, liability and property damage insurance. This insurance shall protect the CONTRACTOR and the CONTRACTOR's subcontractors, if any, from claims for damages for personal injury, accidental death and property damage which may arise from operations under this contract, whether such operations be by the CONTRACTOR or by a subcontractor or anyone directly or indirectly employed by either of them. If any subcontractor is involved in the performance of the contract, the insurance policy or policies shall name the subcontractor as additional insured.

As an alternative to the CONTRACTOR providing insurance to cover operations performed by a subcontractor and naming the subcontractor as additional insured, CONTRACTOR may require subcontractor to provide its own insurance which meets the requirements herein. It is understood that a subcontractor's insurance policy(ies) are in addition to the CONTRACTOR's own policy or policies.

The following minimum insurance coverage(s) and limit(s) shall be provided by the CONTRACTOR, including its subcontractor(s) where appropriate:

<u>Coverage</u>	<u>Limits</u>
General Liability , Commercial (Occurrence Form)	\$2,000,000 aggregate \$1,000,000 combined single limit per occurrence for bodily injury and property damage
Automobile Liability Combined Single Limit	\$1,000,000 per accident

General liability and automobile liability policies required by this contract, including a subcontractor's policy, shall contain the following clauses:

- 1) "It is agreed that any insurance maintained by the State of Hawaii will apply in excess of, and not contribute with, insurance provided by this policy."
- 2) "The State of Hawaii is added as an additional insured as respects to operations performed for the State of Hawaii."

The minimum insurance required shall be in full compliance with the Hawaii Insurance Code throughout the entire term of the contract, including supplemental agreements. Each insurance policy shall be

written by 1) an insurance company licensed to do business in the State of Hawaii, or 2) if not licensed by the State of Hawaii, an insurance company which meets §431:8-301, Hawaii Revised Statutes.

Upon execution of the contract, the CONTRACTOR agrees to deposit with the STATE certificate(s) of insurance necessary to satisfy the STATE that the insurance provisions of this contract have been complied with and to keep such insurance in effect and the certificate(s) therefore on deposit with the STATE during the entire term of this contract, including those of its subcontractor(s), where appropriate. Upon request by the STATE, CONTRACTOR shall be responsible for furnishing a copy of the policy(ies).

Failure of the CONTRACTOR to provide and keep in force such insurance shall be regarded as material default under this contract, entitling the STATE to exercise any or all of the remedies provided herein.

The procuring of such required insurance shall not be construed to limit CONTRACTOR's liability hereunder nor to fulfill the indemnification provisions and requirements of this contract. Notwithstanding said policy(ies) of insurance, CONTRACTOR shall be obligated for the full and total amount of any damage, injury, or loss caused by the CONTRACTOR, its employees, officers, or agents, in connection with this contract.

CONTRACTOR shall notify the STATE, via written notice within twenty-four (24) hours should any of the insurance policies evidenced on its Certificate of Insurance form be cancelled, limited in scope, or not renewed upon expiration.

6. Federal Funds

6.1 Availability of Funds and Use of Funds – This contract may involve the use of federal funds.

The STATE and CONTRACTOR shall be guided by and subject to the provisions of all Federal and State regulations, directives, guidance and circulars issued for the purposes of implementing the federal program standards.

STATE shall provide the CONTRACTOR with specific Federal and/or State requirements including but not limited to reporting requirements, funding allocations, and timeframes, as they are issued or are otherwise made available to the STATE by the Federal and State government, which requirements shall be binding on the CONTRACTOR as a condition of the CONTRACTOR's performance and as a condition of receipt of funds under this agreement.

It is expressly understood and agreed that the obligation of the STATE to proceed under this contract is conditioned upon the appropriation of funds by the federal government and/or the appropriation of funds by the Hawaii State Legislature and the receipt of federal and/or state funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the Federal government to provide funds of the State of Hawaii to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to the STATE, the STATE shall have the right to terminate this agreement without damage, penalty, cost or expenses to the State of any kind whatsoever. The STATE shall notify the CONTRACTOR of its right to terminate this agreement in writing. The effective date of termination shall be as specified in the notice of termination.

6.2 Suspension and/or Debarment – CONTRACTOR certifies that neither it nor its principals: (a) are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transaction by any federal department or agency; (b) have, within a three (3) year period preceding this Contract been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state anti-trust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property; (c) are presently indicted or otherwise criminally or civilly charged by a

governmental entity with the commission of fraud or a criminal offense in connection with obtaining, attempting to obtain or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state anti-trust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements of receiving stolen property, and (d) have, within a three (3) year period preceding this Contract, had one or more public transactions (federal, state or local) terminated because of default. See System for Award Management at www.sam.gov.

7. Invoicing

The CONTRACTOR shall submit an invoice with each request for payment. Original of the invoice shall be submitted to:

Hawaii State Department of Education
OSIP, AAB, Assessment Section
475 22nd Avenue, Room 126
Honolulu, HI 96816
Attn: Kelsie Pualoa

All invoices shall reference the contract number. If a copy is submitted as the original, such invoice must bear an original signature certifying that the invoice is being submitted as the original.

8. Payment

Section 103-10, HRS, provides that the STATE shall have thirty (30) calendar days after receipt of an accepted invoice or satisfactory delivery of goods or performance of the services, to make payment. For this reason, the STATE may reject any Proposal submitted with a condition requiring payment within a shorter period. Further, the STATE may reject any Proposal submitted with a condition requiring interest payments greater than that allowed by section 103-10, HRS. The STATE will not recognize any requirements established by the Offeror and communicated to the STATE after award, which requires payment within a shorter period or interest payment not in conformance with section 103-10, HRS.

9. Final Payment

The **final payment** on the contract shall be for services rendered during the billing period just prior to the contract expiration date. In addition to the requirements in the General Conditions, the following shall accompany the final payment invoice:

A tax clearance certificate, not over two months old and with an original green "certified copy" stamp, must accompany the invoice for final payment. In addition to the tax clearance certificate, the "Certification of Compliance for Final Payment" (DOE Form-22) with an original signature will be required for final payment.

In lieu of the above, CONTRACTOR may also submit an original CERTIFICATE OF VENDOR COMPLIANCE as issued via the online system, "Hawaii Compliance Express". Details regarding this online application process can be viewed at: <http://vendors.ehawaii.gov/hce/>.

10. Availability of Funds

This contract is subject to the availability of funds. Pursuant to Section 103D-309, HRS, except in certain instances, no contract entered into between the STATE and the CONTRACTOR shall be binding or of any force unless the Chief Financial Officer (CFO) certifies that there is an available unexpended appropriation or balance of an appropriation over and above all outstanding contracts sufficient to cover the amount required by the contract.

If the contract calls for performance or payment in more than one fiscal year (July 1 to June 30), the CFO may certify only that portion of the total funds allocated to satisfy the STATE's obligations for payments in the current fiscal year. In that event, the STATE will not be liable for the unpaid balance beyond the end

of the current fiscal year, and availability of funds in excess of the amount certified shall be contingent upon future appropriations or special fund revenues. All partially-funded contracts shall be enforceable only to the extent that funds are certified as available. The STATE agrees to notify the CONTRACTOR of such non-allocation at the earliest possible time. The STATE shall not be penalized in the event this provision is exercised. This provision is not meant to permit the STATE to terminate the contract in order to acquire similar equipment or services from a third party.

11. Subcontracting

Prior to award, no work or services shall be subcontracted or assigned without the prior written approval of the CA. After award, no work or services shall be subcontracted or assigned without the prior written approval of the CA. No subcontract shall under any circumstances relieve the CONTRACTOR of its obligations and liability under its contract with the STATE. All persons engaged in performing the work covered by the contract shall be considered employees of the CONTRACTOR.

12. Contract Staffing Requirements

Personnel, whose names and resumes are submitted in the Proposal, shall not be removed from the Project without prior acceptance of the CA. Substitute or additional personnel shall not be used for the Project until a resume is received by and the CA has accepted the new personnel. The STATE shall have the right, and the CONTRACTOR shall comply with any request, to remove and replace any personnel from all work on the Project effective immediately upon notification by the STATE. Personnel changes that are not accepted by the CA may be grounds for contract termination.

13. Inspection and Procedural Changes; Relief Available to State

All work is subject to inspection, evaluation, and approval by the CA. The STATE may employ all reasonable means to ensure that the work is being performed in compliance with the contract. Should the CA determine that corrections or changes are necessary in order to accomplish the intent or purpose of the contract, the CA may direct the CONTRACTOR to make such changes.

In addition to all rights and remedies available to the STATE provided in this contract or otherwise provided under law, if the CONTRACTOR is in non-compliance with contract requirements, the STATE may:

- 13.1 Suspend Payments – Temporarily withhold or disallow all or part of the billing cost and/or payments pending correction of a deficiency or a non-submission of a required deliverable by the CONTRACTOR;
- 13.2 Suspend Referrals – Suspend referrals to the CONTRACTOR should the CONTRACTOR fail to comply with any of the requirements or other term(s) or condition(s) of this contract and, further, the STATE may maintain the suspension of referrals until such time as the deficiency or non-compliance is corrected and the CONTRACTOR's corrective actions are determined to be acceptable by the STATE; and
- 13.3 Seek Reimbursement – Seek reimbursement from the CONTRACTOR or withhold future payments for any funds paid to the CONTRACTOR subsequent to a determination that such was unauthorized, fraudulently obtained, or inappropriately billed.
- 13.4 Seek Market Value – In the event the CONTRACTOR fails, refuses or neglects to perform the services in accordance with the requirements of these Special Conditions, the Scope of Services or the General Conditions, the STATE reserves the right to purchase, in the open market, a corresponding quantity of the services specified herein and to deduct from any monies due or that may thereafter become due to the CONTRACTOR, the difference between the price named in the contract and the actual cost to the STATE. In case any money due the CONTRACTOR is insufficient for said purpose, the CONTRACTOR shall pay the difference upon demand from the STATE. The STATE may also utilize all other remedies provided by law.

14. Confidentiality Obligations

The following serves to supplement provision 24 of the General Condition, entitled "Confidentiality of Material" and provision 42, entitled "Confidentiality of Personal Information":

- 14.1 Obligations Confidential Information: Infrastructure. The CONTRACTOR must agree to keep confidential and not disclose any information relating to the State's information processing infrastructure. This includes but is not limited to, all data, computer hardware, computer software, network designs, network diagrams, firewalls and other security infrastructure, and Internet protocol (IP) addresses.
- 14.2 General Confidentiality Obligations. While performing under this contract, the CONTRACTOR may receive, be exposed to or acquire confidential information. Such information may include names, addresses, telephone numbers, birthdates, social security numbers, medical information, and other educational, student, or personal employment information. The information may be in written or oral form, fixed in hard copy or contained in a computer database or computer readable form. Hereinafter, such language shall be collectively referred to as "Confidential Information."

The CONTRACTOR, including its employees, agents, representatives, and assigns shall abide by the following with regards to Confidential Information: (i) They shall not disclose to any unauthorized party any Confidential Information, except as specifically permitted by the STATE and subject to the STATE's limitations on confidentiality of information and relevant legal requirements of the State to include, but not limited to the Family Educational Rights and Privacy Act ("FERPA"). Permission will be granted through a formal written agreement concerning the disclosure of personally identifiable information (PII) from student education records, signed by the STATE and the CONTRACTOR, and must be provided as an attachment to this contract; (ii) They shall only permit access to Confidential Information to employees, agents, representatives, and assigns having a specific need to know in connection with performance under this contract; and (iii) They shall advise each of their employees, agents, representatives, and assigns of their obligations to keep such Confidential Information confidential in compliance with all relevant state and federal laws.

CONTRACTOR, its employees, agents, representatives, or assigns shall ensure the security of the Confidential Information. The CONTRACTOR shall provide the STATE with a list of individuals (by name and position) who are authorized to handle the Confidential Information (hereinafter referred to as "Authorized Handlers"). Authorized Handlers shall ensure the security of the Confidential Information. Only Authorized Handlers shall have access to the Confidential Information, which will be kept on password protected computers with the hard copy documents kept in a locked file cabinet. CONTRACTOR shall ensure that procedures exist to prohibit access to the Confidential Information by anyone other than an Authorized Handler.

CONTRACTOR will be responsible for safeguarding the confidentiality of all Confidential Information it receives from the STATE and shall safeguard and protect such documents from unauthorized use, handling, or viewing. CONTRACTOR shall be liable to the STATE and to any person whose records the CONTRACTOR receives custody of under this contract for records protection for any unpermitted release, viewing, or loss of such records. CONTRACTOR shall assume liability responsibility for records protection and for the inappropriate or unlawful release of Confidential Information. CONTRACTOR shall return all documents containing Confidential Information upon completion of the services CONTRACTOR is contracted to provide under this contract.

- 14.2.1 Prior Written Approval: CONTRACTOR may not i) share Confidential Information or any other data received under this contract, ii) publish, or iii) distribute such information without the prior written approval of the STATE.

14.2.2 In the event of termination of this contract, CONTRACTOR shall return to STATE all Confidential Information, including student information received under this contract and further agrees to destroy any and all copies of, or references to, any Confidential Information, including student information shared by STATE as a result of this contract. CONTRACTOR shall certify in writing that all such copies have been destroyed or returned to the STATE.

15. Records Retention

The following serves to supplement provision 31 of the General Condition, entitled "Records Retention":

Should the CONTRACTOR be aware of or be made aware of any dispute, disagreement, or request relating to the files, books, or records prior to their destruction, the CONTRACTOR shall retain the files, books, and records until said dispute, disagreement, or request has been fully resolved, including any potential lawsuits or appeals. Said files, books, and records may thereafter be destroyed upon obtaining the agreement of the STATE.

16. Approvals

Any agreement arising out of this RFP may be subject to the approval of the Department of the Attorney General as to form, and if applicable, is subject to all further approvals, including, the approval of the Governor, required by statute, regulation, rule, order, or other directive.

Appendix E
STATE OF HAWAII'S GENERAL CONDITIONS

ATTACHED

GENERAL CONDITIONS

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GENERAL CONDITIONS

1. Coordination of Services by the STATE. The head of the purchasing agency ("HOPA") (which term includes the designee of the HOPA) shall coordinate the services to be provided by the CONTRACTOR in order to complete the performance required in the Contract. The CONTRACTOR shall maintain communications with HOPA at all stages of the CONTRACTOR'S work, and submit to HOPA for resolution any questions which may arise as to the performance of this Contract. "Purchasing agency" as used in these General Conditions means and includes any governmental body which is authorized under chapter 103D, HRS, or its implementing rules and procedures, or by way of delegation, to enter into contracts for the procurement of goods or services or both.
2. Relationship of Parties: Independent Contractor Status and Responsibilities, Including Tax Responsibilities.
 - a. In the performance of services required under this Contract, the CONTRACTOR is an "independent contractor," with the authority and responsibility to control and direct the performance and details of the work and services required under this Contract; however, the STATE shall have a general right to inspect work in progress to determine whether, in the STATE'S opinion, the services are being performed by the CONTRACTOR in compliance with this Contract. Unless otherwise provided by special condition, it is understood that the STATE does not agree to use the CONTRACTOR exclusively, and that the CONTRACTOR is free to contract to provide services to other individuals or entities while under contract with the STATE.
 - b. The CONTRACTOR and the CONTRACTOR'S employees and agents are not by reason of this Contract, agents or employees of the State for any purpose, and the CONTRACTOR and the CONTRACTOR'S employees and agents shall not be entitled to claim or receive from the State any vacation, sick leave, retirement, workers' compensation, unemployment insurance, or other benefits provided to state employees.
 - c. The CONTRACTOR shall be responsible for the accuracy, completeness, and adequacy of the CONTRACTOR'S performance under this Contract. Furthermore, the CONTRACTOR intentionally, voluntarily, and knowingly assumes the sole and entire liability to the CONTRACTOR'S employees and agents, and to any individual not a party to this Contract, for all loss, damage, or injury caused by the CONTRACTOR, or the CONTRACTOR'S employees or agents in the course of their employment.
 - d. The CONTRACTOR shall be responsible for payment of all applicable federal, state, and county taxes and fees which may become due and owing by the CONTRACTOR by reason of this Contract, including but not limited to (i) income taxes, (ii) employment related fees, assessments, and taxes, and (iii) general excise taxes. The CONTRACTOR also is responsible for obtaining all licenses, permits, and certificates that may be required in order to perform this Contract.
 - e. The CONTRACTOR shall obtain a general excise tax license from the Department of Taxation, State of Hawaii, in accordance with section 237-9, HRS, and shall comply with all requirements thereof. The CONTRACTOR shall obtain a tax clearance certificate from the Director of Taxation, State of Hawaii, and the Internal Revenue Service, U.S. Department of the Treasury, showing that all delinquent taxes, if any, levied or accrued under state law and the Internal Revenue Code of 1986, as amended, against the CONTRACTOR have been paid and submit the same to the STATE prior to commencing any performance under this Contract. The CONTRACTOR shall also be solely responsible for meeting all requirements necessary to obtain the tax clearance certificate required for final payment under sections 103-53 and 103D-328, HRS, and paragraph 17 of these General Conditions.
 - f. The CONTRACTOR is responsible for securing all employee-related insurance coverage for the CONTRACTOR and the CONTRACTOR'S employees and agents that is or may be required by law, and for payment of all premiums, costs, and other liabilities associated with securing the insurance coverage.

- g. The CONTRACTOR shall obtain a certificate of compliance issued by the Department of Labor and Industrial Relations, State of Hawaii, in accordance with section 103D-310, HRS, and section 3-122-112, HAR, that is current within six months of the date of issuance.
- h. The CONTRACTOR shall obtain a certificate of good standing issued by the Department of Commerce and Consumer Affairs, State of Hawaii, in accordance with section 103D-310, HRS, and section 3-122-112, HAR, that is current within six months of the date of issuance.
- i. In lieu of the above certificates from the Department of Taxation, Labor and Industrial Relations, and Commerce and Consumer Affairs, the CONTRACTOR may submit proof of compliance through the State Procurement Office's designated certification process.

3. Personnel Requirements.

- a. The CONTRACTOR shall secure, at the CONTRACTOR'S own expense, all personnel required to perform this Contract.
- b. The CONTRACTOR shall ensure that the CONTRACTOR'S employees or agents are experienced and fully qualified to engage in the activities and perform the services required under this Contract, and that all applicable licensing and operating requirements imposed or required under federal, state, or county law, and all applicable accreditation and other standards of quality generally accepted in the field of the activities of such employees and agents are complied with and satisfied.

4. Nondiscrimination. No person performing work under this Contract, including any subcontractor, employee, or agent of the CONTRACTOR, shall engage in any discrimination that is prohibited by any applicable federal, state, or county law.

5. Conflicts of Interest. The CONTRACTOR represents that neither the CONTRACTOR, nor any employee or agent of the CONTRACTOR, presently has any interest, and promises that no such interest, direct or indirect, shall be acquired, that would or might conflict in any manner or degree with the CONTRACTOR'S performance under this Contract.

6. Subcontracts and Assignments. The CONTRACTOR shall not assign or subcontract any of the CONTRACTOR'S duties, obligations, or interests under this Contract and no such assignment or subcontract shall be effective unless (i) the CONTRACTOR obtains the prior written consent of the STATE, and (ii) the CONTRACTOR'S assignee or subcontractor submits to the STATE a tax clearance certificate from the Director of Taxation, State of Hawaii, and the Internal Revenue Service, U.S. Department of Treasury, showing that all delinquent taxes, if any, levied or accrued under state law and the Internal Revenue Code of 1986, as amended, against the CONTRACTOR'S assignee or subcontractor have been paid. Additionally, no assignment by the CONTRACTOR of the CONTRACTOR'S right to compensation under this Contract shall be effective unless and until the assignment is approved by the Comptroller of the State of Hawaii, as provided in section 40-58, HRS.

a. Recognition of a successor in interest. When in the best interest of the State, a successor in interest may be recognized in an assignment contract in which the STATE, the CONTRACTOR and the assignee or transferee (hereinafter referred to as the "Assignee") agree that:

- (1) The Assignee assumes all of the CONTRACTOR'S obligations;
- (2) The CONTRACTOR remains liable for all obligations under this Contract but waives all rights under this Contract as against the STATE; and
- (3) The CONTRACTOR shall continue to furnish, and the Assignee shall also furnish, all required bonds.

b. Change of name. When the CONTRACTOR asks to change the name in which it holds this Contract with the STATE, the procurement officer of the purchasing agency (hereinafter referred to as the "Agency procurement officer") shall, upon receipt of a document acceptable or satisfactory to the

Agency procurement officer indicating such change of name (for example, an amendment to the CONTRACTOR'S articles of incorporation), enter into an amendment to this Contract with the CONTRACTOR to effect such a change of name. The amendment to this Contract changing the CONTRACTOR'S name shall specifically indicate that no other terms and conditions of this Contract are thereby changed.

- c. Reports. All assignment contracts and amendments to this Contract effecting changes of the CONTRACTOR'S name or novations hereunder shall be reported to the chief procurement officer (CPO) as defined in section 103D-203(a), HRS, within thirty days of the date that the assignment contract or amendment becomes effective.
 - d. Actions affecting more than one purchasing agency. Notwithstanding the provisions of subparagraphs 6a through 6c herein, when the CONTRACTOR holds contracts with more than one purchasing agency of the State, the assignment contracts and the novation and change of name amendments herein authorized shall be processed only through the CPO's office.
7. Indemnification and Defense. The CONTRACTOR shall defend, indemnify, and hold harmless the State of Hawaii, the contracting agency, and their officers, employees, and agents from and against all liability, loss, damage, cost, and expense, including all attorneys' fees, and all claims, suits, and demands therefore, arising out of or resulting from the acts or omissions of the CONTRACTOR or the CONTRACTOR'S employees, officers, agents, or subcontractors under this Contract. The provisions of this paragraph shall remain in full force and effect notwithstanding the expiration or early termination of this Contract.
 8. Cost of Litigation. In case the STATE shall, without any fault on its part, be made a party to any litigation commenced by or against the CONTRACTOR in connection with this Contract, the CONTRACTOR shall pay all costs and expenses incurred by or imposed on the STATE, including attorneys' fees.
 9. Liquidated Damages. When the CONTRACTOR is given notice of delay or nonperformance as specified in paragraph 13 (Termination for Default) and fails to cure in the time specified, it is agreed the CONTRACTOR shall pay to the STATE the amount, if any, set forth in this Contract per calendar day from the date set for cure until either (i) the STATE reasonably obtains similar goods or services, or both, if the CONTRACTOR is terminated for default, or (ii) until the CONTRACTOR provides the goods or services, or both, if the CONTRACTOR is not terminated for default. To the extent that the CONTRACTOR'S delay or nonperformance is excused under paragraph 13d (Excuse for Nonperformance or Delay Performance), liquidated damages shall not be assessable against the CONTRACTOR. The CONTRACTOR remains liable for damages caused other than by delay.
 10. STATE'S Right of Offset. The STATE may offset against any monies or other obligations the STATE owes to the CONTRACTOR under this Contract, any amounts owed to the State of Hawaii by the CONTRACTOR under this Contract or any other contracts, or pursuant to any law or other obligation owed to the State of Hawaii by the CONTRACTOR, including, without limitation, the payment of any taxes or levies of any kind or nature. The STATE will notify the CONTRACTOR in writing of any offset and the nature of such offset. For purposes of this paragraph, amounts owed to the State of Hawaii shall not include debts or obligations which have been liquidated, agreed to by the CONTRACTOR, and are covered by an installment payment or other settlement plan approved by the State of Hawaii, provided, however, that the CONTRACTOR shall be entitled to such exclusion only to the extent that the CONTRACTOR is current with, and not delinquent on, any payments or obligations owed to the State of Hawaii under such payment or other settlement plan.
 11. Disputes. Disputes shall be resolved in accordance with section 103D-703, HRS, and chapter 3-126, Hawaii Administrative Rules ("HAR"), as the same may be amended from time to time.
 12. Suspension of Contract. The STATE reserves the right at any time and for any reason to suspend this Contract for any reasonable period, upon written notice to the CONTRACTOR in accordance with the provisions herein.
 - a. Order to stop performance. The Agency procurement officer may, by written order to the CONTRACTOR, at any time, and without notice to any surety, require the CONTRACTOR to stop all or any part of the performance called for by this Contract. This order shall be for a specified

period not exceeding sixty (60) days after the order is delivered to the CONTRACTOR, unless the parties agree to any further period. Any such order shall be identified specifically as a stop performance order issued pursuant to this section. Stop performance orders shall include, as appropriate: (1) A clear description of the work to be suspended; (2) Instructions as to the issuance of further orders by the CONTRACTOR for material or services; (3) Guidance as to action to be taken on subcontracts; and (4) Other instructions and suggestions to the CONTRACTOR for minimizing costs. Upon receipt of such an order, the CONTRACTOR shall forthwith comply with its terms and suspend all performance under this Contract at the time stated, provided, however, the CONTRACTOR shall take all reasonable steps to minimize the occurrence of costs allocable to the performance covered by the order during the period of performance stoppage. Before the stop performance order expires, or within any further period to which the parties shall have agreed, the Agency procurement officer shall either:

- (1) Cancel the stop performance order; or
- (2) Terminate the performance covered by such order as provided in the termination for default provision or the termination for convenience provision of this Contract.

b. Cancellation or expiration of the order. If a stop performance order issued under this section is cancelled at any time during the period specified in the order, or if the period of the order or any extension thereof expires, the CONTRACTOR shall have the right to resume performance. An appropriate adjustment shall be made in the delivery schedule or contract price, or both, and the Contract shall be modified in writing accordingly, if:

- (1) The stop performance order results in an increase in the time required for, or in the CONTRACTOR'S cost properly allocable to, the performance of any part of this Contract; and
- (2) The CONTRACTOR asserts a claim for such an adjustment within thirty (30) days after the end of the period of performance stoppage; provided that, if the Agency procurement officer decides that the facts justify such action, any such claim asserted may be received and acted upon at any time prior to final payment under this Contract.

c. Termination of stopped performance. If a stop performance order is not cancelled and the performance covered by such order is terminated for default or convenience, the reasonable costs resulting from the stop performance order shall be allowable by adjustment or otherwise.

d. Adjustment of price. Any adjustment in contract price made pursuant to this paragraph shall be determined in accordance with the price adjustment provision of this Contract.

13. Termination for Default.

a. Default. If the CONTRACTOR refuses or fails to perform any of the provisions of this Contract with such diligence as will ensure its completion within the time specified in this Contract, or any extension thereof, otherwise fails to timely satisfy the Contract provisions, or commits any other substantial breach of this Contract, the Agency procurement officer may notify the CONTRACTOR in writing of the delay or non-performance and if not cured in ten (10) days or any longer time specified in writing by the Agency procurement officer, such officer may terminate the CONTRACTOR'S right to proceed with the Contract or such part of the Contract as to which there has been delay or a failure to properly perform. In the event of termination in whole or in part, the Agency procurement officer may procure similar goods or services in a manner and upon the terms deemed appropriate by the Agency procurement officer. The CONTRACTOR shall continue performance of the Contract to the extent it is not terminated and shall be liable for excess costs incurred in procuring similar goods or services.

b. CONTRACTOR'S duties. Notwithstanding termination of the Contract and subject to any directions from the Agency procurement officer, the CONTRACTOR shall take timely, reasonable, and

necessary action to protect and preserve property in the possession of the CONTRACTOR in which the STATE has an interest.

- c. Compensation. Payment for completed goods and services delivered and accepted by the STATE shall be at the price set forth in the Contract. Payment for the protection and preservation of property shall be in an amount agreed upon by the CONTRACTOR and the Agency procurement officer. If the parties fail to agree, the Agency procurement officer shall set an amount subject to the CONTRACTOR'S rights under chapter 3-126, HAR. The STATE may withhold from amounts due the CONTRACTOR such sums as the Agency procurement officer deems to be necessary to protect the STATE against loss because of outstanding liens or claims and to reimburse the STATE for the excess costs expected to be incurred by the STATE in procuring similar goods and services.
- d. Excuse for nonperformance or delayed performance. The CONTRACTOR shall not be in default by reason of any failure in performance of this Contract in accordance with its terms, including any failure by the CONTRACTOR to make progress in the prosecution of the performance hereunder which endangers such performance, if the CONTRACTOR has notified the Agency procurement officer within fifteen (15) days after the cause of the delay and the failure arises out of causes such as: acts of God; acts of a public enemy; acts of the State and any other governmental body in its sovereign or contractual capacity; fires; floods; epidemics; quarantine restrictions; strikes or other labor disputes; freight embargoes; or unusually severe weather. If the failure to perform is caused by the failure of a subcontractor to perform or to make progress, and if such failure arises out of causes similar to those set forth above, the CONTRACTOR shall not be deemed to be in default, unless the goods and services to be furnished by the subcontractor were reasonably obtainable from other sources in sufficient time to permit the CONTRACTOR to meet the requirements of the Contract. Upon request of the CONTRACTOR, the Agency procurement officer shall ascertain the facts and extent of such failure, and, if such officer determines that any failure to perform was occasioned by any one or more of the excusable causes, and that, but for the excusable cause, the CONTRACTOR'S progress and performance would have met the terms of the Contract, the delivery schedule shall be revised accordingly, subject to the rights of the STATE under this Contract. As used in this paragraph, the term "subcontractor" means subcontractor at any tier.
- e. Erroneous termination for default. If, after notice of termination of the CONTRACTOR'S right to proceed under this paragraph, it is determined for any reason that the CONTRACTOR was not in default under this paragraph, or that the delay was excusable under the provisions of subparagraph 13d, "Excuse for nonperformance or delayed performance," the rights and obligations of the parties shall be the same as if the notice of termination had been issued pursuant to paragraph 14.
- f. Additional rights and remedies. The rights and remedies provided in this paragraph are in addition to any other rights and remedies provided by law or under this Contract.

14. Termination for Convenience.

- a. Termination. The Agency procurement officer may, when the interests of the STATE so require, terminate this Contract in whole or in part, for the convenience of the STATE. The Agency procurement officer shall give written notice of the termination to the CONTRACTOR specifying the part of the Contract terminated and when termination becomes effective.
- b. CONTRACTOR'S obligations. The CONTRACTOR shall incur no further obligations in connection with the terminated performance and on the date(s) set in the notice of termination the CONTRACTOR will stop performance to the extent specified. The CONTRACTOR shall also terminate outstanding orders and subcontracts as they relate to the terminated performance. The CONTRACTOR shall settle the liabilities and claims arising out of the termination of subcontracts and orders connected with the terminated performance subject to the STATE'S approval. The Agency procurement officer may direct the CONTRACTOR to assign the CONTRACTOR'S right, title, and interest under terminated orders or subcontracts to the STATE. The CONTRACTOR must still complete the performance not terminated by the notice of termination and may incur obligations as necessary to do so.

- c. Right to goods and work product. The Agency procurement officer may require the CONTRACTOR to transfer title and deliver to the STATE in the manner and to the extent directed by the Agency procurement officer:

- (1) Any completed goods or work product; and
- (2) The partially completed goods and materials, parts, tools, dies, jigs, fixtures, plans, drawings, information, and contract rights (hereinafter called "manufacturing material") as the CONTRACTOR has specifically produced or specially acquired for the performance of the terminated part of this Contract.

The CONTRACTOR shall, upon direction of the Agency procurement officer, protect and preserve property in the possession of the CONTRACTOR in which the STATE has an interest. If the Agency procurement officer does not exercise this right, the CONTRACTOR shall use best efforts to sell such goods and manufacturing materials. Use of this paragraph in no way implies that the STATE has breached the Contract by exercise of the termination for convenience provision.

- d. Compensation.

- (1) The CONTRACTOR shall submit a termination claim specifying the amounts due because of the termination for convenience together with the cost or pricing data, submitted to the extent required by chapter 3-122, HAR, bearing on such claim. If the CONTRACTOR fails to file a termination claim within one year from the effective date of termination, the Agency procurement officer may pay the CONTRACTOR, if at all, an amount set in accordance with subparagraph 14d(3) below.
- (2) The Agency procurement officer and the CONTRACTOR may agree to a settlement provided the CONTRACTOR has filed a termination claim supported by cost or pricing data submitted as required and that the settlement does not exceed the total Contract price plus settlement costs reduced by payments previously made by the STATE, the proceeds of any sales of goods and manufacturing materials under subparagraph 14c, and the Contract price of the performance not terminated.
- (3) Absent complete agreement under subparagraph 14d(2) the Agency procurement officer shall pay the CONTRACTOR the following amounts, provided payments agreed to under subparagraph 14d(2) shall not duplicate payments under this subparagraph for the following:
 - (A) Contract prices for goods or services accepted under the Contract;
 - (B) Costs incurred in preparing to perform and performing the terminated portion of the performance plus a fair and reasonable profit on such portion of the performance, such profit shall not include anticipatory profit or consequential damages, less amounts paid or to be paid for accepted goods or services; provided, however, that if it appears that the CONTRACTOR would have sustained a loss if the entire Contract would have been completed, no profit shall be allowed or included and the amount of compensation shall be reduced to reflect the anticipated rate of loss;
 - (C) Costs of settling and paying claims arising out of the termination of subcontracts or orders pursuant to subparagraph 14b. These costs must not include costs paid in accordance with subparagraph 14d(3)(B);
 - (D) The reasonable settlement costs of the CONTRACTOR, including accounting, legal, clerical, and other expenses reasonably necessary for the preparation of settlement claims and supporting data with respect to the terminated portion of the Contract and for the termination of subcontracts thereunder, together with reasonable storage, transportation, and other costs incurred in connection with the protection or disposition of property allocable to the terminated portion of this Contract. The total sum to be paid the CONTRACTOR under this subparagraph shall not exceed the

total Contract price plus the reasonable settlement costs of the CONTRACTOR reduced by the amount of payments otherwise made, the proceeds of any sales of supplies and manufacturing materials under subparagraph 14d(2), and the contract price of performance not terminated.

- (4) Costs claimed, agreed to, or established under subparagraphs 14d(2) and 14d(3) shall be in accordance with Chapter 3-123 (Cost Principles) of the Procurement Rules.

15. Claims Based on the Agency Procurement Officer's Actions or Omissions.

a. Changes in scope. If any action or omission on the part of the Agency procurement officer (which term includes the designee of such officer for purposes of this paragraph 15) requiring performance changes within the scope of the Contract constitutes the basis for a claim by the CONTRACTOR for additional compensation, damages, or an extension of time for completion, the CONTRACTOR shall continue with performance of the Contract in compliance with the directions or orders of such officials, but by so doing, the CONTRACTOR shall not be deemed to have prejudiced any claim for additional compensation, damages, or an extension of time for completion; provided:

- (1) Written notice required. The CONTRACTOR shall give written notice to the Agency procurement officer:

- (A) Prior to the commencement of the performance involved, if at that time the CONTRACTOR knows of the occurrence of such action or omission;

- (B) Within thirty (30) days after the CONTRACTOR knows of the occurrence of such action or omission, if the CONTRACTOR did not have such knowledge prior to the commencement of the performance; or

- (C) Within such further time as may be allowed by the Agency procurement officer in writing.

- (2) Notice content. This notice shall state that the CONTRACTOR regards the act or omission as a reason which may entitle the CONTRACTOR to additional compensation, damages, or an extension of time. The Agency procurement officer, upon receipt of such notice, may rescind such action, remedy such omission, or take such other steps as may be deemed advisable in the discretion of the Agency procurement officer;

- (3) Basis must be explained. The notice required by subparagraph 15a(1) describes as clearly as practicable at the time the reasons why the CONTRACTOR believes that additional compensation, damages, or an extension of time may be remedies to which the CONTRACTOR is entitled; and

- (4) Claim must be justified. The CONTRACTOR must maintain and, upon request, make available to the Agency procurement officer within a reasonable time, detailed records to the extent practicable, and other documentation and evidence satisfactory to the STATE, justifying the claimed additional costs or an extension of time in connection with such changes.

b. CONTRACTOR not excused. Nothing herein contained, however, shall excuse the CONTRACTOR from compliance with any rules or laws precluding any state officers and CONTRACTOR from acting in collusion or bad faith in issuing or performing change orders which are clearly not within the scope of the Contract.

c. Price adjustment. Any adjustment in the price made pursuant to this paragraph shall be determined in accordance with the price adjustment provision of this Contract.

16. Costs and Expenses. Any reimbursement due the CONTRACTOR for per diem and transportation expenses under this Contract shall be subject to chapter 3-123 (Cost Principles), HAR, and the following guidelines:

- a. Reimbursement for air transportation shall be for actual cost or coach class air fare, whichever is less.
- b. Reimbursement for ground transportation costs shall not exceed the actual cost of renting an intermediate-sized vehicle.
- c. Unless prior written approval of the HOPA is obtained, reimbursement for subsistence allowance (i.e., hotel and meals, etc.) shall not exceed the applicable daily authorized rates for inter-island or out-of-state travel that are set forth in the current Governor's Executive Order authorizing adjustments in salaries and benefits for state officers and employees in the executive branch who are excluded from collective bargaining coverage.

17. Payment Procedures; Final Payment; Tax Clearance.

- a. Original invoices required. All payments under this Contract shall be made only upon submission by the CONTRACTOR of original invoices specifying the amount due and certifying that services requested under the Contract have been performed by the CONTRACTOR according to the Contract.
- b. Subject to available funds. Such payments are subject to availability of funds and allotment by the Director of Finance in accordance with chapter 37, HRS. Further, all payments shall be made in accordance with and subject to chapter 40, HRS.
- c. Prompt payment.
 - (1) Any money, other than retainage, paid to the CONTRACTOR shall be disbursed to subcontractors within ten (10) days after receipt of the money in accordance with the terms of the subcontract; provided that the subcontractor has met all the terms and conditions of the subcontract and there are no bona fide disputes; and
 - (2) Upon final payment to the CONTRACTOR, full payment to the subcontractor, including retainage, shall be made within ten (10) days after receipt of the money; provided that there are no bona fide disputes over the subcontractor's performance under the subcontract.
- d. Final payment. Final payment under this Contract shall be subject to sections 103-53 and 103D-328, HRS, which require a tax clearance from the Director of Taxation, State of Hawaii, and the Internal Revenue Service, U.S. Department of Treasury, showing that all delinquent taxes, if any, levied or accrued under state law and the Internal Revenue Code of 1986, as amended, against the CONTRACTOR have been paid. Further, in accordance with section 3-122-112, HAR, CONTRACTOR shall provide a certificate affirming that the CONTRACTOR has remained in compliance with all applicable laws as required by this section.

18. Federal Funds. If this Contract is payable in whole or in part from federal funds, CONTRACTOR agrees that, as to the portion of the compensation under this Contract to be payable from federal funds, the CONTRACTOR shall be paid only from such funds received from the federal government, and shall not be paid from any other funds. Failure of the STATE to receive anticipated federal funds shall not be considered a breach by the STATE or an excuse for nonperformance by the CONTRACTOR.

19. Modifications of Contract.

- a. In writing. Any modification, alteration, amendment, change, or extension of any term, provision, or condition of this Contract permitted by this Contract shall be made by written amendment to this Contract, signed by the CONTRACTOR and the STATE, provided that change orders shall be made in accordance with paragraph 20 herein.
- b. No oral modification. No oral modification, alteration, amendment, change, or extension of any term, provision, or condition of this Contract shall be permitted.

- c. Agency procurement officer. By written order, at any time, and without notice to any surety, the Agency procurement officer may unilaterally order of the CONTRACTOR:
 - (A) Changes in the work within the scope of the Contract; and
 - (B) Changes in the time of performance of the Contract that do not alter the scope of the Contract work.
 - d. Adjustments of price or time for performance. If any modification increases or decreases the CONTRACTOR'S cost of, or the time required for, performance of any part of the work under this Contract, an adjustment shall be made and this Contract modified in writing accordingly. Any adjustment in contract price made pursuant to this clause shall be determined, where applicable, in accordance with the price adjustment clause of this Contract or as negotiated.
 - e. Claim barred after final payment. No claim by the CONTRACTOR for an adjustment hereunder shall be allowed if written modification of the Contract is not made prior to final payment under this Contract.
 - f. Claims not barred. In the absence of a written contract modification, nothing in this clause shall be deemed to restrict the CONTRACTOR'S right to pursue a claim under this Contract or for a breach of contract.
 - g. Head of the purchasing agency approval. If this is a professional services contract awarded pursuant to section 103D-303 or 103D-304, HRS, any modification, alteration, amendment, change, or extension of any term, provision, or condition of this Contract which increases the amount payable to the CONTRACTOR by at least \$25,000.00 and ten per cent (10%) or more of the initial contract price, must receive the prior approval of the head of the purchasing agency.
 - h. Tax clearance. The STATE may, at its discretion, require the CONTRACTOR to submit to the STATE, prior to the STATE'S approval of any modification, alteration, amendment, change, or extension of any term, provision, or condition of this Contract, a tax clearance from the Director of Taxation, State of Hawaii, and the Internal Revenue Service, U.S. Department of Treasury, showing that all delinquent taxes, if any, levied or accrued under state law and the Internal Revenue Code of 1986, as amended, against the CONTRACTOR have been paid.
 - i. Sole source contracts. Amendments to sole source contracts that would change the original scope of the Contract may only be made with the approval of the CPO. Annual renewal of a sole source contract for services should not be submitted as an amendment.
20. Change Order. The Agency procurement officer may, by a written order signed only by the STATE, at any time, and without notice to any surety, and subject to all appropriate adjustments, make changes within the general scope of this Contract in any one or more of the following:
- (1) Drawings, designs, or specifications, if the goods or services to be furnished are to be specially provided to the STATE in accordance therewith;
 - (2) Method of delivery; or
 - (3) Place of delivery.
- a. Adjustments of price or time for performance. If any change order increases or decreases the CONTRACTOR'S cost of, or the time required for, performance of any part of the work under this Contract, whether or not changed by the order, an adjustment shall be made and the Contract modified in writing accordingly. Any adjustment in the Contract price made pursuant to this provision shall be determined in accordance with the price adjustment provision of this Contract. Failure of the parties to agree to an adjustment shall not excuse the CONTRACTOR from proceeding with the Contract as changed, provided that the Agency procurement officer promptly and duly makes the provisional adjustments in payment or time for performance as may be reasonable. By

proceeding with the work, the CONTRACTOR shall not be deemed to have prejudiced any claim for additional compensation, or any extension of time for completion.

- b. Time period for claim. Within ten (10) days after receipt of a written change order under subparagraph 20a, unless the period is extended by the Agency procurement officer in writing, the CONTRACTOR shall respond with a claim for an adjustment. The requirement for a timely written response by CONTRACTOR cannot be waived and shall be a condition precedent to the assertion of a claim.
- c. Claim barred after final payment. No claim by the CONTRACTOR for an adjustment hereunder shall be allowed if a written response is not given prior to final payment under this Contract.
- d. Other claims not barred. In the absence of a change order, nothing in this paragraph 20 shall be deemed to restrict the CONTRACTOR'S right to pursue a claim under the Contract or for breach of contract.

21. Price Adjustment.

- a. Price adjustment. Any adjustment in the contract price pursuant to a provision in this Contract shall be made in one or more of the following ways:
 - (1) By agreement on a fixed price adjustment before commencement of the pertinent performance or as soon thereafter as practicable;
 - (2) By unit prices specified in the Contract or subsequently agreed upon;
 - (3) By the costs attributable to the event or situation covered by the provision, plus appropriate profit or fee, all as specified in the Contract or subsequently agreed upon;
 - (4) In such other manner as the parties may mutually agree; or
 - (5) In the absence of agreement between the parties, by a unilateral determination by the Agency procurement officer of the costs attributable to the event or situation covered by the provision, plus appropriate profit or fee, all as computed by the Agency procurement officer in accordance with generally accepted accounting principles and applicable sections of chapters 3-123 and 3-126, HAR.
- b. Submission of cost or pricing data. The CONTRACTOR shall provide cost or pricing data for any price adjustments subject to the provisions of chapter 3-122, HAR.

22. Variation in Quantity for Definite Quantity Contracts. Upon the agreement of the STATE and the CONTRACTOR, the quantity of goods or services, or both, if a definite quantity is specified in this Contract, may be increased by a maximum of ten per cent (10%); provided the unit prices will remain the same except for any price adjustments otherwise applicable; and the Agency procurement officer makes a written determination that such an increase will either be more economical than awarding another contract or that it would not be practical to award another contract.

23. Changes in Cost-Reimbursement Contract. If this Contract is a cost-reimbursement contract, the following provisions shall apply:

- a. The Agency procurement officer may at any time by written order, and without notice to the sureties, if any, make changes within the general scope of the Contract in any one or more of the following:
 - (1) Description of performance (Attachment 1);
 - (2) Time of performance (i.e., hours of the day, days of the week, etc.);
 - (3) Place of performance of services;

- (4) Drawings, designs, or specifications when the supplies to be furnished are to be specially manufactured for the STATE in accordance with the drawings, designs, or specifications;
 - (5) Method of shipment or packing of supplies; or
 - (6) Place of delivery.
- b. If any change causes an increase or decrease in the estimated cost of, or the time required for performance of, any part of the performance under this Contract, whether or not changed by the order, or otherwise affects any other terms and conditions of this Contract, the Agency procurement officer shall make an equitable adjustment in the (1) estimated cost, delivery or completion schedule, or both; (2) amount of any fixed fee; and (3) other affected terms and shall modify the Contract accordingly.
 - c. The CONTRACTOR must assert the CONTRACTOR'S rights to an adjustment under this provision within thirty (30) days from the day of receipt of the written order. However, if the Agency procurement officer decides that the facts justify it, the Agency procurement officer may receive and act upon a proposal submitted before final payment under the Contract.
 - d. Failure to agree to any adjustment shall be a dispute under paragraph 11 of this Contract. However, nothing in this provision shall excuse the CONTRACTOR from proceeding with the Contract as changed.
 - e. Notwithstanding the terms and conditions of subparagraphs 23a and 23b, the estimated cost of this Contract and, if this Contract is incrementally funded, the funds allotted for the performance of this Contract, shall not be increased or considered to be increased except by specific written modification of the Contract indicating the new contract estimated cost and, if this contract is incrementally funded, the new amount allotted to the contract.
24. Confidentiality of Material.
- a. All material given to or made available to the CONTRACTOR by virtue of this Contract, which is identified as proprietary or confidential information, will be safeguarded by the CONTRACTOR and shall not be disclosed to any individual or organization without the prior written approval of the STATE.
 - b. All information, data, or other material provided by the CONTRACTOR to the STATE shall be subject to the Uniform Information Practices Act, chapter 92F, HRS.
25. Publicity. The CONTRACTOR shall not refer to the STATE, or any office, agency, or officer thereof, or any state employee, including the HOPA, the CPO, the Agency procurement officer, or to the services or goods, or both, provided under this Contract, in any of the CONTRACTOR'S brochures, advertisements, or other publicity of the CONTRACTOR. All media contacts with the CONTRACTOR about the subject matter of this Contract shall be referred to the Agency procurement officer.
26. Ownership Rights and Copyright. The STATE shall have complete ownership of all material, both finished and unfinished, which is developed, prepared, assembled, or conceived by the CONTRACTOR pursuant to this Contract, and all such material shall be considered "works made for hire." All such material shall be delivered to the STATE upon expiration or termination of this Contract. The STATE, in its sole discretion, shall have the exclusive right to copyright any product, concept, or material developed, prepared, assembled, or conceived by the CONTRACTOR pursuant to this Contract.
27. Liens and Warranties. Goods provided under this Contract shall be provided free of all liens and provided together with all applicable warranties, or with the warranties described in the Contract documents, whichever are greater.

28. Audit of Books and Records of the CONTRACTOR. The STATE may, at reasonable times and places, audit the books and records of the CONTRACTOR, prospective contractor, subcontractor, or prospective subcontractor which are related to:
- a. The cost or pricing data, and
 - b. A state contract, including subcontracts, other than a firm fixed-price contract.

29. Cost or Pricing Data. Cost or pricing data must be submitted to the Agency procurement officer and timely certified as accurate for contracts over \$100,000 unless the contract is for a multiple-term or as otherwise specified by the Agency procurement officer. Unless otherwise required by the Agency procurement officer, cost or pricing data submission is not required for contracts awarded pursuant to competitive sealed bid procedures.

If certified cost or pricing data are subsequently found to have been inaccurate, incomplete, or noncurrent as of the date stated in the certificate, the STATE is entitled to an adjustment of the contract price, including profit or fee, to exclude any significant sum by which the price, including profit or fee, was increased because of the defective data. It is presumed that overstated cost or pricing data increased the contract price in the amount of the defect plus related overhead and profit or fee. Therefore, unless there is a clear indication that the defective data was not used or relied upon, the price will be reduced in such amount.

30. Audit of Cost or Pricing Data. When cost or pricing principles are applicable, the STATE may require an audit of cost or pricing data.

31. Records Retention.

- (1) Upon any termination of this Contract or as otherwise required by applicable law, CONTRACTOR shall, pursuant to chapter 487R, HRS, destroy all copies (paper or electronic form) of personal information received from the STATE.
- (2) The CONTRACTOR and any subcontractors shall maintain the files, books, and records that relate to the Contract, including any personal information created or received by the CONTRACTOR on behalf of the STATE, and any cost or pricing data, for at least three (3) years after the date of final payment under the Contract. The personal information shall continue to be confidential and shall only be disclosed as permitted or required by law. After the three (3) year, or longer retention period as required by law has ended, the files, books, and records that contain personal information shall be destroyed pursuant to chapter 487R, HRS or returned to the STATE at the request of the STATE.

32. Antitrust Claims. The STATE and the CONTRACTOR recognize that in actual economic practice, overcharges resulting from antitrust violations are in fact usually borne by the purchaser. Therefore, the CONTRACTOR hereby assigns to STATE any and all claims for overcharges as to goods and materials purchased in connection with this Contract, except as to overcharges which result from violations commencing after the price is established under this Contract and which are not passed on to the STATE under an escalation clause.

33. Patented Articles. The CONTRACTOR shall defend, indemnify, and hold harmless the STATE, and its officers, employees, and agents from and against all liability, loss, damage, cost, and expense, including all attorneys fees, and all claims, suits, and demands arising out of or resulting from any claims, demands, or actions by the patent holder for infringement or other improper or unauthorized use of any patented article, patented process, or patented appliance in connection with this Contract. The CONTRACTOR shall be solely responsible for correcting or curing to the satisfaction of the STATE any such infringement or improper or unauthorized use, including, without limitation: (a) furnishing at no cost to the STATE a substitute article, process, or appliance acceptable to the STATE, (b) paying royalties or other required payments to the patent holder, (c) obtaining proper authorizations or releases from the patent holder, and (d) furnishing such security to or making such arrangements with the patent holder as may be necessary to correct or cure any such infringement or improper or unauthorized use.

34. Governing Law. The validity of this Contract and any of its terms or provisions, as well as the rights and duties of the parties to this Contract, shall be governed by the laws of the State of Hawaii. Any action at law or in equity to enforce or interpret the provisions of this Contract shall be brought in a state court of competent jurisdiction in Honolulu, Hawaii.
35. Compliance with Laws. The CONTRACTOR shall comply with all federal, state, and county laws, ordinances, codes, rules, and regulations, as the same may be amended from time to time, that in any way affect the CONTRACTOR'S performance of this Contract.
36. Conflict Between General Conditions and Procurement Rules. In the event of a conflict between the General Conditions and the procurement rules, the procurement rules in effect on the date this Contract became effective shall control and are hereby incorporated by reference.
37. Entire Contract. This Contract sets forth all of the agreements, conditions, understandings, promises, warranties, and representations between the STATE and the CONTRACTOR relative to this Contract. This Contract supersedes all prior agreements, conditions, understandings, promises, warranties, and representations, which shall have no further force or effect. There are no agreements, conditions, understandings, promises, warranties, or representations, oral or written, express or implied, between the STATE and the CONTRACTOR other than as set forth or as referred to herein.
38. Severability. In the event that any provision of this Contract is declared invalid or unenforceable by a court, such invalidity or unenforceability shall not affect the validity or enforceability of the remaining terms of this Contract.
39. Waiver. The failure of the STATE to insist upon the strict compliance with any term, provision, or condition of this Contract shall not constitute or be deemed to constitute a waiver or relinquishment of the STATE'S right to enforce the same in accordance with this Contract. The fact that the STATE specifically refers to one provision of the procurement rules or one section of the Hawaii Revised Statutes, and does not include other provisions or statutory sections in this Contract shall not constitute a waiver or relinquishment of the STATE'S rights or the CONTRACTOR'S obligations under the procurement rules or statutes.
40. Pollution Control. If during the performance of this Contract, the CONTRACTOR encounters a "release" or a "threatened release" of a reportable quantity of a "hazardous substance," "pollutant," or "contaminant" as those terms are defined in section 128D-1, HRS, the CONTRACTOR shall immediately notify the STATE and all other appropriate state, county, or federal agencies as required by law. The Contractor shall take all necessary actions, including stopping work, to avoid causing, contributing to, or making worse a release of a hazardous substance, pollutant, or contaminant, and shall promptly obey any orders the Environmental Protection Agency or the state Department of Health issues in response to the release. In the event there is an ensuing cease-work period, and the STATE determines that this Contract requires an adjustment of the time for performance, the Contract shall be modified in writing accordingly.
41. Campaign Contributions. The CONTRACTOR is hereby notified of the applicability of 11-355, HRS, which states that campaign contributions are prohibited from specified state or county government contractors during the terms of their contracts if the contractors are paid with funds appropriated by a legislative body.
42. Confidentiality of Personal Information.
- a. Definitions.
- "Personal information" means an individual's first name or first initial and last name in combination with any one or more of the following data elements, when either name or data elements are not encrypted:
- (1) Social security number;
 - (2) Driver's license number or Hawaii identification card number; or

- (3) Account number, credit or debit card number, access code, or password that would permit access to an individual's financial information.

Personal information does not include publicly available information that is lawfully made available to the general public from federal, state, or local government records.

"Technological safeguards" means the technology and the policy and procedures for use of the technology to protect and control access to personal information.

b. Confidentiality of Material.

- (1) All material given to or made available to the CONTRACTOR by the STATE by virtue of this Contract which is identified as personal information, shall be safeguarded by the CONTRACTOR and shall not be disclosed without the prior written approval of the STATE.
- (2) CONTRACTOR agrees not to retain, use, or disclose personal information for any purpose other than as permitted or required by this Contract.
- (3) CONTRACTOR agrees to implement appropriate "technological safeguards" that are acceptable to the STATE to reduce the risk of unauthorized access to personal information.
- (4) CONTRACTOR shall report to the STATE in a prompt and complete manner any security breaches involving personal information.
- (5) CONTRACTOR agrees to mitigate, to the extent practicable, any harmful effect that is known to CONTRACTOR because of a use or disclosure of personal information by CONTRACTOR in violation of the requirements of this paragraph.
- (6) CONTRACTOR shall complete and retain a log of all disclosures made of personal information received from the STATE, or personal information created or received by CONTRACTOR on behalf of the STATE.

c. Security Awareness Training and Confidentiality Agreements.

- (1) CONTRACTOR certifies that all of its employees who will have access to the personal information have completed training on security awareness topics relating to protecting personal information.
- (2) CONTRACTOR certifies that confidentiality agreements have been signed by all of its employees who will have access to the personal information acknowledging that:
 - (A) The personal information collected, used, or maintained by the CONTRACTOR will be treated as confidential;
 - (B) Access to the personal information will be allowed only as necessary to perform the Contract; and
 - (C) Use of the personal information will be restricted to uses consistent with the services subject to this Contract.

d. Termination for Cause. In addition to any other remedies provided by this Contract, if the STATE learns of a material breach by CONTRACTOR of this paragraph by CONTRACTOR, the STATE may at its sole discretion:

- (1) Provide an opportunity for the CONTRACTOR to cure the breach or end the violation; or
- (2) Immediately terminate this Contract.

In either instance, the CONTRACTOR and the STATE shall follow chapter 487N, HRS, with respect to notification of a security breach of personal information.

e. Records Retention.

- (1) Upon any termination of this Contract or as otherwise required by applicable law, CONTRACTOR shall, pursuant to chapter 487R, HRS, destroy all copies (paper or electronic form) of personal information received from the STATE.
- (2) The CONTRACTOR and any subcontractors shall maintain the files, books, and records that relate to the Contract, including any personal information created or received by the CONTRACTOR on behalf of the STATE, and any cost or pricing data, for at least three (3) years after the date of final payment under the Contract. The personal information shall continue to be confidential and shall only be disclosed as permitted or required by law. After the three (3) year, or longer retention period as required by law has ended, the files, books, and records that contain personal information shall be destroyed pursuant to chapter 487R, HRS or returned to the STATE at the request of the STATE.

Exhibit 1

[SMARTER BALANCED USABILITY, ACCESSIBILITY, AND ACCOMMODATIONS GUIDELINES](#)

Link provided and a current copy is attached for convenience:

- https://smarterbalanced.alohasap.org/content/contentresources/en/Usability-Accessibility-and-Accommodations-Guidelines_2024-2025.pdf



USABILITY, ACCESSIBILITY, AND ACCOMMODATIONS GUIDELINES

Prepared with the assistance of the National Center on Educational Outcomes

Adapted for use by the Hawai'i State Department of Education

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INTRODUCTION

The Smarter Balanced Assessment Consortium (Smarter Balanced) strives to provide every student with a positive and productive assessment experience, generating results that are a fair and accurate estimate of each student’s achievement. Further, Smarter Balanced is building on a framework of accessibility for **participating** students, including English learners (ELs), students with disabilities, and ELs with disabilities, but not limited to those groups. In the process of developing its next-generation assessments to measure students’ knowledge and skills as they progress toward college and career readiness, Smarter Balanced recognized that the validity of assessment results depends on each and every student having appropriate universal tools, designated supports, and accommodations, when needed based, on the constructs being measured by the assessment. This document was developed for the Smarter Balanced members to guide the selection and administration of universal tools, designated supports, and accommodations.

The Smarter Balanced assessment is based on the member standards. Thus, the universal tools, designated supports, and accommodations that are appropriate for the Smarter Balanced assessment may be different from those members allowed in the past. For the secure summative assessments, a member can only make available to students the universal tools, designated supports, and accommodations that are included in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (UAAG)*. A member may elect **not to make available** to its students any universal tool, designated support, or accommodation that is otherwise included in the *Guidelines* when the implementation or use of the universal tool, designated support, or accommodation is in conflict with a member’s law, regulation, or policy.

These *Guidelines* describes the Smarter Balanced universal tools, designated supports, and accommodations available for the Smarter Balanced assessments at this time (see Appendix A). The specific universal tools, designated supports, and accommodations approved by Smarter Balanced may change in the future if additional tools, supports, or accommodations are identified for the assessments based on member experience and research findings. The Consortium has established a standing committee, including representatives from Governing members, who review suggested additional universal tools, designated supports, and accommodations to determine whether changes are warranted.

Proposed changes to the list of universal tools, designated supports, and accommodations are brought to Governing members for review, input, and vote for approval. Furthermore, members may issue **temporary approvals** (i.e., for one summative assessment administration based on a student’s unique need that is not supported by current UAAG policies) for individual unique student accommodations or designated supports. K–12 Leads will evaluate formal requests for unique accommodations/designated supports and determine whether or not the request poses a threat to the measurement of the construct. Upon issuing a temporary approval, the member will send documentation of the approval to the Consortium. The Consortium will consider all member-approved temporary accommodations/designated supports as part of the annual Consortium UAAG review process. If the Consortium determines it requires additional time to study the issue before the Consortium can engage in a vote, a member may notify the Consortium that the member intends to issue temporary approvals for the same accommodation/designated support during the next summative assessment administration. Members should include in their notification to the Consortium the intended use of the temporary accommodation/designated support and the rationale for issuing temporary authorizations for the next summative assessment administration. The Consortium will provide to

members a list of the temporary accommodations/designated supports issued by members that are not Consortium-approved accommodations/designated supports and cannot be authorized for the next summative assessment administration.

INTENDED AUDIENCE AND RECOMMENDED USE

The Smarter Balanced Assessment Consortium’s *Usability, Accessibility, and Accommodations Guidelines* are intended for district- and school-level personnel and decision-making teams, including English language development teams, Individualized Education Program (IEP) or 504 teams, and other teams supporting students as they prepare for and implement the Smarter Balanced assessment. The *Guidelines* provides information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The *Guidelines* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The *Smarter Balanced Guidelines* apply to **participating** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. This document focuses on universal tools, designated supports, and accommodations for the Smarter Balanced content assessments of English language arts (ELA)/literacy and mathematics (math). At the same time, it supports important instructional decisions about accessibility for students who participate in the Smarter Balanced assessments. It recognizes the critical connection between accessibility in instruction and accessibility during assessment. The *Guidelines* are supported by the *Smarter Balanced Test Administration Manual (TAM)*.

SMARTER BALANCED ASSESSMENT DESIGN

The Smarter Balanced Assessment Consortium has developed a system of valid, reliable, and fair next-generation assessments aligned to the member standards in English language arts/literacy and mathematics for grades 3-8 and High School (HS). The system includes summative assessments for accountability purposes, optional interim assessments for local use, and formative tools and processes for instructional use. Interim assessments and computer adaptive testing technologies used for the summative assessments provide meaningful feedback and actionable data that teachers and other stakeholders can use to help students succeed. For more information, visit <http://www.smarterbalanced.org/assessments/development/>.

RECOGNIZING ACCESS NEEDS IN ALL STUDENTS

All students (including students with disabilities, ELs, ELs with disabilities, and other diverse students) are to be held to the same expectations for participation and performance on Smarter Balanced assessments. Specifically, all students enrolled in grades 3-8 and HS are required to participate in the Smarter Balanced mathematics assessment except:

- ▶ Students with the most significant cognitive disabilities who meet the criteria for the mathematics alternate assessment based on alternate achievement standards (approximately 1% or fewer of the student population).

All students enrolled in grades 3-8 and HS are required to participate in the Smarter Balanced English language arts/literacy assessment except:

- ▶ Students with the most significant cognitive disabilities who meet the criteria for the English language arts/literacy alternate assessment based on alternate achievement standards (approximately 1% or fewer of the student population).
- ▶ ELs who are enrolled for the first year in a U.S. school. These students instead participate in their required English language proficiency assessment.

Federal laws governing student participation in assessments must meet the requirements of the Every Student Succeeds Act (ESSA) of 2016, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008).

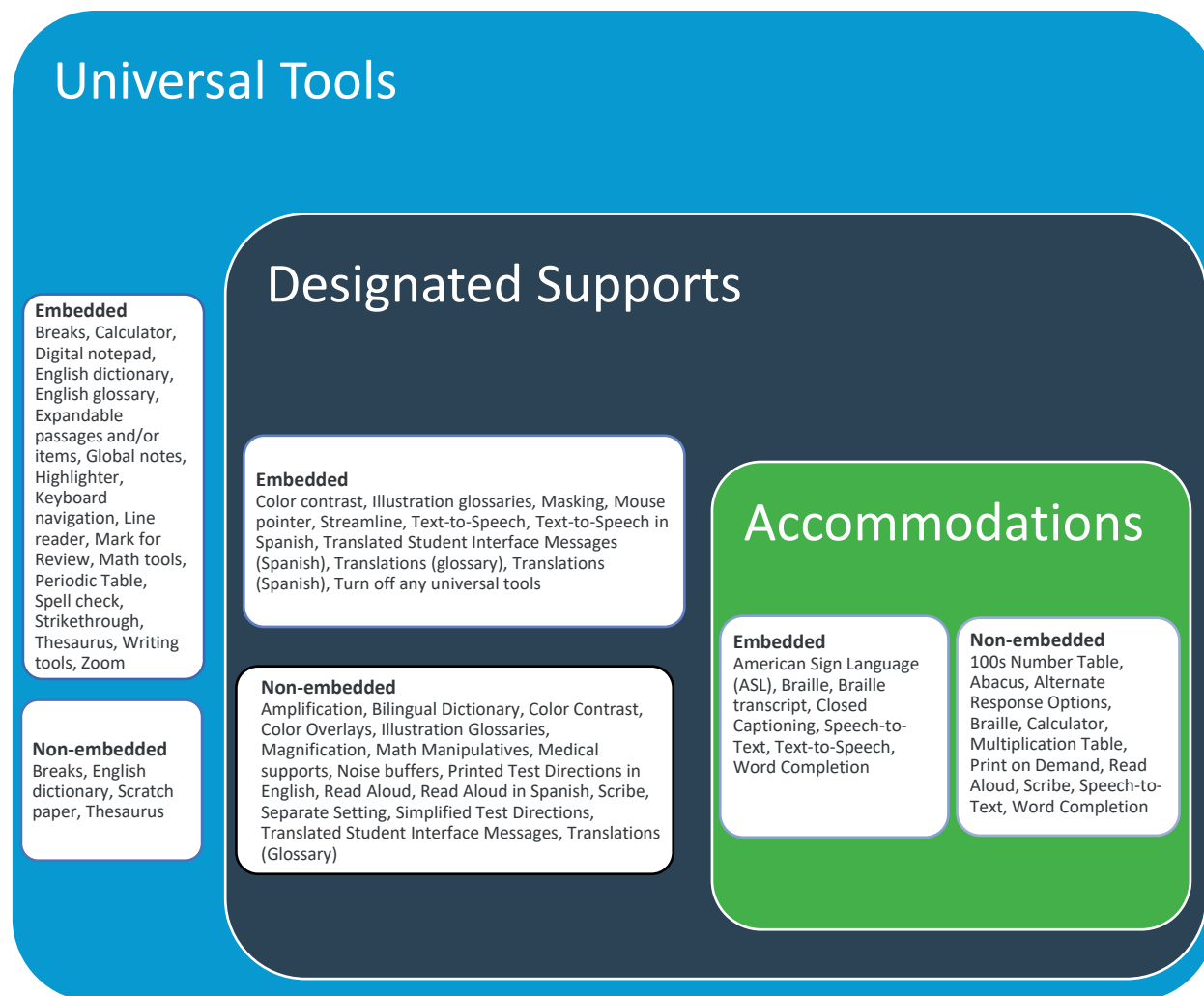
Recognizing the diverse characteristics and needs of students who participate in the Smarter Balanced assessments, the Smarter Balanced members worked together through the Smarter Balanced Test Administration and Student Access Work Group to develop an Accessibility and Accommodations Framework that guided the Consortium as it worked to reach agreement on the specific tools, supports, and accommodations available for the assessment. The Work Group also considered research-based lessons learned about universal design, accessibility tools, and accommodations (see Appendix B).

The conceptual model that serves as the basis for the *Usability, Accessibility, and Accommodations Guidelines* is shown in Figure 1. This figure portrays several aspects of the Smarter Balanced assessment 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). It also portrays the additive and sequentially-inclusive nature of these three aspects. Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available to students for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). Accommodations are available only to those students with documentation of the need through a formal IEP or 504 plan. Those students also may use designated supports and universal tools.

A universal tool for one content focus may be an accommodation for another content focus (see, for example, calculator). Similarly, a designated support may also be an accommodation depending on the content target (see, for example, scribe). This approach is consistent with the emphasis that Smarter Balanced has placed on the validity of assessment results coupled with access. Universal tools, designated supports, and accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*.

Also, as shown in Figure 1, for each category of assessment features—universal tools, designated supports, and accommodations—there exists both embedded and non-embedded versions of the tools, supports, or accommodations depending on whether they are provided as digitally delivered components of the test administration system or separate from it.

Figure 1: Conceptual Model Underlying the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*



***For the Hawai`i State Department of Education conceptual model, refer to the version in *the Crosswalk of Accessibility Features, 2024-2025* (“Crosswalk”) posted on alohahsap.org.**

The Conceptual Model recognizes that all students should be held to the same expectations for instruction in member standards and have available to them universal accessibility features. It also recognizes that some students may have certain characteristics and access needs that require the use of accommodations for instruction and when they participate in the Smarter Balanced assessments.

These *Guidelines* present the current universal tools, designated supports, and accommodations adopted by the Smarter Balanced members to ensure valid assessment results for all students taking its assessments.

STRUCTURE OF THIS DOCUMENT

This document is divided into several parts:

- ▶ **Introduction:** This section introduces the document and the conceptual model that is the basis for the universal tools, designated supports, and accommodations in the *Guidelines*.
- ▶ **Section I:** This section features the universal tools available on Smarter Balanced assessments.
- ▶ **Section II:** This section features the designated supports available on Smarter Balanced assessments.
- ▶ **Section III:** This section features the accommodations available on Smarter Balanced assessments.
- ▶ **Appendix A:** This appendix provides a summary list of Smarter Balanced universal tools, designated supports, and accommodations.
- ▶ **Appendix B:** This appendix describes lessons learned from research on universal design, accessibility tools, and accommodations.
- ▶ **Appendix C:** This appendix provides answers to Frequently Asked Questions.
- ▶ **Appendix D:** This appendix provides the Read Aloud Guidelines (June 30, 2020).
- ▶ **Appendix E:** This appendix provides the Scribing Protocol (June 30, 2020).
- ▶ **Appendix F:** This appendix provides a Revision Log that lists all changes to this document by section, page, description, date, and version.

SECTION I: SMARTER BALANCED UNIVERSAL TOOLS

WHAT ARE UNIVERSAL TOOLS?

Universal tools are accessibility resources of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to participating students based on student preference and selection. The universal tools described in this section are not modifications. Universal tools all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*.

EMBEDDED UNIVERSAL TOOLS

The Smarter Balanced digitally delivered assessments include a wide array of embedded universal tools. These are available to participating students as part of the technology platform.

Table 1 lists the embedded universal tools available to participating students for computer-administered Smarter Balanced assessments. It includes a description of each tool. Although these tools are available to participating students, educators may determine that one or more might be distracting for a particular student, and thus might indicate that the tool should be turned off for the administration of the assessment to the student (see Section II – Designated Supports).

Table 1. Embedded Universal Tools Available to All Students

Embedded Universal Tool	Description
Breaks	The number of items per session can be flexibly defined based on the student’s need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Calculator (for calculator-allowed items only, grades 6–8 and HS) (See Non-embedded Accommodations for students who cannot use the embedded calculator.)	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. This tool is available only with the specific items for which the Smarter Balanced Item Specifications indicate that it would be appropriate. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator) as a non-embedded accommodation.
Digital notepad	This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
English dictionary (for ELA performance task full writes)	An English dictionary is available for the full write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on any of the preselected terms. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Expandable passages and/or items	Each passage/stimulus and/or associated item can be expanded so that it takes up a larger portion of the screen.

Embedded Universal Tool	Description
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. A full write is the second part of a performance task. The student clicks on the notepad icon for the notepad to appear. During the ELA performance tasks, the notes are retained from segment to segment so that the student may go back to the notes even though the student is not able to go back to specific items in the previous segment.
Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.
Keyboard navigation	Navigation throughout text can be accomplished by using a keyboard.
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.
Mark for review	Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
Math tools	These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only with the specific items for which the Smarter Balanced Item Specifications indicate that one or more of these tools would be appropriate.
Spell check	Writing tool for checking the spelling of words in student-generated responses. Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling. This tool is available only with the specific items for which the Smarter Balanced Item Specifications indicated that it would be appropriate. Spell check is bundled with other embedded writing tools for math and ELA items with open-ended student responses.
Strikethrough	Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.
Thesaurus (for ELA performance task full writes)	A thesaurus is available for the full write portion of an ELA/literacy performance task. A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Embedded Universal Tool	Description
Writing tools (for ELA performance task full writes)	Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for the ELA performance task full writes and math short-answer items. (Also see Spell Check) Writing tools are not available for ELA short-answer items.
Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the <i>Zoom In</i> button. The student can click the <i>Zoom Out</i> button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. To increase the default print size of the entire test, the print size must be set for the student in the test registration tool or set by the test administrator prior to the start of the test. This is the only feature that test administrators can set. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

NON-EMBEDDED UNIVERSAL TOOLS

Some universal tools may need to be provided outside of the computer test administration system. These tools, shown in Table 2, are to be provided locally for students. They can be made available to any student.

Table 2. Non-embedded Universal Tools Available to All Students

Non-Embedded Universal Tool	Description
Breaks	Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English dictionary (for ELA performance task full writes)	An English dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Non-Embedded Universal Tool	Description
Scratch paper/Graph paper	<p>Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers. Only plain paper or lined paper is appropriate for ELA.</p> <p>Graph paper may be used on math assessments at all grade levels but is required beginning in the sixth grade.</p> <p>A whiteboard with a marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or 504 plan. Access to internet must be disabled on assistive technology devices.</p> <p>CAT: All scratch paper must be collected and securely destroyed at the end of each CAT assessment session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session.</p> <p>Performance Tasks: For ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper, whiteboards, and/or assistive technology devices may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.</p>
Thesaurus (for ELA performance task full writes)	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Appendix A provides a summary of universal tools, designated supports, and accommodations (both embedded and non-embedded) available for the Smarter Balanced assessments.

SECTION II. SMARTER BALANCED DESIGNATED SUPPORTS

WHAT ARE DESIGNATED SUPPORTS?

Designated supports for the Smarter Balanced assessments are those features that are available for use by **any student** for whom the need has been indicated by an educator or team of educators with parent/guardian and student. The designated supports described in this section are not modifications. Designated supports all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the UAAG. It is recommended that a consistent process be used to determine these supports for individual students. All educators making these decisions should be trained on the process and should be made aware of the range of designated supports available. Smarter Balanced members have identified digitally embedded and non-embedded designated supports for students for whom an adult or team has indicated a need for the support.

Designated supports need to be identified prior to assessment administration. Embedded and non-embedded supports must be entered into the test registration tool. Any non-embedded designated supports must be arranged for prior to testing and provided during testing by staff at the local level.

WHO MAKES DECISIONS ABOUT DESIGNATED SUPPORTS?

Informed adults make decisions about designated supports. Ideally, the decisions are made by all educators familiar with the student's characteristics and needs, as well as those supports that the student has been using during instruction and for other assessments. Student input to the decision, particularly for older students, is also recommended.

The use of an *Individual Student Assessment Accessibility Profile (ISAAP)*, created and provided by Smarter Balanced, is one process that may be used to determine which designated supports should be available for an individual student. Schools may choose to use another decision-making process. **Regardless of the process used, all embedded designated supports must be activated prior to testing by entering information into the test registration tool.**

EMBEDDED DESIGNATED SUPPORTS

Table 3 lists the embedded designated supports available to all students for whom the need has been indicated. It includes a description of each support along with recommendations for when the support might be needed.

Table 3. Embedded Designated Supports

Embedded Designated Support	Description	Recommendations for Use
Color contrast	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.
Illustration glossaries (for math stimuli and items)	Illustration glossaries are a language support. The illustration glossaries are provided for selected construct-irrelevant terms for math. Illustrations for these terms appear on the computer screen when students select them. Students with the illustration glossary setting enabled can view the illustration glossary. Students can also adjust the size of the illustration and move it around the screen.	Illustration glossaries for specific items are available for students who are: <ul style="list-style-type: none"> ▶ advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities). ▶ deaf or hard of hearing, but who are not proficient in American Sign Language (ASL). The use of this support may result in the student needing additional overall time to complete the assessment.
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.

Embedded Designated Support	Description	Recommendations for Use
<p>Mouse Pointer (size and color)</p>	<p>This embedded support allows the mouse pointer to be set to a larger size and also for the color to be changed. A test administrator sets the size and color of the mouse pointer prior to testing.</p>	<p>Students who are visually impaired and need additional enlargement or a mouse pointer in a different color to find their mouse pointer more readily on the screen will benefit from the mouse pointer support. Students who have visual perception challenges will also find this beneficial. The size and color are set during registration and cannot be changed during the administration of the assessment. Students should have ample opportunity to practice during daily instruction with the size and color to determine their preference. The mouse pointer can be used with the zoom universal tool. If students are using a magnification program (See non-embedded Designated Support, magnification.), the mouse pointer may not be needed because an enlarged mouse pointer is built into the magnification programs.</p>
<p>Streamline</p>	<p>This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.</p>	<p>This designated support may benefit a small number of students who have specific learning and/or reading disabilities and/or visual impairment in which the text is presented in a more sequential format. Students should have familiarity interacting with items in streamline format.</p>

Embedded Designated Support	Description	Recommendations for Use
<p>Text-to-Speech in English</p> <p>(for math stimuli and items and ELA items, not for reading passages)</p> <p>(See Embedded Accommodations for ELA reading passages.)</p>	<p>Text is read aloud to the student via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice via a volume control.</p>	<p>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 are advancing toward English braille proficiency. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p>
<p>Text-to-Speech in Spanish</p> <p>(for math stimuli and items)</p>	<p>Text in Spanish is read aloud to the student via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice via a volume control.</p>	<p>Students who are struggling readers, whose primary language is Spanish, and who use dual language supports in the classroom may need assistance accessing the assessment by having all or portions of the assessment read aloud in Spanish. This support also may be needed by students with reading-related disabilities, or by students who are advancing toward English braille proficiency. 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 in Spanish will need headphones unless tested individually in a separate setting.</p>
<p>Translated student interface messages in Spanish</p> <p>(for math stimuli and items)</p>	<p>Translation of the student interface messages is a language support available prior to beginning the actual test items. Students can see test directions in Spanish. As an embedded designated support, translated test directions are automatically a part of the Spanish language translations designated support in English/Spanish.</p>	<p>Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated directions support. This support should only be used for students who are proficient readers in Spanish and not proficient in English.</p>

Embedded Designated Support	Description	Recommendations for Use
<p>Translated glossaries (for math stimuli and items)</p>	<p>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.</p>	<p>Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.</p>
<p>Full Translations (dual language in English/Spanish) (for math stimuli and items)</p>	<p>Dual language translations are a linguistic support that is available for some students; dual language translations provide the full translation of English math test item and stimulus.</p>	<p>For students whose primary language is Spanish and who use dual language supports in the classroom, use of the 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.</p>
<p>Turn off any universal tools</p>	<p>Disabling any universal tools that might be distracting or that students do not need to use or are unable to use.</p>	<p>Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific tools may be distracting is important for determining which tools to turn off.</p>

NON-EMBEDDED DESIGNATED SUPPORTS

Some designated supports may need to be provided outside of the digital-delivery system. These supports, shown in Table 4, are to be provided locally for those students unable to use the designated supports when provided digitally.

Table 4. Non-embedded Designated Supports

Non-embedded Designated Support	Description	Recommendations for Use
Amplification	The student adjusts the volume control beyond the computer’s built in settings using headphones or other non-embedded devices.	Students may use amplification assistive technology (e.g., headphones, FM System) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security.
Bilingual dictionary (for ELA performance task full writes)	A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task.	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.
Color contrast	Test content of online items may be printed with different colors.	Students with attention difficulties may need this support for viewing the test when digitally provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student’s needs.
Color overlays	Color transparencies are placed over a paper-and-pencil 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). Choice of color should be informed by evidence of those colors that meet the student’s needs.

Non-embedded Designated Support	Description	Recommendations for Use
<p>Illustration Glossaries</p> <p>(for math stimuli and items, paper/pencil assessment)</p>	<p>Illustration glossaries are a language support. The illustration glossaries are provided for selected construct-irrelevant terms for math. Illustrations for these terms appear in a supplement to the paper-and-pencil test and are identified by item number.</p>	<p>Illustration glossaries for specific items are available for students who are:</p> <ul style="list-style-type: none"> ▶ advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities). ▶ deaf or hard of hearing, but who are not proficient in American Sign Language (ASL). <p>The use of this support may result in the student needing additional overall time to complete the assessment.</p>
<p>Magnification</p>	<p>The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer, to a level not provided for by the zoom universal tool, color contrast designated support, and/or mouse pointer designated support.</p>	<p>Students who are used to viewing enlarged text or graphics, or navigation buttons, with or without changes to color contrast, may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment.</p>
<p>Math Manipulatives</p>	<p>Refer to the Crosswalk for more information.</p>	<p>Refer to the Crosswalk for more information.</p>

Non-embedded Designated Support	Description	Recommendations for Use
Medical supports	Students may have access to medical supports for medical purposes (e.g., Glucose Monitor, Bluetooth hearing aids). The medical support may include a cell phone and should only support the student during testing for medical reasons.	Educators should follow local policies regarding medical supports and ensure students' health is the highest priority. Electronic medical support settings must restrict access to other applications, or the test administrator must closely monitor the use of the medical support to maintain test security. Use of medical supports may require a separate setting to avoid distractions to other test takers and to ensure test security.
Noise buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.	Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.
Printed test directions in English	Available as a supplement to the Test Administration Manual, a printed copy of oral test direction script in English may be provided to the student.	Students for whom printed reading supports for verbally delivered directions, enable them to follow along with the verbal directions may benefit from this support. Students who may be multilingual or have hearing or auditory-processing difficulties, with or without reading-related disabilities, may need this support in English. A student should have the option of asking the test administrator to slow down or repeat any verbal direction provided. The use of this support may result in the student needing additional overall time to complete the assessment.

Non-embedded Designated Support	Description	Recommendations for Use
<p>Read aloud (for math stimuli and items and ELA items, not for reading passages) (See Non-embedded Accommodations for ELA reading passages.)</p>	<p>Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <i>Smarter Balanced Test Administration Manual</i> and <i>Read Aloud Protocol</i> (see Appendix D). All or portions of the content may be read aloud.</p>	<p>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 are advancing toward English braille proficiency. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis—not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.</p>
<p>Read aloud in Spanish (for mathematics, all grades)</p>	<p>Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <i>Smarter Balanced Test Administration Manual</i> and the <i>Read Aloud Guidelines</i>. All or portions of the content may be read aloud.</p>	<p>Students receiving the translations (dual language) designated support and 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. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.</p>

Non-embedded Designated Support	Description	Recommendations for Use
<p>Scribe</p> <p>(for all items except ELA performance task full write)</p> <p>(See Accommodations for ELA performance task full write.)</p>	<p>Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the administration guidelines provided in the <i>Smarter Balanced Test Administration Manual</i>.</p>	<p>Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses, may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment.</p>
<p>Separate setting</p>	<p>Test location is altered so that the student is tested in a setting different from that made available for most students.</p>	<p>Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the <i>Test Administration Manual (TAM)</i>, can act as test proctor (test administrator) when a student requires it.</p>

Non-embedded Designated Support	Description	Recommendations for Use
Simplified test directions	The test administrator simplifies or paraphrases the test directions found in the <i>Smarter Balanced Test Administration Manual</i> according to the <i>Guidelines for Simplified Test Directions</i> .	Students who need additional support understanding the test directions may benefit from this resource. This designated support may require testing in a separate setting to avoid distracting other test takers.
Translated student interface messages	PDF of student interface messages translated in each of the languages is currently supported and posted on Alohahsap.org . A bilingual adult can read to student.	Students who are advancing toward English language proficiency (including Non-ELs, ELs, and ELs with disabilities) can use the translated student interface messages. In addition, a biliterate adult trained in <i>the Test Administration Manual</i> can read the test directions to the student. The use of this support may result in the student needing additional overall time to complete the assessment.
Translations (glossaries) (for math items, paper-pencil assessment)	Translated glossaries are a language support. Translated glossaries are provided for selected construct-irrelevant terms for math. Glossary terms are listed by item and include the English term and its translated equivalent.	Students who are advancing toward English language proficiency (including Non-ELs, ELs, and ELs 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.

Appendix A provides a summary of universal tools, designated supports, and accommodations (both embedded and non-embedded) available for the Smarter Balanced assessments.

In addition to the above non-embedded Designated Supports, Hawai'i has temporary use of Math Manipulatives (MM) as for state testing in SY 2024-2025 Please see the Appendix C: Hawai'i State Assessment Program Guidance Brief: Considering the Assignment of Math Manipulatives (MMs) for the state Assessments in [the Crosswalk of Accessibility Features Across State Assessments in Hawaii](#) on the [Resources page](#) of the AlohaHSAP.org portal for more information.

SECTION III. SMARTER BALANCED ACCOMMODATIONS

WHAT ARE ACCOMMODATIONS?

Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. The accommodations described in this section are not modifications.

Accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the UAAG. They allow students to show what they know and can do. Smarter Balanced members have identified digitally embedded and non-embedded accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 plan. One exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these), as noted in this section.

Determination of which accommodations an individual student will have available for the assessment is necessary because these accommodations must be made available before the assessment, either by entering information into the test registration tool, for embedded accommodations, or by ensuring that the materials or setting are available for the assessment for non-embedded accommodations.

The Smarter Balanced Test Administration staff and Student Access Work Group recognized that accommodations could increase cognitive load or create other challenges for students who do not need them or who have not had experience using them. Because of this possibility, Smarter Balanced members agreed that a student's parent/guardian should know about the availability of specific accommodations through a parent/guardian report. This would ensure that parents/guardians are aware of the conditions under which their child participated in the assessment. Information included in the parent/guardian report should not be the basis for any educational decisions (such as eligibility for an advanced placement class) nor for documenting/reporting the use of the accommodation elsewhere (such as on a transcript).

WHO MAKES DECISIONS ABOUT ACCOMMODATIONS?

IEP teams and educators make decisions about instructional accommodations as well as recommendations for state test accommodations in accordance with IDEA (34 CFR §§300.160(b)(2)). These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan.

The IEP team (or educator developing the 504 plan) is responsible for ensuring that information from the IEP is entered into the test registration tool, so that all embedded accommodations can be activated prior to testing. This can be accomplished by identifying one person from the team to enter information into the test registration tool, or by providing information to the test coordinator who enters into the test registration tool a form that lists all accommodations and designated supports needed by individual students on IEPs or 504 plans.

EMBEDDED ACCOMMODATIONS

Table 5 lists the embedded accommodations available for the Smarter Balanced assessments for those students for whom the accommodations are included on an IEP or 504 plan. The table includes a description of each accommodation along with recommendations for when the accommodation might be needed and how it can be used. For those accommodations that may be considered controversial, a description of considerations about the use of the accommodation is provided.

Table 5. Embedded Accommodations

Embedded Accommodation	Description	Recommendations for Use
American Sign Language (ASL) (for ELA listening items and math items)	Test content is translated into an ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.	Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.

Embedded Accommodation	Description	Recommendations for Use
Braille (ELA and Math)	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 (paper or thermoform). Contracted and non-contracted braille is available; Nemeth and UEB Math code(s) are available for math.	Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. Due to limitations with refreshable braille technology and math braille codes, refreshable braille is available only for ELA. For math, braille will be presented via embosser; embosser-created braille can be used for ELA also. Alternative text descriptions are embedded in the assessment for all graphics. The type of braille presented to the student (contracted or non-contracted) is set in the test registration tool. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Braille transcript (ELA listening passages)	A braille transcript of the closed captioning created for the listening passages. The braille transcripts are available in the following braille codes: ELA ▶ UEB uncontracted ▶ UEB contracted	Students may have difficulty hearing the listening portion of the passage and also do not have enough functional vision to read the closed captioning provided for the passage. These students who are visually impaired or blind and deaf or hard of hearing AND who use braille may have access to Braille transcripts. These students must be registered in the test registration tool for both braille and closed captioning. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Embedded Accommodation	Description	Recommendations for Use
<p>Closed captioning (for ELA listening passages)</p>	<p>Printed text that appears on the computer screen as audio materials are presented.</p>	<p>Students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content. For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.</p>

Embedded Accommodation	Description	Recommendations for Use
<p>Speech-to-text in English</p> <p>(all assessments)</p>	<p>Embedded voice recognition allows students to use their voices as input devices to the computer to dictate responses. Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices instead of embedded Speech-to-text (see Non-embedded Speech-to-text).</p>	<p>Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.</p>
<p>Text-to-speech (for ELA reading passages, all grades)</p>	<p>Text is read aloud to the student via embedded text-to-speech technology. The student can control the speed as well as raise or lower the volume of the voice via a volume control.</p>	<p>This accommodation is appropriate for a very small number of students. Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p>

Embedded Accommodation	Description	Recommendations for Use
Word completion	<p>Word completion allows students to begin writing a word and choose from a list of single words that have been predicted from word frequency and syntax rules. Word completion is delivered via an embedded software program. The program must use only single word completion. Functionality such as phrase prediction, predict ahead, or next word will be unavailable. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program, which reads back the information the student has written. If further supports are needed for speech output, see text-to-speech or read aloud policies. Students who use word completion in conjunction with speech output will need headphones unless tested individually in a separate setting.</p>	<p>Students who have documented motor or orthopedic impairments, which severely impair their ability to provide written or typed responses without the use of assistive technology, may use word completion. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language, may also use word completion. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of word completion does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word completion also be able to develop planning notes and review their writing with or without text-to-speech.</p>

NON-EMBEDDED ACCOMMODATIONS

Table 6 lists the non-embedded accommodations available for the Smarter Balanced assessments for those students for whom the accommodations are documented on an IEP or 504 plan. The table includes a description of each accommodation, along with recommendations for when the accommodation might be needed and how it can be used. For those accommodations that may be considered controversial, a description of considerations about the use of the accommodation is provided.

Table 6. Non-embedded Accommodations

Non-embedded Accommodation	Description	Recommendations for Use
100s number table	A paper-and-pencil table listing numbers from 1–100 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.
Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.	Some students, including students with visual impairments or with documented processing impairments, who typically use an abacus, may use an abacus in place of scratch paper.
Alternate response options	Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, Filter Keys, 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. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.

Non-embedded Accommodation	Description	Recommendations for Use
<p>Braille</p> <p>(paper/pencil assessment)</p>	<p>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 (paper or thermoform). Codes available on paper-and-pencil tests:</p> <p>ELA</p> <ul style="list-style-type: none"> ▶ UEB uncontracted ▶ UEB contracted <p>Mathematics</p> <ul style="list-style-type: none"> ▶ UEB uncontracted with Nemeth ▶ UEB contracted with Nemeth ▶ UEB uncontracted with UEB math ▶ UEB contracted with UEB math 	<p>Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The type of braille presented to the student (contracted or non-contracted) is set in the test registration tool. The use of this accommodation may result in the student needing additional overall time to complete the assessment.</p>
<p>Calculator</p> <p>(for calculator allowed items only, grades 6–8 and HS)</p>	<p>A non-embedded, stand-alone calculator for students needing a specialized calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform.</p>	<p>Students who are unable to use the embedded calculator for calculator-allowed items, can use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.</p>
<p>Multiplication table</p>	<p>A paper-based multiplication table containing numbers 1–12 will be available from Smarter Balanced for reference.</p>	<p>For students with a documented and persistent calculation disability.</p>

Non-embedded Accommodation	Description	Recommendations for Use
Print on demand	<p>Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in the test registration tool. For those students needing a paper copy of one or more items, the member’s help desk must be contacted by the school or district coordinator to have the accommodation set for the student.</p>	<p>Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment.</p>
<p>Read aloud (for ELA reading passages, all grades) (See Designated Supports for ELA items and math items.)</p>	<p>Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the <i>Smarter Balanced Test Administration Manual</i> and <i>Read Aloud Guidelines</i>. All or portions of the content may be read aloud. Members can refer to the <i>Guidelines for Choosing TTS or Read Aloud in Grades 3–5</i> when deciding if this accommodation is appropriate for a student.</p>	<p>This accommodation is appropriate for a very small number of students. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 plan. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting.</p>

Non-embedded Accommodation	Description	Recommendations for Use
<p>Scribe (for ELA performance task full write) (See Designated Supports for math and other ELA items)</p>	<p>Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the administration guidelines provided in the <i>Smarter Balanced Test Administration Manual</i>.</p>	<p>Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses, may need to dictate their responses to a human, who then records the students' responses verbatim on the ELA performance task full write. The full write is the second part of the performance task. The use of this accommodation may result in the student needing overall additional time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.</p>

Non-embedded Accommodation	Description	Recommendations for Use
Speech-to-Text in English	<p>Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.</p>	<p>Students who have motor or processing disabilities or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential.</p> <p>If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.</p>

Word Completion

Word completion allows students to begin writing a word and choose from a list of single words that have been predicted from word frequency and syntax rules. Word completion is delivered via a non-embedded software program. The program must use only single word completion. Functionality such as phrase prediction, predict ahead, or next word will be unavailable. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program, which reads back the information the student has written. If further supports are needed for speech output, see text-to-speech, or read aloud policies. Students who use word completion in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices. Word completion allows students to begin writing a word and choose from a list of **single** words that have been predicted from word frequency and syntax rules. Word completion is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word will be unavailable. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as

Students who have documented motor or orthopedic impairments, which severely impair their ability to provide written or typed responses without the use of assistive technology, may use word completion. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language, may also use word completion. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of word completion does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word completion also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word completion. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or

Non-embedded Accommodation	Description	Recommendations for Use
	<p>topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, see text-to-speech or read aloud policies. Students who use word completion in conjunction with speech output will need headphones unless tested individually in a separate setting.</p>	<p>expressing written language may also use word completion. Students will need to be familiar with the software, and have had many opportunities to use it in daily instruction. Use of word completion does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word completion also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</p>

Appendix A provides a summary of universal tools, designated supports, and accommodations (both embedded and non-embedded) available for the Smarter Balanced assessments.

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APPENDIX A: SUMMARY OF SMARTER BALANCED UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND ACCOMMODATIONS

Embedded Universal Tools, Designated Supports, and Accommodations

Universal Tools	Designated Supports	Accommodations
Breaks	Color contrast	American Sign Language ¹²
Calculator ¹	Illustration glossaries ⁷	Braille
Digital notepad	Masking	Braille transcript
English dictionary ²	Mouse pointer	Closed captioning ¹³
English glossary	Streamline	Speech-to-text
Expandable passages and/or items	Text-to-speech ⁸	Text-to-speech ¹⁴
Global notes ³	Text-to-speech in Spanish	Word completion
Highlighter	Translated Student Interface Messages ⁹	
Keyboard navigation	Translations glossary ¹⁰	
Line reader	Full Translations (dual language) ¹¹	
Mark for review	Turn off any universal tools	
Math tools ⁴		
Spell check		
Strikethrough		
Thesaurus ⁵		
Writing tools ⁶		
Zoom		

¹ For calculator-allowed items only in grades 6–8 and HS

² For ELA performance task full writes

³ For ELA performance tasks

⁴ Includes embedded ruler, embedded protractor

⁵ For ELA performance task full writes

⁶ Includes bold, italic, underline, indent, cut, paste, spell check, bullets, undo/redo

⁷ For math stimuli and items

⁸ For math stimuli and items, and ELA items (not for reading passages)

⁹ For math stimuli and items

¹⁰ For math stimuli and items

¹¹ For math stimuli and items

¹² For ELA listening items and math items

¹³ For ELA listening passages

¹⁴ For ELA reading passages, all grades

Non-embedded Universal Tools, Designated Supports, and Accommodations

Universal Tools	Designated Supports	Accommodations
Breaks	Amplification	100s number table
English dictionary ¹⁵	Bilingual dictionary ¹⁷	Abacus
Scratch paper	Color contrast	Alternate response options ²³
Thesaurus ¹⁶	Color overlays	Braille ²⁴
	Illustration glossaries ¹⁸	Calculator ²⁵
	Magnification	Multiplication table
	Medical supports	Color contrast with Print on demand
	Noise buffers	Read aloud ²⁶
	Printed test directions in English	Scribe ²⁷
	Read aloud ¹⁹	Speech-to-text
	Read aloud in Spanish ²⁰	Word completion
	Scribe ²¹	
	Separate setting	
	Simplified test directions	
	Translated Student Interface Messages in American Sign Language	
	Translated Student Interface Messages	
	Translations glossary ²²	

¹⁵ For ELA performance task full writes

¹⁶ For ELA performance task full writes

¹⁷ For ELA performance task full writes

¹⁸ For math items, paper-and-pencil assessment

¹⁹ For math stimuli and items, and ELA items (not for reading passages)

²⁰ For math, all grades

²¹ For all items except ELA performance task full writes

²² For math items on the paper-and-pencil assessment

²³ Includes adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wand, and switches

²⁴ For math and ELA paper-pencil assessment

²⁵ For calculator-allowed items only, grades 6–8 and HS

²⁶ For ELA reading passages, all grades

²⁷ For ELA performance task full writes

In addition to the above non-embedded accessibility support, Hawai'i has temporary use of Math Manipulatives (MM) as for state testing in SY 2024-2025 Please see the Appendix C: Hawai'i State Assessment Program Guidance Brief: Considering the Assignment of Math Manipulatives (MMs) for the state Assessments in [the Crosswalk of Accessibility Features Across State Assessments in Hawaii](#) on the [Resources page](#) of the [AlohaHSAP.org](#) portal for more information.

APPENDIX B: RESEARCH-BASED LESSONS LEARNED ABOUT UNIVERSAL DESIGN, ACCESSIBILITY TOOLS, AND ACCOMMODATIONS

More than half of all Consortium members participated in research spurred by the opportunity that members had to develop alternate assessments based on modified achievement standards (AA-MAS). The research conducted since 2007 provides numerous findings that are relevant to the next-generation assessments. Lessons learned from this research that are relevant to the Smarter Balanced Assessment System are highlighted here.¹⁵

WHO MIGHT BENEFIT FROM ACCESSIBILITY FEATURES IDENTIFIED BY AA-MAS RESEARCH?

Several studies explored the characteristics of students who might benefit from an AA-MAS and the accessibility features incorporated in the assessment. These studies consistently found:

- ▶ Students with and without Individualized Education Programs (IEPs) and 504 plans would likely benefit from assessments with increased accessibility features.
- ▶ Students identified for the AA-MAS or who were among the lowest performing students in a member state/territory tended to be males, ethnic or racial minorities, English learners, or from low socioeconomic backgrounds.
- ▶ Students identified for the AA-MAS tended to have difficulty with:
 - Print materials
 - High vocabulary load materials
 - Directions
 - Multistep problem solving
- ▶ Students identified for the AA-MAS tended to have:
 - Distractibility
 - Limited metacognitive skills
 - Poor organizational skills
 - Poor self-monitoring skills
 - Slower work pace
 - Limited working memory capacity

WHAT CHANGES CAN BE MADE TO TEST ITEMS AND TESTS THAT DO NOT

¹⁵ The research used to develop this summary was highlighted in the document *Lessons Learned in Federally Funded Projects That Can Improve the Instruction and Assessment of Low Performing Students with Disabilities*, edited by M. Thurlow, S. Lazarus, and S. Bechard (2012), available at <https://nceo.umn.edu/docs/OnlinePubs/LessonsLearned.pdf>, and presentations by the authors of three of the chapters in the *Lessons Learned* report, Sue Bechard, Vince Dean, Sheryl Lazarus, and Shelly Loving-Ryder, along with representatives from the two general assessment consortia (PARCC—Tamara Reavis; Smarter Balanced – Magda Chia).

CHANGE THE CONSTRUCT BEING ASSESSED?

Many studies examined the effects of changes to test items or the tests themselves. Among those changes that did not violate the construct were:

- ▶ Enhanced directions
- ▶ Increased size of text and visuals
- ▶ Increased white space
- ▶ Simplified formats, including simplified visuals
- ▶ Underlining

Among those changes that might not violate the construct, depending on how the construct was specifically defined, were:

- ▶ Adding visuals
- ▶ Bolding text
- ▶ Simplifying language in item stems
- ▶ Changing distractors by editing the attractive distractor or changing the order of distractors
- ▶ Chunking text by embedding questions within a passage
- ▶ Reordering items
- ▶ Providing thought questions or hint boxes
- ▶ Scaffolding for vocabulary, definition, context, inference, or complex questions

Other findings highlighted the need for individualized decisions about some accessibility features. For example:

- ▶ Read-aloud features are differentially effective for and preferred by students.
- ▶ Some features increase engagement and motivation in students.
- ▶ Too many features can be confusing to students.

Researchers found that students needed to have the opportunity to practice new item types and new accessibility features. In addition, their research emphasized the benefits of cognitive labs and item tryouts with students.

WHAT CAN TEST DEVELOPERS DO TO BUILD ON THE LESSONS LEARNED FROM AA-MAS RESEARCH AND IMPLEMENTATION?

Many studies and AA-MAS implementation efforts pointed to considerations for test developers. For example:

- ▶ Require item-writer training that focuses on universal design and accessibility principles.
- ▶ Develop items from scratch rather than attempting to modify existing items to increase universal design and accessibility characteristics.
- ▶ Ensure that all users understand the purpose of the assessment through professional development activities.

- ▶ Always consider format changes that might increase the accessibility of items and tests, but make changes to content and cognitive load only after careful delineation of the purpose and content targets of the assessment.
- ▶ Engage in research on the effects of individual changes and combinations of changes intended to increase universal design and accessibility.
- ▶ Implement innovative items with caution, and only after exploring the accessibility implications of the innovative items.

APPENDIX C: FREQUENTLY ASKED QUESTIONS

Smarter Balanced members identified frequently asked questions (FAQs) and developed applicable responses to support the information provided in the Smarter Balanced Assessment Consortium *Usability, Accessibility, and Accommodations Guidelines*. These questions and responses, as well as the information in the *Guidelines* document apply to the Smarter Balanced interim and summative assessments.

Members may use these FAQs to assist districts and schools to understand the universal tools, designated supports, and accommodations available for the Smarter Balanced assessments. Schools may use them with decision-making teams (including parents) as decisions are made and implemented with respect to the use of the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.

Additional information to aid in the implementation of the *Guidelines* is available in the *Individual Student Assessment Accessibility Profile (ISAAP) Module*, the *Test Administration Manual*, and the *Implementation Guide*. These documents may be found on the [Smarter Balanced website](#).

The FAQs are organized into four sections. First are general questions. Second is a set of questions about specific universal tools and designated supports. Questions that pertain specifically to English learners (ELs) comprise the third set of FAQs, and questions that pertain specifically to students with disabilities comprise the fourth set of FAQs.

OVERVIEW OF FAQs

1. *What are the differences among the three categories of universal tools, designated supports, and accommodations?*
2. *Which students should use each category of universal tools, designated supports, and accommodations?*
3. *What is the difference between embedded and non-embedded approaches? How might educators decide what is most appropriate?*
4. *Who determines how non-embedded accommodations (such as read aloud) are provided?*
5. *Are any students eligible to use text-to-speech or read aloud for ELA reading passages on the Smarter Balanced assessments?*
6. *Why are some accommodations that were allowed on previous assessments not listed in the UAAG?*
7. *Under which conditions may a member elect not to make available to its students an accommodation that is allowed by Smarter Balanced?*
8. *Can members allow additional universal tools, designated supports, or accommodations to individual students on a case-by-case basis?*
9. *What is to be done for special cases of “sudden” physical disability?*
10. *Who reviewed the UAAG?*
11. *Where can a person go to get more information about making decisions on the use of designated supports and accommodations?*
12. *What security measures need to be taken before, during, and after the assessment for students who use universal tools, designated supports, and/or accommodations?*

13. *Who is supposed to input information about designated supports and accommodations into the test registration tool? How is the information verified?*
14. *Are there any supplies that schools need to provide so that universal tools, designated supports, and accommodations can be appropriately implemented?*
15. *What happens when accommodations listed in the UAAG do not match any accommodations presented in the student's IEP or 504 plan?*
16. *Are there accessibility resources that members have discussed and agreed not to include in the Smarter Balanced test?*
17. *What are the process and timeline for updating and making changes to the UAAG?*
18. *Is the digital notepad universal tool fully available for ELA and math? Will a student's notes be saved if the student takes a 20-minute break?*
19. *For the global notes universal tool, if a student takes a 20-minute break, do the notes disappear?*
20. *For the highlighter universal tool, if a student pauses a test for 20 minutes, do the highlighter marks disappear?*
21. *How are students made aware that the spell check universal tool is available when moving from item to item?*
22. *For the zoom universal tool, is the default size specific to certain devices? Will the Test Administration Manual provide directions on how to do this adjustment?*
23. *For the English glossary universal tool, how are terms with grade- and context-appropriate definitions made evident to the student?*
24. *For the mark for review universal tool, will selections remain visible after a 20-minute break?*
25. *Can universal tools be turned off if it is determined that they will interfere with the student's performance on the assessment?*
26. *How are the language access needs of ELs addressed in the UAAG?*
27. *Why are resources to support English language proficiency needs classified as universal tools and designated supports?*
28. *Is text-to-speech available for ELs to use?*
29. *What languages are available to ELs in text-to-speech?*
30. *For which content areas will the Consortium provide translation supports for students whose primary language is not English?*
31. *Does a student need to be identified as an English learner to receive translation and language supports? What about foreign language exchange students?*
32. *For the translated student interface messages designated support, what options are available for students who are advancing toward English language proficiency and need support with understanding test directions? Can a human reader in the native language be provided?*
33. *How is the translations glossary non-embedded designated support different from the bilingual dictionary?*
34. *Will translations be available in language dialects/variants?*
35. *What accommodations are available for students with disabilities (including ELs with disabilities)?*
36. *Is an embedded ASL accommodation available on ELA items that are not part of the listening portion of the test?*

37. *Will sign languages other than ASL (including signing in other languages) be available?*
38. *Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?*
39. *What options do districts have for administering Smarter Balanced assessments to students who are blind?*
40. *Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn't an abacus serve the same function as a calculator?*
41. *Can students without documented disabilities who have had a sudden injury use any of the Smarter Balanced accommodations?*
42. *How will the test administrator know prior to testing that the print on demand accommodation may be needed?*
43. *For the print on demand accommodation, how are student responses recorded—by a scribe or some other method?*
44. *How do member officials monitor training and qualifications for the non-embedded read aloud accommodation?*
45. *For students taking the paper-and-pencil test, can read aloud be provided in small groups?*
46. *If students are using their own devices that incorporate word prediction, will this impact their score?*
47. *How are assistive technology (AT) devices certified for use for the Smarter Balanced assessments?*
48. *What kind of medical supports may be used by students? What monitoring is needed?*
49. *For text-to-speech designated support and text-to-speech accommodation, can the student have their responses read back to them?*

GENERAL FAQs

1. What are the differences among the three categories of universal tools, designated supports, and accommodations?

Universal tools are access features that are available to all students based on student preference and selection. Designated supports for the Smarter Balanced assessments are those features that are available for use by any student (including English learners, students with disabilities, and English learners with disabilities) for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate). Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments by generating valid assessment results for students who need them and allowing these students the opportunity to show what they know and can do. The UAAG identifies accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 plan.

Universal Tools, designated supports, and accommodations may be either embedded in the test administration system or provided locally (non-embedded).

2. Which students should use each category of universal tools, designated supports, and accommodations?

Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available only to students for whom an adult or team

(consistent with member-designated practices) has indicated the need for these supports (as well as those students for whom the need is documented).

Accommodations are available only to those students with documentation of the need through either an Individualized Education Program (IEP) or a 504 plan. Students who have IEPs or 504 accommodation plans also may use designated supports and universal tools.

What Tools Are Available for My Student?

	All Students	English Learners (ELs)	Students with Disabilities	ELs with Disabilities
Universal Tools	Yes	Yes	Yes	Yes
Designated Supports	Yes ¹⁶	Yes ¹⁷	Yes	Yes
Accommodations	No	No	Yes	Yes

3. What is the difference between embedded and non-embedded approaches? How might educators decide what is most appropriate?

Embedded versions of the universal tools, designated supports, and accommodations are provided digitally through the test delivery system while non-embedded versions are provided at the local level through means other than the test delivery system. The choice between embedded and non-embedded universal tools and designated supports should be based on the individual student’s needs. The decision should reflect the student’s prior use of, and experience with, both embedded and non-embedded universal tools, designated supports, and accommodations. It is important to note that although print on demand is a non-embedded accommodation, permission for students to request printing must first be set in the test registration tool.

4. Who determines how non-embedded accommodations (such as read aloud) are provided?

IEP teams and educators make decisions about non-embedded accommodations. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan. Members are responsible for ensuring that districts and schools follow Smarter Balanced guidance on the implementation of these accommodations.

5. Are any students eligible to use text-to-speech or read aloud for ELA reading passages on the Smarter Balanced assessments?

For students in all grades, text-to-speech or read aloud is available on ELA reading passages as a non-embedded accommodation for students whose need is documented on an IEP or 504 plan, subject to each member’s laws, regulations, and policies. Text-to-speech and read aloud are available on reading passages in all grades. Text-to-speech and read aloud for ELA reading passages are not available for ELs (unless the

¹⁶ Only for instances that an adult (or team) has deemed the supports appropriate for a specific student’s testing needs.

¹⁷ Only for instances that an adult (or team) has deemed the supports appropriate for a specific student’s testing needs.

student has an IEP or 504 plan). Whenever text-to-speech is used, appropriate headphones must be available to the student, unless the student is tested individually in a separate setting. Similarly, if the student receives a read aloud accommodation, the student may need to be tested in a small group or individual setting (also see FAQ 45).

6. Why are some accommodations that were allowed on previous assessments not listed in the UAAG?

After examining the latest research and conducting numerous discussions with external and member experts, Smarter Balanced members approved a list of universal tools, designated supports, and accommodations applicable to the current design and constructs being measured by its tests and items within them. Upon review of new research findings or other evidence applicable to accessibility and accommodations considerations, the list of specific universal tools, designated supports, and accommodations approved by Smarter Balanced may be subject to change. The Consortium has established a standing committee, including members from Governing members, to review suggested adjustments to the list of universal tools, designated supports, and accommodations to determine whether changes are warranted.

Proposed changes to the list of universal tools, designated supports, and accommodations will be brought to Governing members for review, feedback, and approval. Furthermore, members may issue temporary approvals (i.e., one summative assessment administration) for individual students.

Member leads will evaluate formal requests for temporary approvals and determine whether the request poses a threat to the measurement of the construct. The formal requests will include documentation of the student need, the specific nature of the universal tools, designated supports, or accommodations, and the plan for follow-up monitoring of use. Upon issuing a temporary approval, the member will send documentation of the approval to the Consortium. The Consortium will consider all member-approved temporary accommodations as part of the Consortium accommodations review process. The Consortium will provide to members a list of the temporary accommodations issued by members that are not Consortium-approved accommodations. In subsequent years, members will not be able to offer as a temporary accommodation any temporary accommodation that has been rejected by the Consortium.

7. Under which conditions may a member elect not to make available to its students an accommodation that is allowed by Smarter Balanced?

The Consortium recognizes that there should be a careful balance between the need for uniformity among members and the need for members to maintain their autonomy. To maintain this balance, individual members may elect not to make available an accommodation that is in conflict with the member's laws, regulations, or policies.

8. Can members allow additional universal tools, designated supports, or accommodations to individual students on a case-by-case basis?

Yes, only in certain restricted and emergent circumstances. To address emergent issues that arise at the local level, authorized staff members will have the authority to provide temporary approvals for individual students. Authorized staff members include only those individuals who are familiar with the constructs the Smarter Balanced assessments are measuring, so that students are not inadvertently provided with universal tools, designated supports, or accommodations that violate the constructs being measured.

The temporary approvals for individual students will be submitted to Smarter Balanced for review. Temporary approvals accepted by Smarter Balanced will be incorporated into the official guidelines released by Smarter Balanced in the following year or continue to be investigated for acceptance. Authorized staff members are not to add any universal tools, designated supports, or accommodations to the *Smarter Balanced Guidelines*; only the Smarter Balanced Consortium may do so.

9. What is to be done for special cases of “sudden” physical disability?

One exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. For these situations, students may use the speech-to-text or scribe accommodations (if deemed appropriate based on the student having had sufficient experience with the use of the accommodations).

10. Who reviewed the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?

In addition to individuals and officials from the Smarter Balanced Governing members, several organizations and their individual members provided written feedback during the creation of the UAAG. Furthermore, Smarter Balanced facilitates an annual process to solicit feedback from both members and interest holders.

11. Where can a person go to get more information about making decisions on the use of designated supports and accommodations?

Practice and training tests provide students with experiences that are critical for success in navigating the platform easily. The practice and training tests may be particularly important for those students who will be using designated supports or accommodations because the practice tests can provide data that may be useful in determining whether a student might benefit from the use of a particular designated support or accommodation. It is important that students have ample opportunities to use selected designated supports and accommodations in daily instruction. Practice and training tests are available at [Practice Tests and Sample Questions](#).

In addition, it is recommended that decision makers refer to professional development materials provided by Smarter Balanced or state offices on the *Individual Student Assessment Accessibility Profile (ISAAP)* or member-developed process, as well as other member-developed materials consistent with the *Smarter Balanced Implementation Guide*.

Additional information on the decision-making process, and ways to promote a thoughtful process rather than an automatic reliance on a checklist or menu, is available through materials developed by groups of members.¹⁸

¹⁸ These materials were developed by collaboratives of members to address decision making for students with disabilities, ELs, and ELs with disabilities:

- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities* (3rd ed.). Washington, DC: Assessing Special Education Students State Collaborative on Assessment and Student Standards, Council of Chief State School Officers.

12. What security measures need to be taken before, during, and after the assessment for students who use universal tools, designated supports, and/or accommodations?

Test security involves maintaining the confidentiality of test questions and answers and is critical in ensuring the integrity of a test and validity of test results. Ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. In addition, it is important to guarantee that (a) students are seated in such a manner that they cannot see each other's terminals, (b) students are not able to access any unauthorized programs or the internet while they are taking the assessment, and (c) students are not able to access any externally saved data or computer shortcuts while taking the test. Prior to testing, the IEP team should check the compatibility of assistive technology devices and make appropriate adjustments if necessary. When a non-embedded designated support or accommodation is used that involves a human having access to items (e.g., reader, scribe), procedures must be in place to ensure that the individual understands and has agreed to security and confidentiality requirements. Test administrators need to (a) keep testing materials in a secure place to prevent unauthorized access, and (b) keep all test content confidential and refrain from sharing information or revealing test content.

Printed test items/stimuli, including embossed braille printouts, must be collected and inventoried at the end of each test session and securely shredded immediately. DO NOT keep printed test items/stimuli for future test sessions.

The following test materials must be securely stored between each testing session and destroyed immediately after the student's completion of the test:

- ▶ Scratch paper and all other paper handouts written on by students during testing;
 - Please note, for ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed to maintain test security. If the student is using an assistive technology device, the test administrator must ensure that all test materials are deleted from the device.
- ▶ Any reports or other documents that contain personally identifiable student information; and
- ▶ Printed test items or stimuli.

Additional information on this topic is provided in the *Test Administration Manual (TAM)*.

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- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners*. Washington, DC: Assessing English Language Learners State Collaborative on Assessment and Student Standards, Council of Chief State School Officers.
 - *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners with Disabilities*. Washington, DC: Assessing Special Education Students and English Language Learners State Collaboratives on Assessment and Student Standards, Council of Chief State School Officers.

13. Who is supposed to input information about designated supports and accommodations into the test registration tool? How is the information verified?

Generally, a school or district will designate a person to enter information into the test registration tool. Often this person is a test coordinator. For those students for whom an IEP team (or educator developing the 504 plan) is identifying designated supports as well as accommodations, that team or educator is responsible for ensuring that information from the IEP (or 504 plan) is entered appropriately so that all embedded accommodations can be activated prior to testing.

Entry of information for IEP and 504 students can be accomplished by identifying one person from the team to enter information or by providing information to the person designated by the school or district to enter data into the test registration tool. For students who are ELs, an educator who knows the student well and is familiar with the instructional supports used in the classroom should provide information to the person designated to enter information into the test registration tool.

14. Are there any supplies that schools need to provide so that universal tools, designated supports, and accommodations can be appropriately implemented?

Schools should determine the number of headphones they will provide (for text-to-speech, as well as for the listening test) and other non-embedded universal tools (e.g., thesaurus), designated supports (e.g., bilingual dictionary), and accommodations (e.g., multiplication table) for students. An alternative is to identify these as items that students will provide on their own.

15. What happens when accommodations listed in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines do not match any accommodations presented in the student’s IEP or 504 plan?

IEP or 504 teams should consider accommodations a student needs in light of the *Smarter Balanced Guidelines*. If it is decided that a specific accommodation is needed that is not included in the *Guidelines*, the team should submit a request for a temporary approval to the member. The member contact will judge whether the proposed accommodation poses a threat to the constructs measured by the Smarter Balanced assessments; based on that judgment, the member contact will either issue a temporary approval or will deny the request.

Temporary approvals will be forwarded to a standing committee; this committee makes a recommendation to the Governing members about future incorporation of new accommodations into the *Smarter Balanced Guidelines*.

16. Are there accessibility resources that members have discussed and agreed not to include in the Smarter Balanced test?

There are several accessibility resources that members discussed with external experts, discussed with members, and agreed not to include in the Smarter Balanced test:

- ▶ Translated “word list” for ELA tests
- ▶ Bilingual dictionary for all ELA items except for the full write portion of the ELA Performance Task; the full write is the second part of a Performance Task.

- ▶ Calculator on mathematics items in grades 3–5
- ▶ External protractor/ruler for online mathematics tests
- ▶ Members also agreed to keep the current scribing policy; members agreed not to restrict it.
- ▶ Members also agreed not to change the font style.
- ▶ Graphic organizers that are not created by the student (see Scratch paper policy)

UNIVERSAL TOOLS AND DESIGNATED SUPPORTS FAQs (AVAILABLE TO ALL STUDENTS)

17. What are the process and timeline for updating and making changes to the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?

Smarter Balanced asks members to request changes to the *Guidelines* once each year. The process for making changes to the *Usability, Accessibility, and Accommodations Guidelines* is initiated by a survey that Smarter Balanced administers in March and April. Member leads or designees then submit requests via the survey. Upon collecting the survey results, Smarter Balanced engages in a process during April and May to examine research, solicit feedback from external experts and advisory committees, and discuss the requests with the UAAG Committee. Any new policy and/or change to an existing policy that the UAAG committee recommends is brought to member leads for a vote. Smarter Balanced then updates the *Guidelines* as necessary, and posts the updated version the last week of June.

18. Is the digital notepad universal tool fully available for ELA and math? Will a student’s notes be saved if the student takes a 20-minute break?

The digital notepad is available on all items across both content areas. As long as a student or test administrator activates the test within the 20-minute break window, the notes will still be there. There is no limit on the number of pauses that a student can take in one test sitting.

19. For the global notes universal tool, if a student takes a 20-minute break, do the notes disappear?

Global notes, which are used for ELA performance tasks only, will always be available until the student submits the test, regardless of how long a break lasts or how many breaks are taken.

20. For the highlighter universal tool, if a student pauses a test for 20 minutes, do the highlighter marks disappear?

If a student is working on a passage or stimulus on a screen and pauses the test for 20 minutes to take a break, the student will still have access to the information visible on that particular screen. However, students do lose access to any information highlighted on a previous screen.

21. How are students made aware that the spell check universal tool is available when moving from item to item?

When appropriate, items include universal tools available for students to use. For the spell check tool, a line will appear under misspelled words.

22. For the zoom universal tool, is the default size specific to certain devices? Will the Test Administration Manual provide directions on how to do this adjustment?

The default size is available to all students and is not specific to certain devices. Information on how to use the zoom universal tool is included in the directions at the beginning of each test. Please note that in addition to zoom, students may have access to mouse pointer (embedded designated supports) and enlarged mouse pointer built in magnification (non-embedded designated support).

23. For the English glossary universal tool, how are terms with grade- and context-appropriate definitions made evident to the student?

Selected terms have a light rectangle around them. If a student hovers over the terms, the terms with the attached glossary are highlighted. A student can click on the terms and a pop-up window will appear. In addition, a student can click on the audio button next to each term to hear it.

24. For the mark for review universal tool, will selections remain visible after a 20-minute break?

If a student takes a break for longer than 20 minutes, the student will not be able to access items from previous screens.

25. Can universal tools be turned off if it is determined that they will interfere with the student's performance on the assessment?

Yes. If an adult (or team) determines that a universal tool might be distracting or that students do not need to use them or are unable to use them, that universal tool can be turned off. This information must be noted in the test registration tool prior to test administration.

FAQS PERTAINING TO ENGLISH LEARNERS (ELS)

26. How are the language access needs of ELs addressed in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?

The language access needs of ELs are addressed through the provision of numerous universal tools and designated supports. These include universal tools, such as English dictionaries and thesauri for full writes and English glossaries, and designated supports such as translated student interface messages and glossaries. These are not considered accommodations in the Smarter Balanced Assessment System.

27. Why are resources to support English language proficiency needs classified as universal tools and designated supports?

- ▶ Resources that support students' needs regarding English language proficiency are different from resources that support students' needs associated with disabilities. Historically, assessment systems have confounded these two types of student needs.
 - ▶ Students who are not formally classified as English learners may benefit from access to language supports on Smarter Balanced assessments. Therefore, associating language supports exclusively with formal English learner classification is unnecessarily limiting and potentially harmful.
 - ▶ Smarter Balanced makes available resources to support English language proficiency needs as embedded universal tools and designated supports to ensure that the greatest number of students has access to these resources.
 - ▶ English learners who also have disabilities can be provided access to accommodations as identified in their IEPs/504 plans.
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28. Is text-to-speech available for ELs to use?

Text-to-speech is available as a designated support to all students (including ELs) for whom an adult or team has indicated it is needed for math items and for ELA items (but not ELA reading passages). Text-to-speech for ELA reading passages is available for an EL in all grades only if the student has an IEP or 504 plan. For text-to-speech to be available for an EL, it must be entered into the test registration tool.

29. What languages are available to ELs in text-to-speech?

Text-to-speech is currently available only in English. However, the translated glossaries include an audio component automatically available to any student with the translated glossaries embedded designated support.

30. For which content areas will the Consortium provide translation supports for students whose primary language is not English?

For mathematics, the Consortium will provide full translations in American Sign Language, dual language translations in Spanish (with the ability to toggle among content in Spanish, English, or both languages with Spanish translation presented directly above the English item), and primary language pop-up glossaries in various languages and dialects including Arabic, Burmese, Cantonese, Filipino, Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese. For the listening portion of the English Language Arts assessment, Smarter Balanced will provide full translations in American Sign Language delivered digitally through the test delivery system.

Only translations that have gone through the translation process outlined in the *Smarter Balanced Translation Accommodations Framework for Testing English Language Learners in Mathematics* would be an accepted support.

31. Does a student need to be identified as an English learner to receive translation and language supports? What about foreign language exchange students?

Translations and language supports are provided as universal tools and designated supports. Universal tools are available to all students. Designated supports are available to those students for whom an adult (or team) has determined a need for the support. Thus, these are available to all students, regardless of their status as an EL. Foreign language exchange students would have access to all universal tools and those designated supports that have been indicated by an adult (or team).

32. For the translated student interface messages designated support, what options are available for students who are advancing toward English language proficiency and need support with understanding test directions? Can a human reader in the native language be provided?

If a student would benefit from a read aloud/text-to-speech designated support in another language, then the student interface messages should be provided in that other language. Available as supplements to the *Test Administration Manual*, the directions include translated test administration scripts. The reader or text-to-speech device should be able to provide the information in the student’s language without difficulty due to accent or register. To ensure quality and standardized information, the reader or text-to-speech device should only use text that have undergone professional translation by the Consortium prior to testing. Smarter Balanced provides a PDF of the translated student interface messages in Arabic, Burmese, Cantonese, Dakota, French, Haitian-Creole, Hmong, Ilokano, Japanese, Korean, Lakota, Mandarin, Punjabi, Russian, Somali, Spanish, Tagalog, Ukrainian, Vietnamese, and Yup’ik.

33. How is the translations glossary non-embedded designated support different from the bilingual dictionary?

The translations glossary non-embedded designated support includes the customized translation of pre-determined construct-irrelevant terms that are most challenging to English learners. The translation of the terms is context specific and grade appropriate. Bilingual dictionaries often do not provide context-specific information nor are they customized. In addition, the translated glossary includes an audio support.

34. Will translations be available in language dialects/variants?

Translated glossaries are available in different languages and dialects including Arabic, Burmese, Cantonese, Filipino, Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese.

FAQS PERTAINING TO STUDENTS WITH DISABILITIES

35. What accommodations are available for students with disabilities (including ELs with disabilities)?

Students with disabilities (including those who are ELs) can use embedded accommodations (e.g., American Sign Language, braille) and non-embedded accommodations (e.g., abacus, alternate response options, speech-to-text, word prediction) that have been documented on an IEP or 504 plan. These students also may use universal tools and designated supports. A full list of accommodations can be found in the , Tables 5 and 6.

36. Is an embedded ASL accommodation available on ELA items that are not part of the listening portion of the test?

The embedded ASL accommodation is not currently available on any ELA items that are not part of the listening claim. For the listening portion of the test, a student who is deaf or hard of hearing who has a documented need in an IEP or 504 plan may use the embedded ASL.

37. Will sign languages other than ASL (including signing in other languages) be available?

Currently, only ASL is available.

38. Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?

Smarter Balanced has consulted with external experts who have unanimously advised against this practice. Research indicates severe challenges with standardization and quality.

39. What options do districts have for administering Smarter Balanced assessments to students who are blind?

Students who are blind, and who prefer to use braille, should have access to either screen reader support with refreshable braille (only for ELA) or screen reader support with on-site embosser-created braille (for ELA or math). Students who are blind may also take a paper-and-pencil form of the assessment in braille. Various braille codes are offered for both online and paper-and-pencil braille.

For those students who are blind and prefer to use text-to-speech, access to text-to-speech should be provided for the math test and for ELA items only (text-to-speech is not available on ELA reading passages without a specific documented need in the student’s IEP or 504 plan).

Non-embedded read aloud accommodation in all grades is available for students who have an indicated need on ELA reading passages in their IEP or 504 plan. Students should participate in the decision about the accommodation they prefer to use and should be allowed to change during the assessment if they ask to do so. Students can have access to both braille and text-to-speech that are embedded in the Smarter Balanced Assessment System.

40. Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn't an abacus serve the same function as a calculator?

An abacus is similar to the sighted student using paper and pencil to write a problem and do calculations. The student using the abacus must have an understanding of number sense and must know how to do calculations with an abacus.

41. Can students without documented disabilities who have had a sudden injury use any of the Smarter Balanced accommodations?

Students without documented disabilities who have experienced a physical injury that impairs their ability to use a computer may use some accommodations, provided they have had sufficient experience with them. Both speech-to-text and scribe are accommodations that are available to students who have experienced a physical injury such as a broken hand or arm, or students who have become blind through an injury and have not had sufficient time to learn braille. Prior to testing a student with a sudden physical injury, regardless of whether a 504 plan is started, test administrators should contact their district test coordinator or other authorized individuals to ensure the test registration system accurately describes the student's status and any accommodations that the student requires.

42. How will the test administrator know prior to testing that the print on demand accommodation may be needed?

The test administrator will know this information prior to testing because accommodations need to be documented beforehand and print on demand is an accommodation. Any accommodations—including both embedded and non-embedded accommodations—need to be entered into the test registration tool. The print on demand accommodation applies to either passages/stimuli or items, or both.

43. For the print on demand accommodation, how are student responses recorded—by a scribe or some other method?

The method of recording student responses depends on documentation in the IEP or 504 plan (e.g., after first recording responses on the paper version, the student could enter responses into the computer or the scribe could enter responses into the computer). All individuals acting as a scribe must have read, agreed to, and signed a test security agreement.

44. How do member officials monitor training and qualifications for the non-embedded read aloud accommodation?

Members will need to develop processes and procedures to monitor training and the qualifications of individuals who provide the read aloud accommodation when text-to-speech is not appropriate for a student. Member officials can use the Smarter Balanced [ELA Audio Guidelines](#) and [Mathematics Audio Guidelines](#) available online to obtain additional information about recommended processes to follow. Members can also use the *Smarter Balanced Read Aloud Guidelines* (see Appendix D).

45. For students taking the paper-and-pencil test, can read aloud be provided in small groups?

For a paper-pencil test, read aloud can be administered to a small group of students as long as the students are taking the same test (e.g., grade, content area) and students have experience testing under this condition. The number of students in the small group should allow a student to ask the reader to slow down or to repeat text without the request distracting others. For online assessments, readers should be provided to students on an individual basis.

46. If students are using their own devices that incorporate word completion, will this impact their score?

Word completion is an allowable non-embedded accommodation. The students' score will not be affected under these circumstances. Students using these devices must still use their knowledge and skills to review and edit their answers.

47. How are assistive technology (AT) devices certified for use for the Smarter Balanced assessments?

Assistive technology device manufacturers may use the Smarter Balanced practice test through a secure browser as a method of determining whether a device works with the assessment. In addition, schools and districts can use the practice test through a secure browser to evaluate devices to ensure their functions are consistent with those allowed in the UAAG.

48. What kind of medical supports may be used by students? What monitoring is needed?

Medical supports would encompass any supports that have been prescribed or recommended by a medical professional who supports the student's health. The student's health and well-being are the highest priority. Medical supports may require the use of an app on a cell phone or tablet. These supports are not exhaustive but may include: glucose monitors, durable medical equipment, hearing aids, FM systems, service animals, etc. The use of medical supports may require a separate setting or additional monitoring by the test administrator to ensure the student is not accessing the internet for any other purpose.

49. For text-to-speech designated support and text-to-speech accommodation, can the student have their responses read back to them?

Text-to-speech is available as a designated support to all students for whom an adult or team has indicated it is needed for math items and for ELA items (but not ELA reading passages). Text-to-speech for ELA reading passages is available for students in all grades only if the student has an IEP or 504 plan. Both policies allow text to be read to the student, including student responses. For text-to-speech (designated support or accommodation) and text-to-speech student responses to be available for a student, they must be entered into the test registration tool.

APPENDIX D: READ ALOUD GUIDELINES

Refer to Hawai'i State Department of Education's *Test Administration Read Aloud Guidelines*, which is posted [here](#) on alohahsap.org.

When a student cannot access text-to-speech, an embedded resource available on the Smarter Balanced assessment, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the *Smarter Balanced Read Aloud Guidelines* presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

On Smarter Balanced assessments, test readers are allowable across all grades as a **designated support** for mathematics stimuli and items and ELA items as appropriate (not ELA reading passages). Test readers are allowable for ELA reading passages in addition to items as a **documented accommodation** in all grades. Note that this accommodation is appropriate for a very small number of students (estimated to be approximately 1–2% of students with disabilities participating in a general assessment). For information on documentation requirements and decision-making criteria for use of test readers and all other Smarter Balanced resources, please see the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.

QUALIFICATIONS FOR TEST READERS

- ▶ The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- ▶ Test readers must be trained on the administration of the assessment in accordance with member policy and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- ▶ Test readers must be trained in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation.

PREPARATION

- ▶ Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- ▶ Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- ▶ Test readers should have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on Smarter Balanced assessments.
- ▶ Test readers should be aware of and familiar with all additional supports and/or accommodations provided to a student in accordance with the student's Individualized Education Program (IEP) or 504 plan. This will ensure that there are plans in place for providing all needed designated supports and accommodations.

- ▶ In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *Usability, Accessibility, and Accommodations Guidelines*. Test readers should be familiar with any assistive technology or approved supports the student requires.
- ▶ Test readers should have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student.
- ▶ The reader should be knowledgeable of procedures for reading aloud text by content area (see Table 1 below).
- ▶ The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of the *Read Aloud Guidelines*.
- ▶ Unless otherwise specified by a student’s IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with an appropriate script that reinforces the parameters during the test session.

GENERAL GUIDELINES

- ▶ The test reader’s support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- ▶ Read each question exactly as written and as clearly as possible.
- ▶ Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- ▶ Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- ▶ Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student’s questions by repeating the item, words, or instructions verbatim as needed.
- ▶ Do not paraphrase, interpret, define, or translate any items, words, or instructions as this would be a violation of test security.
- ▶ Spell any words requested by the student.
- ▶ Adjust your reading speed and volume if requested by the student.

POST-ADMINISTRATION

- ▶ The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Smarter Balanced and Consortium member policies and procedures.
- ▶ The test reader must not discuss any portion of the test with others.

ENGLISH USAGE/CONVENTIONS

- ▶ **Punctuation:** Read all text as punctuated, unless reading the text compromises the construct being measured.
- ▶ **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as “dot, dot, dot.”
- ▶ **Quotations:** Quotation marks should be verbalized as “quote” and “end quote” at the beginning and end of quoted material, respectively.
- ▶ **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- ▶ **Misspellings:** In some cases, a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances, the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

IMAGES/GRAPHICS/DIAGRAMS

- ▶ Before describing an image or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image or graphic will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item. Typically, diagrams are imperative to student understanding and should be read in a logical order.
- ▶ Describe the image/graphic/diagram as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic/diagram.
- ▶ Read the title or caption, if available.
- ▶ Any text that appears in the body of the image/graphic/diagram may be read to a student. Read text in images/graphics/diagrams in the order most suited for the student’s needs. Often the reader moves top to bottom, left to right, in a clockwise direction, or general to specific in accordance with teaching practices.

PASSAGES

- ▶ Read the passage in its entirety as punctuated (e.g., pauses at periods and commas; raised intonation for questions). Do not verbalize punctuation marks other than ellipses and quotation marks as noted above.
- ▶ If the student requires or asks for a specific section of the passage to be reread with the punctuation indicated, the test reader should reread those specific lines within the passage and indicate all punctuation found within those lines as many times as requested by the student.
- ▶ When test questions refer to particular lines of a passage, read the lines referenced as though they are part of the item.

MATHEMATICAL EXPRESSIONS

- ▶ The test reader must read mathematical expressions precisely and with care to avoid misrepresentation for a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- ▶ Test readers must read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- ▶ In general, numbers and symbols can be read according to their common English usage for the student’s grade level.
- ▶ Additional examples may be found in the table below.
- ▶ Abbreviations and acronyms should be read as full words. For example, 10 *cm* needs to be read as “ten centimeters.” Some abbreviations may be read differently by different readers. For example, cm^3 may be read as “cubic centimeters” or “centimeters cubed.”

Test Reader Guidance for Mathematics

Numbers

Description	Example(s)	Read as:
Large whole numbers	632,407,981 45,000,689,112	“six hundred thirty-two million, four hundred seven thousand, nine hundred eighty- one” “forty-five billion, six hundred eighty-nine thousand, one hundred twelve”
Decimal numbers	0.056 4.37	“zero point zero five six” “four point three seven”
Fractions – common Fractions – not common – read as “numerator over denominator”	$\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{3}$, $\frac{4}{5}$ $\frac{14}{25}$ $\frac{487}{6972}$	“one half, one fourth, two thirds, four fifths” Other common fractions include “sixths, eighths, tenths” “fourteen over twenty-five” “four hundred eighty-seven over six thousand nine hundred seventy-two”
Mixed numbers - read with “and” between whole number and fraction	$3\frac{1}{2}$ $57\frac{3}{4}$	“three and one half” “fifty-seven and three fourths”

Description	Example(s)	Read as:
Percents	62% 7.5% 0.23%	“sixty- two percent” “seven point five percent” “zero point two three percent”
Money - if contains a decimal point, read as “dollars AND cents”	\$4.98 \$0.33 \$5368.00	“four dollars and ninety-eight cents” “thirty-three cents” “five thousand three hundred sixty-eight dollars”
Negative numbers - do NOT read negative sign as “minus”	- 3 $-\frac{5}{8}$ -7.56	“negative three” “negative five eighths” “negative seven point five six”
Dates (years)	1987 2005	“nineteen eighty-seven” “two thousand five”
Roman Numerals	I II III IV	“Roman Numeral one” “Roman Numeral two” “Roman Numeral three” “Roman Numeral four”
Ratios	$x: y$	“x to y”
Square roots and cube roots	$\sqrt{6}$ $\sqrt[3]{16}$	“the square root of six” “the cube root of sixteen”

Operations

Description	Example(s)	Read as:
Addition	$\begin{array}{r} 13 \\ + 27 \\ \hline \end{array}$ $13 + 27 =$ $13 + 27 = ?$	“thirteen plus twenty-seven equals” “thirteen plus twenty-seven equals question mark”

Description	Example(s)	Read as:
Subtraction	$\begin{array}{r} 487 \\ - 159 \\ \hline \end{array}$ $487 - 159 =$ $487 - 159 = ?$	<p>“four hundred eighty-seven minus one hundred fifty-nine equals”</p> <p>“four hundred eighty-seven minus one hundred fifty-nine equals question mark”</p>
Multiplication	$\begin{array}{r} 63 \\ \times 49 \\ \hline \end{array}$ $63 \times 49 =$ $63 \times 49 = ?$	<p>“sixty-three times forty-nine equals”</p> <p>“sixty-three times forty-nine equals question mark”</p>
Division – Vertical or Horizontal	$\frac{120}{15} = 8$ $120 \div 15 = 8$	<p>“one hundred twenty divided by fifteen equals eight”</p>
Operations with boxes	$3 + \square = 8$	<p>“three plus box equals eight”</p>

Expressions

Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$	<p>“‘N’ plus four”</p>
	$8x - 3$	<p>“eight ‘x’ minus three”</p>
	$4(y - 2) + 5 = 7$	<p>“four open parenthesis ‘y’ minus two close parenthesis plus five equals seven”</p>
	$V = \frac{4}{3}\pi r^3$	<p>“‘V’ equals four thirds pi ‘r’ cubed”</p>
	$\frac{ t - 2}{6} \leq 15$	<p>“the absolute value of ‘t’ (pause) minus two (pause) over six is less than or equal to fifteen”</p>
	$x^2y^3 = -36$	<p>“‘x’ squared ‘y’ cubed equals negative thirty-six” or “‘x’ to the second power times ‘y’ to the third power equals negative thirty-six”</p>
	$156x \geq 4$	<p>“one hundred fifty-six ‘x’ is greater than or equal to four”</p>

Description	Example(s)	Read as:
Functions and inverse functions (Read “of” instead of parentheses)	$f(x)$ $f(x + 2)$ $f(g(x))$	“F of x” “F of x plus 2” “F of g of x”
Coordinate pairs Answer choices with no other text	the point (-1, 2) the point A is at (6, 3) A. (-3, -4)	“the point (pause) negative one comma two” “the point ‘A’ is at (pause) six comma three” “‘A’ (pause) negative three comma negative four”

Comparing Lines, Shapes, and Angles

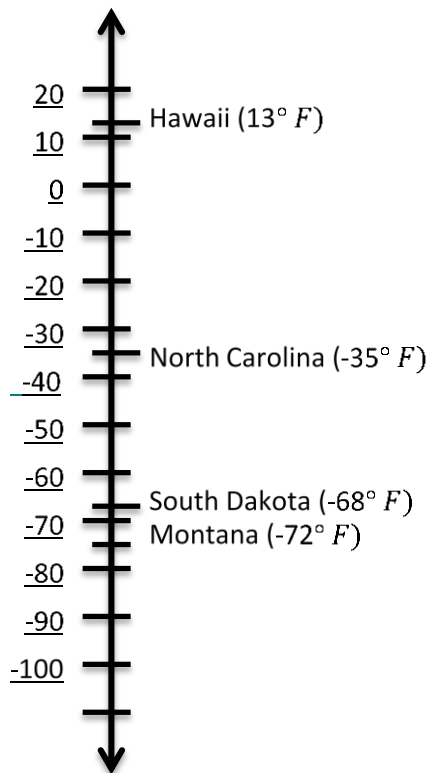
Description	Example(s)	Read as:
Parallels	$\overline{AB} \parallel \overline{CD}$	“line segment AB is parallel to line segment CD”
Perpendiculars	$\overline{AB} \perp \overline{CD}$	“line segment AB is perpendicular to line segment CD”
Similar and congruent	$\triangle ABC \sim \triangle DEF$ $\angle ABC \cong \angle DEF$	“triangle A B C is similar to triangle D E F” “angle A B C is congruent to angle D E F”
Lines, line segments, rays, arcs	\leftrightarrow \overline{BC} \overline{CD} \rightarrow \overline{BC} \widehat{BC}	“line B C” “line segment C D” “ray B C” “arc B C”

Trigonometry

Description	Example(s)	Read as:
Sine	$\sin 25^\circ$	"sine twenty-five degrees"
Cosine	$\cos 35^\circ$	"cosine thirty-five degrees"
Tangent	$\tan 10^\circ$	"tangent ten degrees"

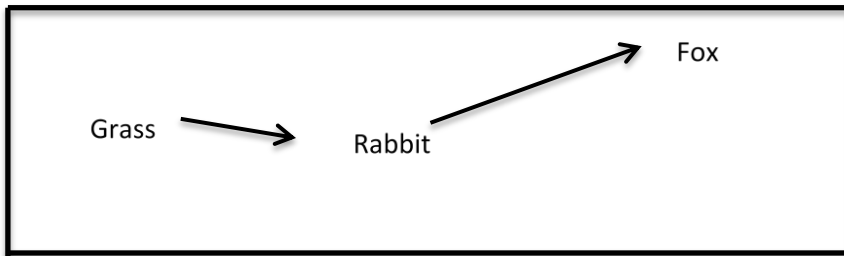
IMAGES/GRAPHICS/DIAGRAMS/TABLES

From Top to Bottom



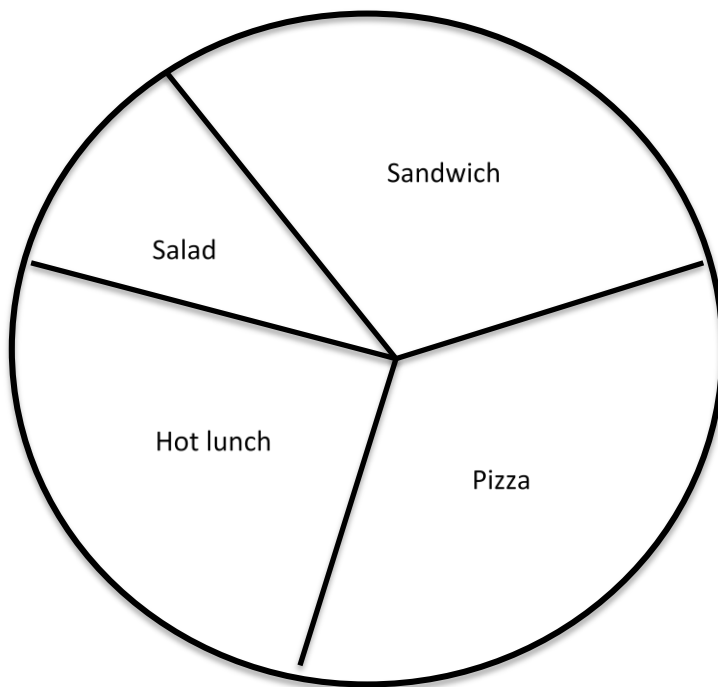
"From top to bottom the figure is labeled: Hawaii thirteen degrees Fahrenheit, North Carolina negative thirty-five degrees Fahrenheit, South Dakota negative sixty-eight degrees Fahrenheit, Montana negative seventy-two degrees Fahrenheit"

From Left to Right



“From left to right, the figure reads: Grass, Rabbit, Fox”

Clockwise (Start Wherever Makes Sense.)



“Clockwise from the top, the figure reads: Sandwich, Pizza, Hot lunch, Salad”

Tables

1. Read title.
2. Total up the columns and rows.
3. Read column/row headings.
4. Read cell values (only as directional language for the first one).

Results from School Walk-a-Thon

Number of Students	Number of Miles Walked
30	112
46	214
37	98
41	189

“The title of the table is Results from School Walk-a-Thon. The table has 2 columns and 4 rows. From left to right, the column headings read Number of Students, Number of Miles Walked. From left to right the first row reads thirty, one hundred twelve. The second row reads forty-six, two hundred fourteen. The third row reads thirty-seven, ninety-eight. The fourth row reads forty-one, one hundred eighty-nine.”

SUGGESTED TEST READER SCRIPT

To be used with student in advance of the day of testing.

Hi _____,

I'm the person who will be reading your test to you when you take your Smarter Balanced assessment next week in [math/ELA]. I wanted to let you know how we'll work together. When I'm reading a test to you, it's very different from when I'm reading to you during class time. I have to follow certain rules.

- ▶ I cannot help you with any answers.
- ▶ I cannot click on anything on the screen.¹⁹
- ▶ I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
- ▶ If there is a picture that has words in it, I will read those words. If you ask, I will reread the words as well.
- ▶ Sometimes there may be something about a word or phrase that might give you a hint if I read it out loud. In those cases, I will skip the word, point to it on screen [******or on your booklet if braille or print on demand], and continue to read.
- ▶ I can still help you with your [******list any assistive technology that the student may require that would need adult support—if that support is provided by you].
- ▶ You can ask me to re-read parts of the test if you didn't hear me or you need more time to think.
- ▶ You can ask me to pause my reading if you need to take a break.
- ▶ You can ask me to slow down or speed up my reading, or read louder or softer, if you are having trouble understanding what I read.
- ▶ I will only read certain types of punctuation, but if you need me to re-read a sentence and tell you how it was punctuated, I can do that.
- ▶ If you ask me a question about the test all I will say is: *"Do your best work. I cannot help you with that."*
- ▶ Do you have any questions for me about how we'll work together during the test?

¹⁹ A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the reader has received appropriate training on when and how to do so.

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APPENDIX E: SCRIBING PROTOCOL FOR SMARTER BALANCED ASSESSMENTS

Refer to Hawai'i State Department of Education's *Test Administration Scribing Protocol*, which is posted [here](https://alohahsap.org) on alohahsap.org.

A scribe is an adult who writes down what a student dictates in a variety of ways (e.g., speech, American Sign Language (ASL), braille, assistive communication device). The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable on Smarter Balanced assessments as a **documented accommodation** for ELA performance task full writes and a **designated support** for mathematics and ELA items (except ELA performance task full writes). For information on documentation requirements and decision-making criteria for use of scribes and all other Smarter Balanced supports please see the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.

QUALIFICATIONS FOR SCRIBES

- ▶ The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- ▶ Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- ▶ Scribes should have extensive practice and training in accordance with Smarter Balanced and member administration, as well as security policies and procedures as articulated in Smarter Balanced and member test administration manuals, guidelines, and related documentation.

PREPARATION

- ▶ Scribes should read and sign a test security/confidentiality agreement prior to test administration.
- ▶ Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. Scribes may wish to review the practice test to become familiar with the assessment.
- ▶ Scribes should be familiar with the Individualized Education Program (IEP) or 504 plan, if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.
- ▶ Scribes should also have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on Smarter Balanced assessments.
- ▶ Scribes should review the *Scribing Protocol for Smarter Balanced Assessments* with the student at least one to two days prior to the test event.
- ▶ Scribes should practice the scribing process with the student at least once prior to the scribing session.

GENERAL GUIDELINES

- ▶ Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test takers, or inadvertently reveal the student’s answers.
 - If not in a separate setting, the scribe should be situated near enough (adhering to local health and safety protocol) to the student to prevent their conversations from reaching other students in the room.
- ▶ For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the embedded and non-embedded tools available for a given item and student.
- ▶ Scribes are expected to comply with student requests regarding use of all available features within the test environment.
- ▶ Scribes may respond to procedural questions asked by the student (e.g., test directions, and navigation within the test environment).
- ▶ Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- ▶ Scribes may ask the student to restate words or parts as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- ▶ Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way, and must record exactly what the student has dictated.
- ▶ Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

CONTENT AREA SPECIFIC GUIDELINES

Content Area	Guidelines
English Language Arts	<p>Selected Response Items (Single and Multiple Answer)</p> <ul style="list-style-type: none"> ▶ The student must point to or otherwise indicate the student’s selection(s) from the options provided. ▶ Scribes are expected to comply with student directions regarding screen and test navigation and use of test platform features available for a given item. ▶ The student will confirm the selected answer and indicate to the scribe when the student is ready to move on to the next item. <p>Constructed Response Items (Short -Text)</p> <ul style="list-style-type: none"> ▶ The scribe will write verbatim student responses on paper or on screen in an area where the student’s answers will not be accessible to other students. ▶ The scribe will correctly spell all words as dictated. ▶ The scribe will not capitalize words or punctuate text.

Content Area	Guidelines
	<ul style="list-style-type: none"> ▶ The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., <i>than</i> and <i>then</i>; <i>to</i>, <i>two</i>, and <i>too</i>; <i>there</i>, <i>their</i>, and <i>they're</i>. ▶ The student will proofread to add punctuation, capitalization, formatting, and make other edits. ▶ The scribe will make student-requested changes, even if incorrect. ▶ The student will confirm the fidelity of the response. ▶ The student will indicate to the scribe when the student is ready to move on to the next item. <p>Long Essay (Full Write)</p> <ul style="list-style-type: none"> ▶ The scribe will write verbatim student responses on paper or on screen in an area where the student’s answers will not be accessible to other students. ▶ The scribe will correctly spell all words as dictated. ▶ The scribe will not capitalize words or punctuate text. ▶ The scribe will orally confirm spelling of homonyms and commonly confused homophones, e.g., <i>than</i> and <i>then</i>; <i>to</i>, <i>two</i>, and <i>too</i>; <i>there</i>, <i>their</i>, and <i>they're</i>. ▶ The student will proofread to add punctuation, capitalization, formatting, and other edits. ▶ The scribe will make student-requested changes, even if incorrect. ▶ The student will confirm the fidelity of the response. ▶ The student will indicate to the scribe when he/she is ready to move on to the next item. ▶ Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

Content Area	Guidelines
Mathematics	<p data-bbox="451 254 1101 285">Selected Response Items (Single and Multiple Answer)</p> <ul style="list-style-type: none"> <li data-bbox="451 310 1349 380">▶ The student must point to or otherwise indicate the student’s selection from the options provided. <li data-bbox="451 394 1336 491">▶ The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform features available for the question. <li data-bbox="451 506 1390 575">▶ The student will confirm the student’s selections and indicate to the scribe when the student is ready to move on to the next item. <p data-bbox="451 590 914 621">Constructed/Equation Response Items</p> <ul style="list-style-type: none"> <li data-bbox="451 646 1352 716">▶ The student must point or otherwise direct the scribe in developing the student’s response. <li data-bbox="451 730 1336 800">▶ The scribe will input student work directly onscreen and in view of the student. <li data-bbox="451 814 1333 884">▶ For responses requiring equations, the student must specify where to place figures and operands. <li data-bbox="451 898 1336 968">▶ For responses requiring text, the scribe will correctly spell all words as dictated and conform to standard writing conventions. <li data-bbox="451 982 1247 1052">▶ For responses requiring text, the student will proofread to add punctuation, capitalization, formatting, and other edits. <li data-bbox="451 1066 1292 1098">▶ The scribe will make student-requested changes, even if incorrect. <li data-bbox="451 1113 1127 1144">▶ The student will confirm the fidelity of the response. <li data-bbox="451 1159 1373 1228">▶ The student will indicate to the scribe when the student is ready to move on to the next item.

CONSIDERATIONS FOR STUDENTS USING SIGN SYSTEMS

- ▶ The scribe should be proficient in the sign system utilized (e.g., ASL) or the scribe should be working with an interpreter proficient in the sign system, as determined by the Consortium member.
- ▶ When a constructed response is required, the interpreter/scribe should convey the meaning behind the student’s indicated response.
- ▶ The interpreter/scribe should show the student the written response, but NOT sign the response to the student.
 - Probing or clarifying is allowed in the case of classifiers for students using ASL or other sign systems.
- ▶ Students may review the written or typed response on paper or on the computer screen and indicate any changes or revisions to the scribe.

CONSIDERATIONS FOR STUDENTS USING BRAILLE

- ▶ The scribe should be proficient in reading (visually or tactually) braille in all braille codes used by the student, as determined by the Consortium member.
- ▶ The scribe should enter the responses on paper or online exactly as the student has brailled. In addition to following the content-specific guidelines above, errors in braille code should not be corrected.
- ▶ The scribe may ask for the student to read back brailled responses for clarification if the brailled response is difficult to read due to student corrections.
- ▶ Students may review the written or typed response on paper or on the computer screen by either using the scribe to read back the entered response or using assistive technology. Students may indicate any changes or revisions to the scribe.

POST -ADMINISTRATION

- ▶ The scribe will submit online or paper-based student responses and collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Consortium and member policies and procedures.

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APPENDIX F: REVISION LOG

Updates to the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* are captured in this Revision Log. Updates are based on requests from members that do not impact policy. Any changes impacting policy require discussion and a vote by Governing members. Updates captured in the Revision Log are separated into two categories:

- ▶ **Clarification:** Updates of this type add details to existing information included in the *Guidelines*.
- ▶ **Increased Flexibility:** Updates of this type reflect explicatory information included in the *Guidelines* that result in augmented access to Smarter Balanced assessments.

Revisions are captured in tracking tables according to category. In cases where both **Clarification** and **Increased Flexibility** edits are made, changes to the *Guidelines* will be captured in the **Increased Flexibility** tracking table.

Clarification

Section	Page	Clarification: Description of Changes	Date	Version
Table 3	9	Consistently used the term “ELA reading passages” instead of “ELA passages” to clarify availability of text-to-speech as an embedded designated support.	03/12/14	1.2
Table 4	12	Consistently used the term “ELA reading passages” instead of “ELA passages” to clarify availability of read aloud as a non-embedded designated support.	03/12/14	1.2
Table 5	17	Consistently used the term “ELA reading passages” instead of “ELA passages” to clarify availability of text-to-speech as an embedded accommodation.	03/12/14	1.2
Table 6	19	Consistently used the term “ELA reading passages” instead of “ELA passages” to clarify availability of read aloud as a non-embedded accommodation.	03/12/14	1.2
Table 3	10	Added verbiage clarifying the audio component of translated glossaries.	08/01/14	2.1
Table 3	10	Added clarifying language for the translated test directions embedded designated support, “As an embedded designated support, translated test directions are automatically a part of the stacked translation designated support.”	11/5/14	2.2

Section	Page	Clarification: Description of Changes	Date	Version
Appendix C	32	Added question 16 to FAQs, which reflects information about a state vote addressing accessibility resources discussed and not included.	11/5/14	2.2
Global		References to Consortium “states” were changed to “members.”	6/1/15	3.1
Global		References to TIDE were changed to ART.	6/1/15	3.1
Figure 1		Updated graphic to reflect new resources.	6/1/15	3.1
Introduction	5	Updated to include all appendices (A–E) and descriptions.	6/1/15	3.1
Table 1	6	Inserted grade levels for which calculators are permitted.	6/1/15	3.1
Table 6	19			
Appendix A	23			
Table 4	15	Updated the description of non-embedded Translations (Glossaries) to reflect that it is a resource available only for paper-pencil tests.	6/1/15	3.1
Appendix C	36	Added question 43 to FAQs to clarify small-group administration of the Read Aloud.	6/1/15	3.1
Appendix D	39	Example added to guidance regarding misspellings in the Read Aloud Protocol.	6/1/15	3.1
Table 4	14	Updated description of Separate Setting to include, “or to use a device requiring voicing (e.g., a Whisper Phone).”	8/15/15	3.2
Appendix C	32	Added FAQ 17 to describe the process for updating the UAAG.	8/15/15	3.2
Introduction	9	Elementary and Secondary Education Act (ESEA) (reauthorized as the No Child Left Behind Act of 2001 – NCLB) replaced with: Every Student Succeeds Act (ESSA) of 2016 and/or ESSA	7/1/16	4.1
Introduction FAQ 2	3 27	To maintain consistency throughout the document, the description of DS updated to: Designated supports are available to students for whom the need has been indicated by an educator (or team of educators with parent/guardian and student).	7/1/16	4.1

Section	Page	Clarification: Description of Changes	Date	Version
Section Introductory Text	6 9 16	Added verbiage to introductory text to clarify impact of using accessibility resources: “The following [Universal Tools/Designated Supports/Accommodations] are not modifications. Universal tools all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the <i>Guidelines</i> .”	7/1/16	4.1
Table 4 Table 6	13 20	Read Aloud policy clarified and updated for consistency through document to indicate use of separate setting may be needed.	7/1/16	4.1
Table 5	18	Incorrect reference to “Read Aloud” corrected to Text-to-speech.	7/1/16	4.1
Table 6	21	To maintain consistency in the document, a footnote referencing appendix A was added.	7/1/16	4.1
FAQ 1	26	Formatting updated to increase readability.	7/1/16	4.1
FAQ 10	29	Verbiage updated to more clearly reflect current process for soliciting feedback.	7/1/16	4.1
FAQ 11	29	Updated link to the Practice test	7/1/16	4.1
FAQ 12	30	Update verbiage to align with new policy on scratch paper, which includes use of white boards and assistive technology devices	7/1/16	4.1
FAQ 29	35	Updated the link to the translations accommodation framework	7/1/16	4.1
Global		English language learner updated to English learner	6/30/17	4.2
Global		Formatting updates to increase readability. Editorial changes to increase consistency within and across documentation and to include updated information and references.	6/30/17	4.2
Table 4	14	Added verbiage to Magnification, “Magnification allows increasing the size <u>and changing of the color contrast, including the size and color of the mouse pointer,</u> to a level not provided for by the zoom universal tool, <u>color contrast designated support, and/or mouse pointer designated support.</u> ”	6/30/17	4.2
Table 3, Table 4	11, 14	To Read aloud and Text-to-speech, added clarifying verbiage, “for math <u>stimuli and</u> items.”	6/30/17	4.2

Section	Page	Clarification: Description of Changes	Date	Version
Table 4	15	To Separate Setting, added verbiage, “use Amplification” and “It may also include a calming device or support as recommended by educators and/or specialists.”	6/30/17	4.2
Table 4	15	For Scribe, added clarifying verbiage, “(for all items except ELA performance task full write. (See Accommodations for ELA performance task full write)”	6/30/17	4.2
Table 5	18	Included updated verbiage on technology, “Due to limitations with refreshable braille technology and math” and “Alternative text descriptions are embedded in the assessment for all graphics.”	6/30/17	4.2
Table 6	20	Inserted grade levels to the 100s Number Table	6/30/17	4.2
Table 6	20	For Scribe, added clarifying verbiage, “(for ELA performance task full write.) (See Designated Supports for all items except ELA performance task full write)”	6/30/17	4.2
Global		Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization.	6/28/18	6.1
FAQ 27	41	Added FAQ, Why are resources to support English language proficiency needs classified as universal tools and designated supports?	6/28/18	6.1
Read Aloud Protocol	49-53	Removed “numbers greater than 99, however, should be read as individual numbers” and updated the examples that follow for this removal	6/28/18	6.1
Read Aloud Protocol	50-52	Added examples for square roots, functions, comparing lines, shapes and angles, trigonometry, and images/graphics, diagrams. Removed example for graphic organizer.	6/28/18	6.1
Read Aloud Protocol	60	Updated reference links	6/28/18	6.1
Scribing Protocol	61	From the section guiding scribing for selected responses, removed “Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.”	6/28/18	6.1

Section	Page	Clarification: Description of Changes	Date	Version
Global		Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization	6/27/19	7.1
Table 4	15	Changed “Medical Device” to “Medical Supports” and updated the verbiage to reflect the change	6/27/19	7.1
Table 5	20	Updated verbiage for Braille, “Contracted and non-contacted Braille is available; Nemeth and UEB technical code(s) are available for math.”	6/27/19	7.1
Appendix A	28	Changed “Medical Device” to Medical Supports”	6/27/19	7.1
FAQ 11	39	Removed reference links	6/27/19	7.1
FAQ 32	44	Added Burmese, Hmong, and Somali	6/27/19	7.1
FAQ 34	46	Added Burmese, Hmong, and Somali; removed Tagalog and Ilokano	6/27/19	7.1
Appendix C	48	Added FAQ, “What kind of medical supports may be used by students? What monitoring is needed?”	6/27/19	7.1
Scribing Protocol		Updated reference links	6/27/19	7.1
Global		Changed “Translated Test Directions” to “Translated Student Interface Messages” per Hawai’i State Department of Education policy.	8/6/21	9.2
Global		Removed references to EBAE Braille options.	8/6/21	9.2
Table 6	31	Removed “(i.e. dyscalculia)” in the Recommendations for Use column of the Multiplication table accommodation.	8/6/21	9.2
Table 6	33	Removed “(such as dyslexia)” in the Recommendations for Use column of the Speech-to-text accommodation.	8/6/21	9.2
Table 6	34	Added an informational box regarding the temporary use of Math Manipulatives (MM) as accommodations for state testing in SY 2021-2022.	8/6/21	9.2

Section	Page	Clarification: Description of Changes	Date	Version
Figure 1, Table 3, Appendix A		Removed “Translated Student Interface Messages” from the list of Embedded Designated Supports.	8/9/21	9.3
Global		Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization.	4/8/24	12.1
Global		Changed “stakeholder” to “interest holder.”	4/8/24	12.1
Global		Changed “word prediction” to “word completion” for a more accurate description of the feature.	4/8/24	12.1
Calculator	10	Added language to clarify that the use of a calculator offered with assistive technology devices is considered a non-embedded accommodation.	4/8/24	12.1
Writing Tools	12	Revised the description to clarify that writing tools are not available for ELA short-answer items.	4/8/24	12.1
Scratch/ Graph Paper	14	Added “Graph Paper” and revised the description to make it clear that graph paper is allowed at all grade levels but required beginning in grade 6.	4/8/24	12.1
Full Translations/ dual language	19	Added “Full” and “in English/Spanish” to avoid confusion with the translated glossaries.	4/8/24	12.1
Translated Test Directions	19	Revised descriptions to clarify that embedded translated test directions are available in Spanish, as part of the dual language English/Spanish resource.	4/8/24	12.1
Closed captioning	30	Revised the incorrect reference to ELA listening items to ELA listening passages.	4/8/24	12.1
Speech-to- Text	31	Added “in English” and specified availability in math and ELA.	4/8/24	12.1

Increased Flexibility

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Table 2	8	Scratch paper, the non-embedded universal tool, description has additional details regarding the performance task testing sessions: “For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed to maintain test security.”	03/12/14	1.2
Table 4	14	Added information regarding the availability of translated test directions in PDF format. New accessibility resource also added to Figure 1 and Appendix A.	08/01/14	2.1
Table 4	14	To separate setting, added that, “A specific adult, trained in a manner consistent with the TAM, can act as test proctor (test administrator) when student requires it.”	08/01/14	2.1
Table 4	13	Added information regarding the availability of noise buffers. New accessibility resource also added to Figure 1 and Appendix A.	08/01/14	2.1
Appendix C	26	Added the FAQs section.	08/01/14	2.1
Table 4	13	Moved noise buffers from non-embedded accommodations to non-embedded designated support. Same change was made to graphic and Appendix A table.	11/5/14	2.2
Table 5	18	Added descriptive information on the Streamline accommodation. Streamline was also added to graphic and Appendix A table.	11/5/14	2.2
Table 6	20	Throughout document, updated the policy on Read Aloud non-embedded Accommodation, per member vote on 3/6/15	3/9/15	2.3
Appendix D	38	Added Read Aloud protocol reflecting change in policy as per member vote on 3/6/15	3/9/15	2.3
Intro, Appendix C	1 28	Added descriptive information regarding temporary approvals for individual unique student accommodations or designated supports. Language to address this language included in FAQ 6.	6/1/15	3.1

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Table 4	13	Added information regarding the availability of Read Aloud in Spanish. New accessibility resource also added to Figure 1 and Appendix A.	6/1/15	3.1
Table 4	14	Updated the information on Translated Test Directions to include ELA	6/1/15	3.1
Table 6, Appendix C	20 35	Removed the conditional school year 2014-2015 for the Read Aloud non-embedded accommodation on ELA passages. Language consistent with this change included in FAQ 37.	6/1/15	3.1
Appendix C	34	Added languages to reflect all languages offered for Translated Test Directions to FAQ 30.	6/1/15	3.1
Table 2	9	To Scratch Paper, added verbiage, “A whiteboard with marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window) are permitted to make notes.” ... “Access to internet must be disabled on assistive technology devices.” ... “All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session.” ... “whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.”	7/1/16	4.1
Table 4	14	Added information regarding the availability of Designated Support, Simplified Test Directions. New accessibility resource also added to Figure 1 and Appendix A.	7/1/16	4.1
Table 6	19	Added information regarding the availability of Accommodation, 100s Number Table. New accessibility resource also added to Figure 1 and Appendix A.	7/1/16	4.1
Table 1	7	Added information regarding the availability of the embedded Universal Tool, Line reader. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 1	7	Updated information to acknowledge the availability of the embedded Universal Tool, Thesaurus. Resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 3	11	Added information regarding the availability of the embedded Designated Support, Mouse pointer. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Table 4	13	Added information regarding the availability of the non-embedded Designated Support, Amplification. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 5	19	Added information regarding the availability of the embedded Accommodation, Braille Transcript. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 6	20	Added information to acknowledge the availability of the non-embedded (paper-pencil) Accommodation, Braille. Resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 6	23	Added information regarding the availability of the non-embedded Accommodation, Word Prediction. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 2	8	Added to the description for the non-embedded universal tool, scratch paper, “including the use of digital graph paper” and “familiar to the student and/or” and removed “and acceptable to the member.”	6/28/18	6.1
Table 3	11	Streamline added as an embedded designated support.	6/28/18	6.1
Table 4	14	Added policy for non-embedded designated support, medical device. New accessibility resource also added to Figure 1 and Appendix A.	6/28/18	6.1
Table 5	20	Added the UEB codes that will be available for embedded braille in the 18-19 school year.	6/28/18	6.1
Table 5	20	Removed the embedded accommodation, streamline. As described above, streamline was added as an embedded designated support.	6/28/18	6.1
Table 6	21	Added “ <u>including students with visual impairments or with documented processing impairments</u> ” to the recommendations for use for the abacus policy.	6/28/18	6.1
Table 3	11	Added information regarding the availability of embedded Designated Support, Illustration Glossaries. New accessibility resource also added to Figure 1 and Appendix A.	6/27/19	7.1

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Table 4	15	Added information regarding the availability of non-embedded Designated Support, Illustration Glossaries. New accessibility resource also added to Figure 1 and Appendix A.	6/27/19	7.1
Global		References to “ART” were changed to “test registration tool.”	6/30/20	8.1
Global		Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization.	6/30/20	8.1
Table 1	9	For Calculator, changed grade levels from “6-8 and 11” to “6-8 and HS.” Change also applied in Table 6 and Appendix A.	6/30/20	8.1
Table 1	10	Added “and/or items” to Expandable passages resource name.	6/30/20	8.1
Table 1	10	Added to the description for the non-embedded universal tool, Expandable passages and/or items, “ <u>passage/stimulus and/or associated item</u> ”	6/30/20	8.1
Table 2	11	For Scratch paper, updated verbiage “Scratch paper to make notes, write computations, or record responses may be available” to “Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers.”	6/30/20	8.1
Table 3	15	For Text-to-speech, updated verbiage “This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction” to “Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments.”	6/30/20	8.1
Table 6	25	Removed grade levels from 100s number table.	6/30/20	8.1
Table 6	26	For Calculator, updated verbiage “A non-embedded, <u>stand-alone</u> calculator for students needing a <u>specialized</u> calculator...” to the resource description.	6/30/20	8.1
Table 6	26	For Calculator, removed “with visual impairments” from the recommendations for use and updated verbiage “Test administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.”	6/30/20	8.1

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Table 6	26	Removed grade levels from Multiplication table. Updated resource description verbiage from “A paper-based multiplication table will be available from Smarter Balanced for reference” to “A paper-based multiplication table <u>containing numbers 1 – 12</u> will be available from Smarter Balanced for reference.”	6/30/20	8.1
FAQ 16	43	Removed “Multiplication table for mathematics items in grade 3” and added “Graphic organizers that are not created by the student (see Scratch paper policy).”	6/30/20	8.1
Global		Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization.	4/15/21	9.1
Table 1	10	For English glossary, removed “accommodation” and updated description verbiage “The use of this universal tool may result in the student needing additional overall time to complete the assessment.”	4/15/21	9.1
Table 3	16	For Translated test directions (for math items), removed “stacked” and updated description verbiage “As an embedded designated support, translated test directions are automatically a part of the dual language translations designated support.”	4/15/21	9.1
Table 3	16	For Translated test directions (for math items), removed “have limited English language skills” and updated recommendations for use verbiage “Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated directions support.”	4/15/21	9.1
Table 3	16	For Translations (glossaries) (for math items), removed “have limited English language skills (whether or not designated as ELs or ELs with disabilities)” and updated recommendations for use verbiage “Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translation glossary for specific items.”	4/15/21	9.1
Table 3	17	Changed “Translations (stacked)” to “Translations (dual language). Change also applied to Figure 1.	4/15/21	9.1
Table 3	17	For Translations (dual language), updated description verbiage “Dual language translations are a linguistic support that is	4/15/21	9.1

Section	Page	Increased Flexibility: Description of Changes	Date	Version
		available for some students; dual language translations provide the full translation of each English test item and stimulus.”		
Table 3	17	For Translations (dual language), removed “stacked” from the recommendations for use and updated verbiage “For students whose primary language is not English and who use dual language supports in the classroom, use of the dual language translation may be appropriate.”	4/15/21	9.1
Table 4	21	For Read aloud in Spanish (for mathematics, all grades), removed “stacked” and updated recommendations for use verbiage “Students receiving the translations (dual language) designated support and who are struggling readers...”	4/15/21	9.1
Table 5	27	For Braille transcript (ELA listening passages), removed EBAE uncontracted and EBAE contracted.	4/15/21	9.1
Table 6	30	For Braille transcript (paper/pencil assessment), removed EBAE uncontracted, EBAE contracted, EBAE uncontracted with Nemeth, and EBAE contracted with Nemeth.	4/15/21	9.1
Appendix C	51	For FAQ 30, updated verbiage for answer.	4/15/21	9.1
Appendix C	55	Added FAQ #49, For text-to-speech designated support and text-to-speech accommodation, can the student have their responses read back to them?	4/15/21	9.1
Global		Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization.	4/14/22	10.1
Figure 1	7	Updated graphic to add new embedded designated support: Text-to-speech in Spanish.	4/14/22	10.1
Figure 1	7	Updated graphic to add new embedded accommodation: Speech-to-text.	4/14/22	10.1
Table 1	11	For Spell check, updated description verbiage “Spell check is bundled with other embedded writing tools for math and ELA items with open-ended student responses.”	4/14/22	10.1
Table 3	17	For Text-to-speech, updated recommendations for use verbiage “This support also may be needed by students with reading-	4/14/22	10.1

Section	Page	Increased Flexibility: Description of Changes	Date	Version
		related disabilities, or by students who are blind and are advancing toward English braille proficiency.”		
Table 3	17	Added new resource: embedded Text-to-speech in Spanish.	4/14/22	10.1
Table 4	22	For Read aloud, updated recommendations for use verbiage “This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency.”	4/14/22	10.1
Table 4	25	For Translated test directions, updated recommendations for use verbiage “Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated test directions.”	4/14/22	10.1
Table 4	25	For Translations (glossaries), updated recommendations for use for verbiage “Students who are advancing toward English language proficiency (including non-ELs, EL, and ELs with disabilities).”	4/14/22	10.1
Table 5	28	Added new resource: embedded Speech-to-text.	4/14/22	10.1
Table 5	30	For Braille, changed UEB Technical to UEB math per Braille Authority of North America changed standard.	4/14/22	10.1
Table 6	32	For Braille, changed UEB Technical to UEB math per Braille Authority of North America changed standard.	4/14/22	10.1
Appendix A	38	Added embedded resources Text-to-speech in Spanish as a designated support and Speech-to-text as an accommodation.	4/14/22	10.1
Appendix C	44, 54	For FAQ #32, updated verbiage for FAQ and answer.	4/14/22	10.1
Appendix C	51	For FAQ #17, updated verbiage for answer.	6/30/22	10.2
Appendix C	53	For FAQ #29, updated verbiage for answer.	6/30/22	10.2
Global		Carried out minor editorial changes to the text of the document to remove punctuation or grammatical errors and to increase consistency in terminology and clarity of table headers.	4/12/23	11.1
Table 4	20	For Amplification, removed “, noise buffers, white noise machines” from the recommendations for use.	4/12/23	11.1

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Table 4	22	For Medical supports, added “, Bluetooth hearing aids” to the description.	4/12/23	11.1
Table 4	23	Added new resource: non-embedded printed test directions in English.	4/12/23	11.1
Table 5	32	Added new resource: embedded word prediction.	4/12/23	11.1
Table 6	38	Updated the description for non-embedded word prediction to align it with the embedded word prediction description.	4/12/23	11.1
<i>Table 4</i>	26	<i>HIDOE removed: non-embedded translated test directions in ASL.</i>	8/03/23	11.1
Figure 1	7	Update the Conceptual Model Underlying the <i>Crosswalk of Accessibility Features Across Hawai'i State Assessment</i> to include Speech-to-Text as a non-embedded accommodation.	02/09/24	11.2

Exhibit 2

[HAWAII STATE TEST ACCOMMODATION GUIDE FOR LOW RISK ACCOMMODATIONS](#)

Link provided and a current copy is attached for convenience:

- <https://smarterbalanced.alohasap.org/resource-list/en/hawaii-state-test-accommodation-guide-for-low-risk-accommodations-2024-2025>



Guide for IEP/504 Teams Considering the 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), and Closed Captioning (CC) State Test Accommodations (Updated September 12, 2024)

This document contains guidelines for the 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), and Closed Captioning (CC) state test accommodation. It is organized into four sections: (I) general principles; (II) legal foundation; (III) critical considerations for teams; and (IV) decision guidance for teams. Sections I, II, and IV are provided in Appendix A.

The low-risk state test accommodations are described as follows:

- The seven “low-risk” accommodations that support state testing are: The 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR embedded/online form) and (BR non-embedded/paper form), Braille Transcript (BT), and Closed Captioning (CC). Refer to Table 1 for their descriptions, applicable tests and test sections, and recommended use based on student disability category/categories. Table 1 is adapted from the [Usability, Accessibility, and Accommodations Guidelines \(UAAG\)](#).
- They are available to IEP/504 students with documented physical, sensory, or motor disabilities to access content, demonstrate understanding, and meaningfully participate in statewide interim and summative assessments.
- They are considered “low-risk” given the limited potential for accommodation misuse and minimal risk for artificial elevation of student test scores. For example, the accidental exposure of test content in braille would not pose a security breach for student(s) who do not know how to read braille and would not unfairly enhance their performance on state tests.
- Care must be taken by the School Test Coordinator (TC) to ensure that test security protocols are followed and qualified proctors, if required, are available to monitor the provision of all accommodations.
- The BR accommodation most likely will require student proctoring and/or assistance. This is especially true for the BR embedded accommodation where each item is printed one by one on braille paper form for the student.
- Test coordinators (TCs) need to ensure that proctors follow the specific guidelines found in the [Smarter Balanced Summative Test Administration Manual](#), including the completion of these two forms before live testing: 1) *Test Security Acknowledgement Form* and 2) *the Test Administrator and Proctor Acknowledgement of Security and Confidentiality Statement* (forms are available on the AlohaHSAP.org Smarter Balanced Portal via <https://smarterbalanced.alohahsap.org/resources/test-administration-forms>). ***TCs should keep the completed forms on file at their school.***
- Test Administrators must ensure that the procedures for the secure handling of printed test materials are followed. Test items/passages, including embossed braille printouts, and scratch paper must be collected and inventoried at the end of each test session, and be immediately

shredded as described under *Secure Handling of Printed Materials* in the [Smarter Balanced Summative Test Administration Manual](#).

- Test Administrators (TA) need to ensure that emboss files are deleted following the guidance provided under “*Removing Files from the Web Browser Download Archive*” in the [Assistive Technology Manual](#).

Table 1: Information Regarding the 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), and Closed Captioning (CC) State Test Accommodations

Test Accommodation Description	Disability Category	Applicable Assessments
<p>100s Number Table (NT) - A paper-based table listing numbers from 1–100 in a ten-by-ten grid available from Smarter Balanced.</p> <p>*Also available as a designated support for these assessments: HSA Science, Biology, Algebra 1 and Algebra 2 EOC exams (a digital or specialized calculator is allowed on all items for these assessments).</p>	Visual processing or spatial perception needs	Smarter Balanced Math
<p>Abacus (AB) - A tactile tool for performing math calculations which may be used in place of scratch paper.</p> <p>*Also available as a designated support for these assessments: HSA Science, Biology, Algebra 1 and Algebra 2 EOC exams (a digital or specialized calculator is allowed on all items of these assessments).</p>	Visual impairments or with documented processing impairments	Smarter Balanced Math
<p>Alternate Response Options (ARO) - A method of responding using alternate modes of response signification and/or entry including, but not limited to, adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, FilterKeys, adapted mouse, touch screen, head wand, and switches. Any external device that is used must be compatible with the assessment delivery system.</p>	Physical (or sensory) disabilities, including fine motor and gross motor skills	All HSAP assessments
<p>American Sign Language* (ASL) - A method of communication based on hand and body signs in which spoken language is translated into signed language. An embedded video showing an ASL signer and the signed test content is available to students. The ASL video is repeatable.</p> <p>*Note: ASL (embedded) is not available for SB Science or EOC exams. For these exams, a human signer may be</p>	Deaf or hard of hearing	Smarter Balanced <u>ELA-CAT listening items</u> , Smarter Balanced Math, Grades 3 – 8, and 11

<p>requested for the IEP/504 student by submitting the Unique State Test Accommodation Verification Form to the Assessment Section.</p>		
<p>Braille (BR) - A raised-dot alphabet code that students translate into words by “reading” the code with their fingertips. Braille versions of graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) are presented in a raised format on paper or thermoform so that students can “see” presented visuals provided on the test through their sense of touch. The two forms of braille accommodation that are available to students—embedded (online form) and non-embedded (paper form)—are described below *.</p>	<p>Visual impairments</p>	<p>See below for the applicable tests for the embedded and non-embedded braille forms</p>
<p>*Braille - Embedded/online form - The embedded form of braille uses the JAWS or other computer screen reader software that allows blind and visually impaired students to read the screen either with a text-to-speech output or a refreshable braille display. The student uses either an attached refreshable braille device or an embosser to view or print-off the braille version of the item. To prepare for printing the test item(s) using the embosser via the braille embedded accommodation, consult the section on “Testing with Assistive Technology for Braille Tests” in the <i>Assistive Technology Manual</i> and view the <i>Online Testing with the Refreshable Braille Display Video</i> (posted on the Assistive Technology Manual and Braille Resources 2024-2025 resource page. Also, a separate setting and one-on-one test administrator or proctor support must be considered for the embedded braille accommodation given the high-volume sound emitted by the embosser.</p>	<p>Visual impairments</p>	<p>Smarter Balanced ELA and Math, HSA Science and Biology EOC exam (not available for Alg. 1 and 2 EOC exams)</p>
<p>*Braille - Non-embedded/paper form - The non-embedded form of the braille test accommodation is an optional paper version of the assessment for students who are unable to use software (e.g., JAWS) to navigate through an online braille-based assessment. The paper version of the braille accommodation is delivered as a fixed form assessment that is mailed as an entire booklet to the student. The braille test booklet includes all necessary embossed visuals, teacher script, etc. To avoid delays in processing returned materials and scoring of braille tests, be sure to print the Pre-ID label from TIDE and attach it to the student’s braille answer documents before mailing them.</p>	<p>Visual impairments</p>	<p>Smarter Balanced ELA and Math, and HSA Science assessments (not available for Biology and Alg. 1 and 2 EOC exams)</p>

<p>Braille Transcript (BT) - On the listening portion of the ELA assessment, closed captioning (CC) is available for auditory limited students. This CC is translated into braille for students who are also visually impaired. The braille transcripts are available in the UEB braille codes (contracted and uncontracted).</p>	<p>Visually impaired or blind and deaf or hard of hearing AND who use braille</p>	<p>Smarter Balanced ELA-CAT listening passages</p>
<p>Closed Captioning (CC) - Printed text that appears on the computer screen as audio materials are presented.</p>	<p>Deaf or hard of hearing</p>	<p>Smarter Balanced ELA-CAT listening items</p>

Section III: Critical Considerations Before Assigning 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), and Closed Captioning (CC) State Test Accommodations

Decisions about assigning the 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), or Closed Captioning (CC) state test accommodation should be based on the general principles and laws governing state test accommodations presented in Sections I and II and the specific low-risk guidelines found below.

Purpose of 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), and Closed Captioning (CC) State Test Accommodations

The purpose of the low-risk accommodations is to provide students with disabilities (e.g., physical, sensory, or motor disabilities) access to state test content and the ability to demonstrate understanding. Without these test accommodations, these students would be unable to respond to the state tests.

Documented Need for the 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), and Closed Captioning (CC) State Test Accommodations

The low-risk test accommodations should only be assigned when a student has a documented disability that, as shown on Table 1, prevents the student from demonstrating their knowledge, skills, and abilities on the state tests. To request verification, it is necessary to show the following evidence in the student’s IEP/504 Plan:

1. Student documented disability limits access to the computer-delivered assessment;
2. Consistent use of the NT, AB, ARO, ASL, BR, RT, or CC accommodation during classroom instruction and assessments for learning across content areas; and
3. Improved student demonstration of knowledge and skills across content areas when the NT, AB, ARO, ASL, BR, RT, or CC accommodation is provided.

Documented Familiarity with the 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), or Closed Captioning (CC) State Test Accommodation

If students are to use a low-risk accommodation on state tests, they must know how to work with these test accommodation(s). Students should have familiarity with these test accommodation(s) and be able to operate them independently or semi-independently (e.g., Braille accommodation) as no external assistance beyond test administration and proctoring is allowed during the test.

Documentation of Designated Supports and State Test Accommodations for IDEA and Section 504 Students

IDEA, Section 504, and English Learner (EL) students with disabilities who may have certain characteristics and access needs that require accessibility supports on statewide assessments must document those supports in their IEPs/504 Plans.

Students' use of designated supports and state test accommodations must be documented in the students' IEP or 504 plan.

Designated Support:

- For IEPs: under the "Clarification of Supports and Services" section of the "Services" tab; or
- For 504 Plans: under the "PLEP" and "Accommodations and Related Services" tab;

Designated supports are provided to any student based on their school's testing policies. Test Coordinators (TCs) and/or authorized school contacts must set/record designated supports in the [Test Information Distribution Engine](#) (TIDE) for all students who are assigned designated supports for state testing.

Accommodations:

- For IEPs: under the "PLEP", "Clarification of Supports and Services" section of the "Services" tab; and under the "Statewide Accommodation" Tab.
- For 504 Plans: under the "PLEP" and "Accommodations and Related Services" tab; and the "Statewide Accommodation" Tab

In accordance with the [IDEA, Sec. 300.160 \(b\)](#), School IEP and Section 504 Teams are instructed to select only those state test accommodations that do not invalidate test scores. If directed by their school Teams, Test Coordinators are to submit state test accommodation verification forms to the Assessment Section (refer to the "*Guidelines for Verifying Accommodations on Statewide Assessments*" below). The Assessment Section will verify state test accommodations based on the IDEA, Sec. 300.160 (b) and documentation in the students' IEPs/504 Plans.

Upon verification, the state test accommodations will be set/recorded in TIDE by the Assessment Section. Further, Test Coordinators and/or authorized school contacts should follow *established* procedures to ensure the state test accommodations listed under the "Statewide Assessment" tab of their students' IEPs/504 Plans represent their *verified* state test accommodation settings in the TIDE.

Guidelines for Verifying Accommodations on Statewide Assessments

The guidance on and deadlines for submitting the SY 2024-2025 Hawai'i State Test Accommodation Verification Request Form ("Form") for IEP/504 students are as follows:

1. School IEP/504 team meets to review and discuss accessibility supports (universal
2. tools, designated supports, and state test accommodations) as shown in the *Crosswalk of Accessibility Features Across State Assessments in Hawai'i 2024-2025*.
 - a. **Universal Tools** are available to all students based on student preference and selection.
 - b. **Designated Supports** are available to any students when determined for use by an educator or team of educators with parent and student input, or specified in the student's IEP or 504 plan. (The school can enable Designated Supports in TIDE.)
 - c. **Accommodations** are only available for students with documented IEPs or Section 504 plans. (The Assessment Section enables accommodations in TIDE after the verification process has been completed.)
3. The school IEP/504 team documents the Designated Supports and Accommodations in the IEP/504 Plan in the electronic Comprehensive Student Support System (eCSSS).
4. The school test coordinator requests the verification of the state test accommodation(s) by logging in to TIDE (hitide.org) and selecting Preparing for Testing; Submit Test Administration Forms; Submit a Form; State Test Accommodations Verification Request.
5. The Assessment Section will review the submitted Form, email its decision to the TC (via TIDE and/or hsa@k12.hi.us), and set/record the student's state test accommodation in TIDE if it is verified. TCs should ensure that records of verified state test accommodations in eCSSS (IEPs/504 Plans) match those in TIDE; if these records are inconsistent, then TCs will need to follow established procedures to update the eCSSS records.

All state test accommodations and designated supports were removed from TIDE on July 19, 2024, except American Sign Language "ASL", Braille (including Audio Transcriptions and Emboss), and Closed Captioning "CC". The test coordinator still needs to submit the Hawai'i State Accommodation Verification Request Form to the Assessment section for carried-over accommodations to use in SY 2024-2025 state test.

The Hawai'i State Accommodation Verification Request Form is to be submitted in TIDE no later than 30 days before the opening of a test window. If a student transfers into a school or has an annual IEP meeting after the start of a test window, test coordinators are advised to submit the Hawai'i State Accommodation Verification Request Form in TIDE no later than 14 days prior to the administration of an interim or summative assessment to the student.

Hawai'i State Accommodation Verification Request Forms are not needed for students who do not require accommodations or who will take the HSA-Alt assessments in SY 2024-2025.

Additional Resources in the [Accessibility and Accommodations](#) folder on [alohahsap.org](#)

- [*Hawai'i State Test Accommodation Guides*](#)
- [*Crosswalk of Accessibility Features Across State Assessments in Hawai'i \(CAF\)*](#)
- [*Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines 2024-2025 \(UAAG\)*](#)
- [*Assistive Technology Manual and Braille Resources SY 2024-2025*](#)

If there are any questions, please contact Hwa Hee Sohn in the Assessment Section by email at hwa_hee.sohn@k12.hi.us or by phone at (808) 307-3636.



Guide for IEP/504 Teams Considering the 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), and Closed Captioning (CC) State Test Accommodations (September 12, 2024)

Appendix A

Section I: General Principles Regarding State Test Accommodations

The statewide assessments are designed to measure student proficiency and growth over time, curriculum impact and effect, and school achievement and gains. Tests are aligned to standards for learning that are established at the grade-level. Statewide assessments measure our students against those standards and the grade-level expectations for achievement found there. In order to yield valid and comparable results, it is essential that our tests measure what students know and can do when measured to the grade-level standard expectations. In Hawai'i, the Common Core and Next Generation Science Standards are used as the metric.

The purpose of state test accommodations is to enable students with disabilities to participate “with adjustments that do not alter the assessed construct” and that are “applied to test presentation, environment, content, format (including response format), or administration conditions” (*Standards for Educational and Psychological Testing*, 2014). State test accommodations are intended to remove obstacles to student demonstration of knowledge and skills resulting from student disability. State test accommodations are not intended to reduce expectations for learning, modify the curriculum, or artificially inflate a student’s test score. The key for appropriate accommodation provision during statewide assessments is to ensure that the student’s individual needs are met and the assessed “construct” (what a test measures) is not modified or altered.

Additionally, state test accommodations should:

1. *Not be confused with instructional accommodations that support student learning.* Instructional accommodations may be applied to support emerging skills or reinforce the acquisition of new skills; however, these accommodations are strategically adjusted or removed in the classroom to monitor and/or assess student progress. Removal of the instructional accommodation during classroom assessment in many cases is the only way to acquire an accurate measurement of the student’s current level of skill.
2. Be shown to specifically overcome a student’s disability. The student should have used the support in the past with success in both classroom assessments and interim assessments that are measuring the same skills (construct). *This evidence should be documented under the Present Levels of Educational Performance (PLEP) in the student’s IEP/504 Plan.*

3. Be assigned only when supported with substantial evidence of need. Documentation of student disability mediation and classroom use during tests of the same construct must be found in the IEP/504 record. *This evidence should be documented in the "Services or Accommodations and Related Services" and the "Statewide Assessment" pages of the student's IEP/504 Plan record.*

State test accommodations are different from modifications. Modifications are allowances made for IDEA students that provide for adjustment(s) to the curriculum or assessment that change what is to be learned or what is to be measured. Examples of testing modifications that reduce expectations for learning and affect the construct of the test include: 1) simplification, clarification, or explanation of test questions or items; 2) use of spell-checking devices on a test of the student's spelling skills; and 3) use of a calculator on a test of the student's computational skills. While modifications may be used with caution during instruction to support students as they develop their knowledge and skills over time, they are not used in the general summative test.

Section II: Legal Foundation for State Test Accommodations

Under the IDEA, State has the responsibility to:

- Ensure that children with disabilities are provided appropriate accommodations on Title I, Part A assessments, where necessary, as determined on an individualized case-by-case basis by their IEP/504 team.
- Develop guidelines for the provision of appropriate accommodations. Under 34 CFR §§300.160(b)(2), the State's guidelines must identify only those accommodations for each assessment that do not invalidate the score; and instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score.

These State guidelines apply to the provision of appropriate accommodations under the IDEA on regular and alternate assessments (34 CFR §300.160 (a)).

Section IV: Guidance for IEP/504 Teams for Verifying the Need for the 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), or Closed Captioning (CC) Test Accommodation

This section provides IEP/504 Teams a tool with a set of questions to help guide the NT, AB, ARO, ASL, BR, RT, and CC test accommodation decision-making process. The questions are intended to support team discussion and to help frame criteria that can serve as supporting evidence when considering student need(s) for one or more of these accommodations. These questions and the answers that are generated may be used to determine when and if there is sufficient evidence of student need supporting the provision of one or more these state test accommodation(s). The intent is for IEP/504 Teams to use the questions found in Table 2 as a starting point from which to engage in dialogue, examine evidence, record data, and indicate the team decision based upon knowledge of the student and the evidence found in the student's IEP/504 Plan. A preponderance of evidence as well as care should be used when making this team decision. (Table 2 is not intended to be a tally sheet.)

Table 2: Questions to Guide IEP/504 Team Decision about the Need for the 100s NUMBER TABLE (NT), ABACUS (AB), ALTERNATE RESPONSE OPTIONS (ARO), AMERICAN SIGN LANGUAGE (ASL), BRAILLE (BR), BRAILLE TRANSCRIPT (BT), or CLOSED CAPTIONING (CC) State Test Accommodations

The purpose of this table is to guide IEP/504 team discussions about student state test accommodation need and help generate appropriate decisions and recommendations regarding the 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), or Closed Captioning (CC) state test accommodation. The completion of this table is optional.

Questions	Team Response	Evidence/ Comments
Check the box under “Team Response” for the state test accommodation the IEP/504 team is considering for the student: 100s Number Table (NT), Abacus (AB), Alternate Response Options (ARO), American Sign Language (ASL), Braille (BR), Braille Transcript (BT), or Closed Captioning (CC). <i>Recommend using a separate table for each state test accommodation being considered by the IEP/504 Plan Team.</i>	<input type="checkbox"/> 100s NT <input type="checkbox"/> AB <input type="checkbox"/> ARO <input type="checkbox"/> ASL <input type="checkbox"/> BR <input type="checkbox"/> BT <input type="checkbox"/> CC	
1. Is there evaluative information indicating that the student’s disability prevents the student from accessing instructional and assessment materials?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Does the student have a documented disability that would prevent the student from accessing the presented stimulus and items of the state test? If so, explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Does the student consistently use the NT, AB, ARO, ASL, BR, BT, or CC accommodation to see, hear, or respond to classroom assignments and assessments for learning?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Is there evidence that the student’s demonstration of content knowledge, skills, and abilities improves when the NT, AB, ARO, ASL, BR, BT, or CC accommodation is provided during assessments of learning?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Has the student provided input or stated a preference for using the NT, AB, ARO, ASL, BR, BT, or CC accommodation as a means of demonstrating understanding in classroom assignments and assessments?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. If applicable, is the braille online form (embedded) or the paper form (non-embedded) version being considered for the student?	<input type="checkbox"/> Yes/online <input type="checkbox"/> Yes/paper <input type="checkbox"/> N/A	
7. Are there additional considerations for recommending the NT, AB, ARO, ASL, BR, BT, or CC state test accommodation for this student, specific to his/her unique disability-related needs? If so, explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Exhibit 3
SMARTER BALANCED RESOURCES

Link provided and a current copy is attached for convenience:

- <https://drive.google.com/file/d/1-iPfOPwbrNncSm2kOpd9cMkAtXbbllly1/view>

EXHIBIT B

Smarter Balanced Resources

The following are two main resource sites available to prospective vendors interested in learning more about Smarter Balanced:

Smarter Balanced Public Site

Smarter Balanced public website: <https://www.smarterbalanced.org>

Links to Key sites and publications:

- [Development and Design](#)
- [Sample Items](#)
- [Meeting the Needs of Diverse Learners](#)
- [Practice Tests and Sample Questions](#)
- [Smarter Reporting](#)
- [Service Provider Support](#)
- [Smarter Balanced Reporting System User Guide, Oct 31, 2022](#)
- [Smarter Balanced Enhanced CAT Blueprints for Students Participating in Smarter Balanced Embedded Field Test of Performance Tasks](#)
- [Smarter Balanced Usability, Accessibility, and Accommodations Guidelines \(UAAG\)](#)

SmarterApp Site

Smarter Balanced Open-Source Applications (SmarterApp): <http://www.smarterapp.org>

Sample applications posted include:

- Individual Student Assessment Accessibility Profile ([ISAAP](#)) [Accessibility Feature Codes](#)
- [Secure Browsers](#)
- [Single Sign-on and Access Management Recommended Requirements](#)
- [Test Results Transmission \(TRT\) format](#)
- [Smarter Balanced Administration and Registration Tools User Guide](#)
- [Hosting Requirements - Smarter Balanced Assessment Consortium – Test Delivery System](#)

Exhibit 4
[STYLE GUIDE FOR SMARTER BALANCED ASSESSMENTS](#)

Link provided and a current copy is attached for convenience:

- <https://drive.google.com/file/d/1ixHZcM06NXfMSy8Da6BYIQ1uyHrja3Vm/view>

Smarter Balanced Assessment Consortium:

Style Guide

Last Revised: April 3, 2015



Note: The presentation of the sample items and selections in this document approximates but does not exactly reflect the appearance of the test content that students will view on the computer screen. The final presentation of content will depend on the user interface (UI) of the online delivery system.

Table 1. Abbreviations used in Smarter Balanced Style Guide.

Style Guide Abbreviations	
Abbreviation	Spelled-Out Term
CBT	computer-based testing
CMOS	<i>Chicago Manual of Style</i>
CMYK	cyan-magenta-yellow-black (a four-color model used in printing)
CR item	constructed-response item
dpi	dots per inch
ELA	English Language Arts
JPEG	Joint Photographic Experts Group (a format for compressing images used for print or screen presentation)
PBT	print-based testing
PNG	portable network graphics (a format using lossless compression for images used for screen presentation)
PSS	purpose-setting statement
PT	performance task
RGB	red-green-blue (a three-color model used in screen presentation)
SR item	selected-response item
TEI	technology-enhanced item
TIFF	tagged image file format (a format for compressing images used for print presentation)
UI	user interface

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Part I:

Global Style Conventions

A. Computer-Based Testing

Computer-based testing (CBT) differs from traditional print-based testing (PBT). As such, traditional style conventions applied to printed test forms must be modified for computer-based test forms because not all print-based style conventions are appropriate for display on a computer screen.

For example, the Verdana font has been chosen because it was specifically designed to be used in place of Times New Roman and other serif fonts that often appear in printed test forms. Verdana characters are slightly larger than characters in other fonts, and the ample space between the characters makes them easy to distinguish at low screen resolutions.

Layout Considerations

The presentation of content in computer-based test forms depends on the user interface (UI) in the online delivery system. The guidelines in this section should be applied to the extent possible once the online delivery system is identified.

Content panes.

Students should have the option of viewing content in one pane that is the full size of the computer screen or in subpanes that divide the screen horizontally or vertically. For example, students should be able to view a selection on the screen by itself or on the screen with an item.

The sizes of content panes depend on the amount of space allotted in the UI for viewing content. For example, content panes will be larger in a UI in which 80% of the viewing area is used for content and 20% is reserved for headers, navigation tools, and other noncontent elements than in a UI in which 70% of the viewing area is used for content and 30% is reserved for noncontent elements.

Scrolling.

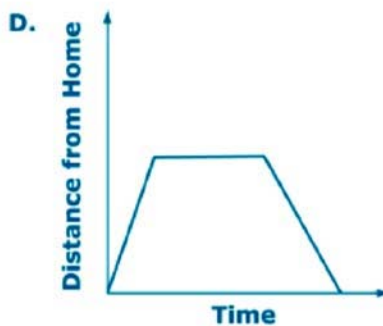
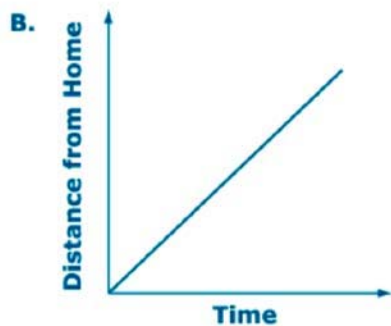
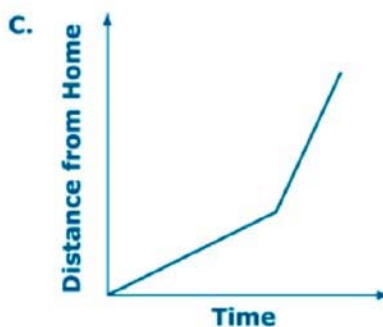
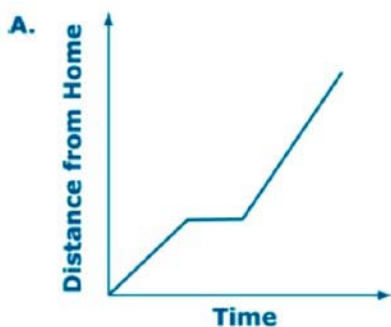
Students should not have to use horizontal or vertical scrolling to view test content in its entirety. The following guidelines are designed to minimize the need for scrolling:

- Lay out content across the computer screen rather than in columns.
- Display each item on the screen by itself.
- Allow students to view a selection on the screen by itself or on the screen with an item. This eliminates the electronic equivalent of turning a page to flip between the selection and the items.
- Similar options should be provided for viewing a cluster (a group of items associated with the same graphic). Students should be able to view the graphic on the screen by itself or on the screen with an item in the cluster.

Smarter Balanced Style Guide: Global Style Conventions

- Whenever possible, arrange graphic options in a two-over-two box layout.

Which graph shows that Noel walked home from school at a constant rate?



Linebreaks.

The locations of line breaks depend on the operating system on the computer as well as the size of the monitor being used to view test content. Because lines of text do not necessarily break at the same locations from computer to computer, hard line breaks should not be inserted unless absolutely necessary.

B. General Font and Alignment Specifications

Table 2 shows general font and alignment specifications for different text elements. See “Selected-Response Items” in this section for information about option alignment; see Parts III and IV for content-specific font and alignment specifications.

Note: All text should be displayed on a white background.

Table 2. General font and alignment specifications for text elements in test forms.

Font and Alignment Specifications		
Content	Font	Alignment
Items	14 pt. Verdana	Left aligned
Part headings in items	14 pt. Verdana Bold Italic	Left aligned
Boxed text	14 pt. Verdana	<ul style="list-style-type: none"> • Box: left aligned • 1 em margin
Emphasis terms	14 pt. Verdana Bold	n/a
Directions	14 pt. Verdana Bold	Left aligned
Purpose-setting statements (PSSs)	14 pt. Verdana	Left aligned

C. Test Items

Assessments consist of various types of items, including selected-response (SR) items, constructed-response (CR) items, technology-enhanced items (TEIs), and performance tasks (PTs). In test forms, items are numbered sequentially within each content area, beginning with number 1.

This section provides general global style conventions and specifications for items. See Parts III and IV for content-specific conventions and Part VI for information about TEIs.

Selected-Response Items

All SR items consist of a stem and options. The format of the stem and options varies among items based on content. (See “Options” in this section for formats of options.)

Stems

stem	the part of an SR item that precedes the options
closed stem	a stem that is a complete sentence and ends with a period or question mark
open stem	a stem that consists of a sentence fragment and becomes a complete sentence when combined with each option

Closed stems.

When the item stem is closed, the options are either complete sentences or sentence fragments. Options that are complete sentences begin with a capital letter and end with a punctuation mark.

Select all of the sentences that describe properties of a parallelogram.

- A. Opposite angles are equal.
- B. Its diagonals bisect one another.
- C. Opposite sides are perpendicular.
- D. Its area is equal to twice its width.

Options that are fragments begin with a lowercase letter (unless the first word is a proper noun or adjective) and do not end with a punctuation mark.

Which cube has the greatest volume?

- A. the red cube
- B. the blue cube
- C. the green cube
- D. the yellow cube

The treatment of options that are imperative statements depends on whether the implied subject of the statement is “you.” If it is, the options are treated as complete sentences. If it is not, the options are treated as fragments.

Subject is implied “you”:

What is the rule for the pattern?

- A. Add 3.
- B. Subtract 3.
- C. Divide by 3.
- D. Multiply by 3.

Subject is not implied “you”:

What does Fiona do in the paragraph?

- A. ask Michael to help
- B. tell Michael the secret
- C. show Michael the map
- D. give Michael the treasure

Open stems.

When the item stem is open, both the stem and the options are fragments that, when combined, form complete sentences. The fragment in the stem does not end with a punctuation mark. Regardless of whether the options are complete sentences or fragments, they begin with a lowercase letter (unless the first word is a proper noun or adjective) and end with a punctuation mark.

The message of the poem is that

- A. knowledge is power.
- B. the future is uncertain.
- C. actions speak louder than words.
- D. the challenges of life can be overcome.

In open-stem items, the options should not repeat large quantities of text. The stem must be long enough to provide context for the options.

Why do Darren and his friends go to the toy store?

- A. to get Nick a job
- B. to find Nick a home
- C. to buy a present for Nick
- D. to talk to the owner about Nick

Options.

Although all SR items have options, the number and format of these options vary from item to item based on content. The number of correct answers among the options also varies.

- In some cases, options are identified with consecutive, uppercase letters.

What is the **main** idea of the paragraph?

- A. Bees live in colonies.
- B. The queen bee is female.
- C. Bees collect nectar and pollen.
- D. The worker bees clean the hive.

- Options that are not identified with letters are presented in an alternative format that still requires students to choose the correct answer(s). For example, options may be preceded by radio buttons or open boxes, which students can click to choose the correct answer(s).

Select all the numbers that are less than 5.

- 2
- 4
- 6
- 8
- 9

Option alignment and order.

Table 3 provides general guidelines for the alignment and order of options in SR items in both English Language Arts (ELA) and Mathematics.

Note: Options derived from a stimulus, such as a selection or graphic, are ALWAYS arranged in the same order they appear in the stimulus. This guideline supersedes all other guidelines listed in Table 3.

Table 3. Guidelines for the alignment and order of options in SR items.

Option Alignment and Order			
Option Type	Alignment	Order	Example
Graphic options	<ul style="list-style-type: none"> Graphic: left aligned Option letter: top aligned or vertically centered on graphic (use best judgment) 	Arranged for best visual presentation (use best judgment)	n/a
Numeric options	Decimal aligned: <ul style="list-style-type: none"> stand-alone numbers decimal values numbers that precede or follow symbols: 40°, \$20.00 numbers that precede labels: 6 ties, 12 bananas numbers that precede units of measure: 15 inches, 30 cm 	Arranged in ascending or descending order	What percentage of students prefer strawberry yogurt to blueberry yogurt? A. 25% B. 50% How long, in inches, is each necklace? A. 9 in B. 12 in
	Currency: <ul style="list-style-type: none"> dollar signs: left aligned dollar amounts: decimal aligned 	Arranged in ascending or descending order	How much money did Chip spend altogether? A. \$ 80 B. \$120
	Fractions: <ul style="list-style-type: none"> Fraction: left aligned Option letter: vertically centered on fraction 	Arranged in ascending or descending order	How many cups of sugar does Janet need to make two cakes? A. $\frac{1}{2}$ B. $1\frac{1}{4}$
	Times of day: <ul style="list-style-type: none"> Decimal aligned on colon 	Arranged in ascending or descending order	At what time does Kody eat lunch? A. 11:30 a.m. B. 1:00 p.m.

Option Alignment and Order			
Option Type	Alignment	Order	Example
Text options	Left aligned	Words: arranged in alphabetical order	What does the word <u>pacify</u> mean in the sentence in the passage? A. greet B. soothe
	Left aligned	Phrases and sentences: arranged by length, longest to shortest or vice versa; if more than one line of text is used as separate paragraphs (such as a title followed by a description), the length of the first line of text is considered (e.g., the title)	Which statement is true about a triangular prism? A. It has six vertices. B. It has four triangular faces.

Note: Options are not arranged in the prescribed order when doing so clues the answer to the item.

Constructed-Response Items

CR items consist only of item stems. The stems are complete sentences written as either questions or imperative commands.

How does the narrator change in the passage? Use details from the passage to support your answer.

Write a paragraph that explains how meteorologists predict the weather. Choose information from the graphic organizer to include in your paragraph.

Parts in Items

Some items are divided into parts labeled with consecutive, lettered headings. In headings, the word *part* and the part letter are capitalized and bold—they are also italic in Math only. In item text, the word *part* is lowercase and the part letter is capitalized. Parts may comprise a mix of SR and CR items or two of one type.

[ELA]

Part A

Maddox has 12 toy cars: 2 red cars, 4 blue cars, and some silver cars. Write an equation that could be used to find the number of silver cars he has.

[Math]

Part B: Solve the equation you wrote in part A to find the number of silver cars Maddox has.

D. Performance Tasks

ELA PTs consist of a collection of selections (two or more) followed by four items, the last of which is a writing assignment. The selections and items are interwoven together as a single task by directions to the student and administering teacher. Unscored classroom activities may also be given to prepare the class for the performance task, which consist of a script read out loud to the class by the teacher and possibly ancillary materials.

Math PTs consist of a stimulus followed by six associated items. Some of the items may be broken into parts (part A and part B—see “Parts in Items” above).

All content in performance tasks follows the guidelines in this document.

- For items, follow the general guidelines in “Test Items” in this section as well as the content-specific guidelines in Parts III and IV. For TEIs, follow the additional guidelines in Part VI.
- For selections, follow the font and alignment specifications in “Selections” in Part III.
- For graphics, follow the specifications in Part V.

Some exceptions are as follows.

ELA PT style exceptions.

The purpose-setting statements (PSSs) of the selections provide students with information about the selections. A performance task PSS should

- refer to the selection using a descriptive term such as *passage*, *article*, or *Web page*.
- include the publication name and date; author’s expertise or position in relation to the topic; type of publication (if relevant); and topic, purpose, audience, or other context information that will allow students to evaluate the source.

A performance task PSS should not

- refer to the selection as a *selection*.
- include information that clues the answers to items.
- refer to a specific item number (e.g., questions 1 through 4).
- ask a question. (Students might think they are expected to provide an answer.)

Acknowledgment lines of the selections follow APA style: Only the first word of titles (and subtitles after a colon) are capitalized, except for domain names which are title case and italic. Quote marks are not used for titles. URLs are not underscored.

Mikel, T. (2013, June 4). Bluebirds in spring. *Feathers of a Season*. Retrieved from http://www.feathersofaseason.com/bluebirds_in_spring

Wings in transition: Backyard birds. (2014). *Flight anthology*. New York, NY: Kimbly Publishing.

Math PT style exceptions.

- Table titles use bold and use title case. They must be numbered using a period after the number. E.g., **Table 1. Fitness Activities.**
- In items, table titles in text are bold and title case, but they do not have a period after the number. E.g., **Table 1 Fitness Activities.**
- Text entries and mixed numbers (i.e., whole numbers with fractions) in tables should be left aligned with the widest entry centered. Numbers are decimal aligned with the widest entry centered.
- When an item refers to a previous item, use an initial capital for “Question” followed by the item number. In generic references, use lowercase for “question.” E.g.: Use your answer from Question 3 to find the total money spent.; Use the table to answer the question.

E. Graphics and Other Stimuli in Items

Note: Graphics and other stimuli are left aligned in items.

Introductory Statements

Descriptive terms.

A graphic in an item should not be referred to as a *graphic*; instead, use a more descriptive term, such as *graph*, *table*, or *diagram*. The same descriptive term should be used throughout the item.

Correct:

Ms. Bridges made this *drawing* of her classroom. In her *drawing*, she used the scale 1 centimeter = 1 meter.

Incorrect:

Ms. Bridges made this *drawing* of her classroom. In her *picture*, she used the scale 1 centimeter = 1 meter.

If a graphic represents a three-dimensional object, use the name of the object to describe the graphic. The term selected should be used throughout the item.

Correct:

Tom made this *graph* to show the number of markers he has in each color. Based on the *graph*, how many blue markers does Tom have?

Incorrect:

Tom made this *graph* to show the number of markers he has in each color. Based on the *diagram*, how many blue markers does Tom have?

Above and below.

Do not use the terms *above* and *below* to refer to the location of a graphic; instead, use terms such as *this*, *that*, and *the*.

Use the numbers to make the equations true. Each number can be used only once. To use a number, drag it to one of the boxes in the equations.

9 15 16 23 29 30

$$\square + \square = 38$$

$$\square + \square = 45$$

However, the term *below* can be used to refer to the location of text not considered graphics.

Introductory statements in item stems.

Graphics positioned within items are introduced as part of the item stem. Introductory statements in stems are not italicized.

This map shows three hiking trails around a lake.

Kaylie asked her classmates about their favorite games. She recorded their answers in the tally chart.

An introductory statement that is part of an item stem should be as descriptive as possible; however, a sentence such as “Look at this [graphic]” is acceptable when a more descriptive introduction is not available or appropriate.

Acceptable:

Look at this flyer.

Preferred:

This flyer shows discounts available for students at the school store.

Note: In SR items, graphics are not positioned between the stem and options; stem text appears between the graphic and the options.

Boxed text.

Like graphics, boxed text must be introduced with an introductory statement in the item stem. The statement should instruct students to read, rather than to use or look at, the text.

Read this sentence and answer the question that follows.

Claire was so captivated by the sunset that she didn't even hear her mother's question.

What does the underlined word mean as it is used in the sentence?

Referring to Text from Graphics in Items

Items sometimes refer to titles, headings, labels, and other text in graphics. Use the guidelines that follow to determine the appropriate treatment of text from graphics that is referred to in items. Note that these guidelines apply only to the treatment of graphic text in items, not to the text in the graphic itself. (See Part V for information about the treatment of text in graphics.)

- Text from graphics is not enclosed in quotation marks.
- Titles and headings appear in regular type and follow the same capitalization used in the graphic.

Which unit should be used for the measures in the column titled Volume of Water?

- Labels and other text appear in regular type but do not necessarily follow the same capitalization used in the graphic. Use the guidelines that follow to determine whether to capitalize labels and other text from graphics.
- Capitalize labels that precede letters or numerals if the label is capitalized in the graphic.

This table shows the populations of four towns.

Town	Population
1	926
2	552
3	733
4	618

Capitalize labels that precede letters or numerals if the label is capitalized in the graphic.

How much **greater** is the population in **Town 1** than in Town 4?

Smarter Balanced Style Guide: Global Style Conventions

- Capitalize labels that are proper nouns.
- Lowercase labels that are common nouns (but see previous example for exception).

Jesse walks three dogs in his neighborhood. This tally chart shows the number of times he walked each dog last week.

Dog	Number of Times Walked
Schnauzer	
Beagle	
Labrador retriever	

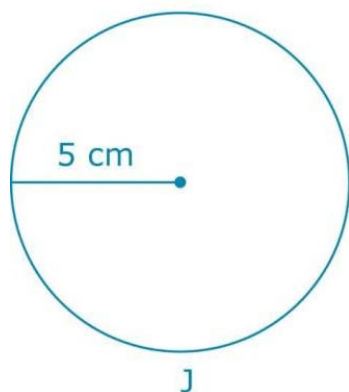
Capitalize proper nouns.

How many more times did Jesse walk the Labrador retriever than he walked the schnauzer?

Lowercase common nouns.

- Lowercase labels that are lowercase or not shown in the graphic.

The radius of circle J is 5 centimeters.



Lowercase labels that are not shown in graphics.

The radius of circle K is twice as long as the radius of circle J. What is the **diameter**, in centimeters, of circle K?

Note: See “Naming Conventions for Geometric Objects” in Part IV for information about naming conventions for geometric objects, such as shapes, angles, and lines.

Graphics Embedded in Text

When an object shown in a graphic is embedded in running text, it should be the same size in both the graphic and the text. Multiple graphics embedded in running text should be the same size as each other.

F. Preferred Editorial Styles

Spelling and Plurals

Common nouns.

The plurals of most nouns are formed by adding *s*: boys, trees. Exceptions to this rule include the following:

- The plurals of words that end in *ch*, *j*, *s*, *sh*, *ss*, *x*, or *z* are formed by adding *es*: churches, biases, wishes, classes, foxes, waltzes.
- The plurals of words that end in a consonant and *y* are formed by changing *y* to *i* and adding *es*: babies, realities.
- The plurals of words that end in *o* are formed by adding *es* or *s*: heroes, potatoes, egos, cellos.
- The plurals of words that end in *f* or *fe* are usually formed by changing *f* to *v* and adding *es*: hooves, lives, but dwarfs, roofs.

Note: Many nouns have irregular plural forms (child/children, deer/deer, die/dice). When in doubt about the form or spelling of a plural, consult a dictionary.

Compound nouns.

The plural of a hyphenated compound noun is usually formed by adding *s* to the main noun in the compound: brothers-in-law, courts-martial.

For solid, or closed, compound nouns, plurals are formed the regular way: classrooms, cupfuls, stopwatches.

The plurals of open compound nouns are formed by pluralizing the main noun: attorneys general, centers of industry.

Proper nouns.

The plurals of proper nouns are usually formed by adding *s* or *es*. The plural of a proper noun ending in *y* takes an *s*.

the Smith family; the Smiths

the Jones family; the Joneses

Monday; Mondays

Canadian; Canadians

Letters, numbers, and abbreviations.

The plurals of capital letters used as words, numerals used as nouns, and abbreviations are usually formed by adding s. To avoid confusion, the plurals of lowercase letters are formed by adding an apostrophe and an s.

Juan received all Bs on his report card.

the 1880s

DVDs

x's and y's

Possessives

Singular nouns.

The possessive of most singular nouns, both common and proper, is formed by adding an apostrophe and an s. This includes words that end with an unpronounced s and names with an ending pronounced eez.

a rock's weight

the witness's testimony

Dylan Thomas's poetry

Ms. Martinez's classroom

Indianapolis's skyline

the marquis's quarters

Albert Camus's novels

Euripides's works

However, a noun that is singular in meaning but plural in form takes an apostrophe only.

this species' characteristics

Hocking Hills' nicest campground

the United States' role as peacekeeper

the Academy of Sciences' publication

Plural nouns.

The possessive of most plural nouns is formed by adding an apostrophe only.

puppies' tails

the Joneses' house

the Martinezes' son

but

children's literature

women's rights

Letters and numbers.

The possessive of letters and numbers is formed by adding an apostrophe and an s.

LBJ's diary

1980's worst flood

Joint vs. separate possession.

When closely linked nouns are considered a single unit and “possess” the same thing, only the second noun takes an apostrophe and an s.

my mom and dad's house

Amelia and Brianne's teacher

When the things being possessed are not the same, both nouns take an apostrophe and an s.

my mom's and dad's birth certificates

Cleveland's and Chicago's rail systems

Compound Terms

compound noun two or more nouns combined to form a single noun

compound modifier a modifier that consists of two or more words

- An *open compound* is written as two words: real estate, sand dollar.
- In a *hyphenated compound*, the words are joined by a hyphen: self-esteem, half-baked.
- A *solid compound* is written as one word: playground, textbook.

Compound modifiers.

Compound modifiers are usually hyphenated before a noun and open after a noun.

an open-ended question; a question that is open ended
a well-read student; a student who is well read
a 250-page book; a book that is 250 pages long
a sixteen-ounce bottle; a bottle that holds sixteen ounces

There are a few exceptions to this rule:

- When the compound modifier is a common open compound noun, it should be hyphenated only to prevent ambiguity.
high school teacher
real estate listing
but
short-story writer
real-number theory
- When the first modifier in the compound is an adverb that ends with *-ly*, the compound is open.
highly paid assistant
hotly contested campaign
- When the compound is made up of a number and an abbreviated unit of measurement, the compound is open.
a 5 km race
a 3 ft wall
- When a phrase is used as a modifier, it is usually hyphenated before a noun and open after a noun.
over-the-counter medicine; medicine sold over the counter
an up-to-date form; a form that is up to date
- When the second part of a compound modifier is omitted, a space follows the hyphen.
fifteen- and twenty-year mortgages
micro- and macro-evolution
but
third-, fourth-, and fifth-grade students

Prefixes and suffixes.

Words that are formed with common prefixes and suffixes (*anti-*, *bi-*, *mid-*, *multi-*, *non-*, *over-*, *post-*, *pre-*, *re-*, *sub-*, *un-*, *under-*, *-fold*, *-less*, and *-like*) are usually closed.

bivalve

catlike

multipurpose

noninvasive

However, a hyphen should be used

- before a numeral or a capitalized word: post-1800, mid-September.
- before a compound term: non-self-sufficient.
- to separate combinations of letters that might be hard to read: anti-intellectual, de-ice, lava-like.

Use an en dash instead of a hyphen in a compound adjective when one of its elements consists of an open compound: post–World War II.

Capitalization

Proper nouns and adjectives are always capitalized.

Personal names and titles.

All personal names (first, middle, last) are capitalized, as are initials, nicknames, and the suffixes *Jr.* and *Sr.* Do not set off a suffix with commas. Include a space between the initials in a personal name except when the initials are used alone.

Susan B. Anthony

Ivan the Terrible

E. B. White

Martin Luther King Jr.

LBJ

A person's title or office is capitalized only when it directly precedes a personal name and is part of the name.

President Lincoln; the president

Professor Johnson; the professor

Reverend Jackson; the reverend

General Grant; the general

When a title is used in apposition to a personal name (meaning it is used as a description rather than as part of the name), it is lowercase.

American president Lincoln
former president Bush
the Southern-born reverend Jackson

Kinship names.

Kinship names are lowercase unless they directly precede or replace a personal name. When kinship names are used in apposition to personal names, they are lowercase.

My mom and dad have been married for 30 years.
Did you write to Aunt Kelly?
Can I have a cookie, Mom?
My kids love their aunt Kelly.

Racial and ethnic names.

Names of ethnic and racial groups are capitalized, as are adjectives derived from them. Do not hyphenate compound terms.

African Americans; African American poetry
Asians; Asian influence; an Asian American
Caucasians; Caucasian population
Inuits; Inuit art
Native Americans; Native American lore
but
white; black
people of color

Geographic names.

Proper names and nicknames are capitalized.

New York City
the Big Apple

Directional nouns are lowercase when they are used to indicate direction but capitalized when they refer to a distinct region.

a north wind; North African countries; in northern African
a southern climate; southern Ohio; the South; South America
eastern Illinois; the East Coast

Trademarks and brand names.

Use generic terms whenever possible. When using a brand name that is trademarked, capitalize the name but do not include the trademark symbol.

Post-it Notes; sticky notes
Kleenex; tissue

Titles of Works

Capitalization.

Use headline style capitalization for titles of works. Capitalize the first and last words of the title and all interior words except

- articles (*a, an, the*).
- coordinate conjunctions (*and, but, for, or, nor*).
- prepositions, regardless of length, unless they are functioning as nouns, adjectives, or adverbs.
- the word *as*.
- scientific terms/names that begin with a lowercase letter (*pH*) or are lowercase in running text (*E. coli*).

“A Little Knowledge Is a Dangerous Thing”

Driving through Vermont

“The Ins and Outs of Trail Running”

“Reading for Fun”

Turn Up the Volume

A Primer on Soil pH

Hyphenated compounds in titles.

Use the following guidelines for capitalizing a hyphenated compound in a title:

- Capitalize the first element of the hyphenated compound.
- Capitalize any subsequent elements unless they are articles, coordinating conjunctions (*and, but, for, or, nor*), or prepositions.

- If the first element is a prefix or combining form that could not stand by itself as a word (*anti*, *pre*), do not capitalize the second element unless it is a proper noun or proper adjective.
- Capitalize the second number in a hyphenated number or fraction that is spelled out.

Heights of Sixth-Grade Students

Teacher-to-Teacher Initiatives

E-learning for Students

The Animals of Sub-Saharan Africa

Twenty-First-Century Skills

The Two-Thirds Majority

Typographical treatment.

In running text, the titles of books, magazines, newspapers, journals, movies, and works of art are set in italics. The titles of poems, essays, short stories, articles, and songs are set in regular type and enclosed in quotation marks. When the titles of newspapers and periodicals appear in running text, the initial *the* is lowercase and set in regular type, even if it is part of the title.

War and Peace

the *New York Times*

E.T.

“The Lake Isle of Innisfree”

“The Lottery”

“Sloop John B”

Treatment of Terms

Note: See “Treatment of Numbers” in Part IV for information about the preferred treatment of numbers.

Emphasis terms.

In items, emphasis terms are boldface at all grade levels.

What is the **most likely** reason the author wrote the passage?

Which is the **best** estimate of the number of beans in the jar?

Letters as letters.

Letters referred to as letters in text are italicized.

Liam has 2 cards labeled with the letter *E*, 6 cards labeled with the letter *F*, and 4 cards labeled with the letter *G*. What fraction of Liam’s cards are labeled with the letter *G*?

Words as words.

Words and phrases referred to as words in text are enclosed in quotation marks. (This does not apply to vocabulary terms in ELA items.)

Why does the author repeat the word “heart” in the passage?

What does the metaphor “sea of trouble” suggest in the poem?

Contractions.

Contractions can be used in selections and other material from outside sources (e.g., stimuli in performance tasks). However, contractions are not used in items **except** when

- the contraction is part of a direct quotation from a selection.

Why does the narrator claim that his father “doesn’t understand”?

- the item addresses contractions.

Which two words form the contraction can’t?

Options.

- For ELA lower grades, use *choices*. For ELA upper grades, use *options*. (Content decides what is considered lower grades versus upper grades.)
- The verb used in ELA is *choose*. However, when *choose* is used with *choices*, change *choose* to *pick*. Also, if there is more than one correct answer, *select* may be used instead of *choose* or *pick*.

choose an option

pick a choice (*not* choose a choice)

select the options

Abbreviations

Note: Except for abbreviated units of measure and forms of address, abbreviations are rarely used in items. Abbreviations are used in graphics when space is an issue.

Acronyms and initialisms.

- acronym** an abbreviation based on the initial letters of a term and pronounced as a word (NASA, OPEC)
- initialism** an abbreviation based on the initial letters of a term and pronounced by spelling out each letter (AARP, DNA)

Acronyms and initialisms are usually set in all capital letters without periods. When an acronym or initialism is preceded by an indefinite article, the choice of *a* or *an* is based on the pronunciation of the abbreviation.

an HMO

an AARP newsletter

a DNA sample

a NASA initiative

an OPEC worker

Unless an acronym or initialism is extremely well known (e.g., IRS, PTA, NATO), spell it out the first time it is used and enclose the abbreviated form in parentheses after the spelled-out term.

The grade-level expectations (GLEs) for mathematics are listed below.

The GLEs for English Language Arts (ELA) are listed in the next section.

Latin abbreviations.

Use Latin abbreviations only in parenthetical text. The abbreviations most commonly used are *e.g.* (for example), *etc.* (and so on), and *i.e.* (that is). In text, these abbreviations are set in regular type.

Unapproved resource materials (e.g., cell phones, dictionaries) are not allowed during test sessions.

Unapproved resource materials (cell phones, dictionaries, etc.) are not allowed during test sessions.

Reference books (i.e., dictionaries, thesauri) are not allowed during test sessions.

Geographic abbreviations.

The names of states are spelled out in running text. Abbreviations are used where a zip code follows or in other contexts in which abbreviations are appropriate (e.g., acknowledgments, graphics, tables, lists). In these cases, use the two-letter postal abbreviations without periods.

Spell out *United States* when it is used as a noun; either abbreviation *U.S.* or *US* may be used as an adjective.

The campus is in Westerville, Ohio.

Please mail the documents to PO Box 121, Cloverdale, VT, 00111.

the president of the United States (*not* the president of the US)

the U.S. Treasury Department

Time.

Eras.

Use capital letters without periods to indicate eras. (Note that BC and BCE follow the date, while AD and CE precede the date.)

55 BC

AD 1066

Months.

Months are spelled out in running text but may be abbreviated in graphics. Use the following abbreviations:

Jan. May Sept.

Feb. June Oct.

Mar. July Nov.

Apr. Aug. Dec.

Days of the week.

Days of the week are spelled out in running text but may be abbreviated in graphics. Use the following abbreviations:

Sun. Thurs.

Mon. Fri.

Tues. Sat.

Wed.

Times of day.

Lowercase letters followed by periods are used for a.m. and p.m.

Part II:

Grammar, Usage, and Punctuation

A. Grammar and Usage

The grammar and usage guidelines in this section are based on the reference materials listed in Appendix B. Refer to those sources for additional information.

Subject-Verb Agreement

Singular subjects require singular verbs, and plural subjects require plural verbs. However, identifying a subject as singular or plural is not always easy. Following are some of the usages that frequently cause confusion.

- *And*. Use a plural verb if a sentence has two subjects joined by *and*, unless the nouns joined by *and* form a collective idea.

Amy and Bruce have arrived.

The horse and carriage has arrived.

- *Along with, as well as, coupled with, together with*, etc. These phrases do not change the number of the subject. Use a singular verb when such phrases are used to connect nouns.

The principal, along with the teachers, has developed a mentoring program.

- *Collecting noun phrase*. When a sentence has a collecting noun phrase (e.g., a bunch of) in front of a plural noun (e.g., girls), the verb is usually plural, unless the collecting noun is the main idea.

A fraction of the students are causing trouble.

A string of burglaries have (or has) rattled the neighbors.

A set of keys is on the table.

- *Collective ideas*. When a plural noun refers to a single, unified idea or concept, the noun takes a singular verb.

Eight hundred words is the maximum length for the essay.

The editor's primary objective and mission is to do no harm.

Three months is enough time to complete the assignment.

- *Collective nouns*. A collective noun refers to two or more people or things (e.g., committee, pair, team, staff). Use a singular verb when the members of the collective are acting as a group and a plural verb when the members of the collective are acting individually.

The class is taking a field trip to a museum.

The couple disagree about how to discipline their child.

- Recast sentences when the plural is awkward.

Awkward: The class are handing in their book reports.

Preferred: The students in the class are handing in their book reports.

Awkward: The school board are debating a new dress code.

Preferred: The school board members are debating a new dress code.

Note: Collective nouns and ideas should be consistently treated as either singular or plural within an item.

- Or.* Use a singular verb if a sentence has two or more singular subjects joined by *or*. If a subject consists of both a singular noun and a plural noun joined by *or* or *nor*, the verb usually agrees with the closer noun.

The chief or the lieutenant is available to attend the conference.

Neither the coach nor the players want the season to end.

- There, here.* In constructions that begin with *there* or *here*, the verb agrees with the anticipated subject.

There is no way out.

There are many ways to go.

Here are the books.

Pronoun-Antecedent Agreement

pronoun a word used as a substitute for a noun or, in some cases, another pronoun (e.g., he, they, it)

antecedent the word to which a pronoun refers; for example, in the sentence “Linda walked to her friend’s house after school,” the pronoun *her* refers to the antecedent *Linda*.

Singular vs. plural pronouns.

Pronouns and antecedents must agree in number.

Use singular pronouns for

- singular antecedents.
- singular collective nouns and collective ideas.
The team is playing its first game next week.
- two or more singular antecedents connected by *or*, *nor*, *either-or*, or *neither-nor*.
Either Kristen or Barbara will bring her notes to the study group.
- two or more singular antecedents preceded by *each*, *every*, or *no* and connected by *and*.
Every dog and every cat has its day.

Use plural pronouns for

- plural antecedents.

Students will receive their report cards at the end of the week.

- plural collective nouns.

The audience rushed back to their seats.

- two or more antecedents connected by *and*.

Because Lexi and Curt are both sick, they are unable to attend the lecture.

When a singular antecedent and a plural antecedent are connected by *or*, the pronoun agrees with the nearer antecedent. To avoid awkwardness, cast the sentence so that the plural antecedent comes second (nearer to the pronoun).

The principal or the vice principals will bring their recommendations to the board.

Ambiguous pronouns.

Pronouns should clearly refer to a single nearby antecedent. Avoid ambiguous pronouns, which lack an antecedent or refer to multiple antecedents. When necessary, recast sentences to improve clarity.

Ambiguous: Derek and Brandon will discuss his trip to Paris.

Preferred: Derek will discuss his trip to Paris with Brandon.

Ambiguous: Robbie and his friends have 6 apples. He puts them into a basket.

Preferred: Robbie and his friends have 6 apples. Robbie puts the apples into a basket.

Antecedents should be either nouns or other pronouns. However, a pronoun may refer back to a possessive if the intended meaning is clear.

Emily's pencil is on her desk.

Will's classmates sent him a get well card.

Modifiers

modifier a word or phrase that qualifies the meaning of another word or phrase

Misplaced modifiers.

The placement of a modifier in a sentence can affect the meaning of the sentence. When a modifier is misplaced, it modifies a word that the author did not intend to modify. The example that follows shows how the placement of the modifier *only* affects the meaning of a sentence.

1) Only Aubree is running in the race tomorrow.

2) Aubree is only running in the race tomorrow.

3) Aubree is running only in the race tomorrow.

Sentence 1 indicates that Aubree is the only person participating in the race tomorrow. Sentence 2 implies that Aubree is running in the race tomorrow but not doing anything else (e.g., jumping hurdles). Sentence 3 suggests that Aubree is running in tomorrow's race and no others. To ensure the meaning is clear, a modifier should be placed as close as possible to the word it modifies.

Dangling modifiers.

dangling modifier

a modifying phrase or clause that is not directly followed by the subject it modifies

A dangling modifier has no connection to the word it modifies. As a result, it often unintentionally modifies another word in the sentence.

- 1) Running across the field, the Sun felt warm on the student's back.
- 2) Running across the field, the student felt the warm Sun on his back.

Because the student, and not the Sun, is running across the field, sentence 2 shows the subject correctly positioned directly after the modifying phrase.

Adjectival and Adverbial Degrees

Adjectives and adverbs have three degrees: the absolute or positive (e.g., small), the comparative (e.g., smaller), and the superlative (e.g., smallest).

absolute or positive

an adjective or adverb that describes a person or thing without comparing it with another person or thing

comparative an adjective or adverb that compares two people or things

superlative an adjective or adverb that compares three or more people or things

Absolute: The red marble is shiny.

Comparative: The red marble is shinier than the blue marble.

Superlative: The red marble is the shiniest of all the marbles.

Incomplete comparisons.

To be complete, a comparison must include both items that are being compared. An incomplete comparison often involves a comparative adjective or adverb with no point of reference for comparison.

Incomplete: The red marble will roll more quickly.

Complete: The red marble will roll more quickly than the blue marble.

The first sentence indicates that a comparison is being made, but the comparison is incomplete because the reader doesn't know what is being compared. (The red marble will roll more quickly than what?) The second sentence completes the comparison.

Illogical comparisons.

Illogical comparisons occur when the items being compared do not belong to the same category.

Illogical: The interest on a money market account is usually higher than a savings account.

Logical: The interest on a money market account is usually higher than the interest on a savings account.

Logical: The interest on a money market account is usually higher than that on a savings account.

The first sentence compares two items that are not in the same category: interest and a savings account. The second and third sentences show different ways to revise the sentence so that the comparison is logical.

Preferred Word Usage

a; an use *a* before a word that begins with a consonant sound (a historical document); use *an* before a word that begins with a vowel sound (an hour long)

a; an; the use *a* or *an* to refer to a nonspecific person or thing (a store); use *the* to refer to a specific person or thing (the owner of the store)

according to; based on

use *according to* when the answer is directly stated in the stimulus; use *based on* when the answer must be inferred from the stimulus

According to the passage, what is the first step in the project?

Based on the paragraph, what does the word vanity mean?

already; all ready

use *already* to refer to time (a class that already started); use *all ready* to refer to preparation (all ready for the class to start)

altogether; all together

use *altogether* to mean “entirely” (the sum of the numbers altogether); use *all together* to mean “unity” (all together on the playground)

among; between

use *among* to refer to a relationship shared by three or more people or things (among the students); use *between* to refer to a relationship shared by two people or things (between the teacher and the student)

amount; number

use *amount* to refer to something uncountable (the amount of snow); use *number* to refer to something countable (the number of snowflakes)

antennae; antennas

use *antennae* to refer to the plural sensory appendages of insects (locusts with short antennae); use *antennas* to refer to plural electronic transmitters (TV antennas)

anyone; any one

use *anyone* as an indefinite pronoun (anyone could win); use *any one* to refer to a single person or thing in a group (any one of us could win)

biannual; biennial

use *biannual* to refer to something that occurs twice a year; use *biennial* to refer to something that occurs once every two years

A biannual pant sale is held in spring and fall.

A biennial plant does not bloom until the second year.

can; may; might

use *can* to indicate physical or mental ability; use *may* to indicate possibility or permission; use *might* to express a stronger sense of doubt

The student can recite the poem from memory.

The student may be asked to recite the poem in front of the class.

You may be excused from the table.

The student might be asked to recite the poem in front of the entire school.

common; mutual

use *common* to refer to something shared by two or more people (two girls with a common friend); use *mutual* to refer to something reciprocal or directly exchanged (mutual respect)

compare to; compare with

use *compare to* when comparing the similarities of people and things; use *compare with* when comparing the similarities and differences of people and things

complement; compliment

use *complement* to refer to something that completes or supplements something else (afterschool programs that complement the school day); use *compliment* to refer to praise (a compliment on the student's skill)

compose; comprise

use *compose* to indicate "to make up, or form the substance"; use *comprise* to indicate "to be made up of, to include"

There are many student groups that compose the school.

The school comprises many student groups.

continual; continuous

use *continual* to refer to something that occurs intermittently or frequently (a continual stream of interruptions); use *continuous* to refer to something that never stops (a continuous flow of water from the river to the gulf)

each other; one another

use *each other* to refer to a relationship shared by two people or things (two girls who like each other); use *one another* to refer to a relationship shared by three or more people or things (four girls who like one another)

farther; further

use *farther* to indicate physical distance (a ball that rolled farther); use *further* to indicate figurative distance (an idea that was further explored)

fewer; less

use *fewer* to refer to something countable (fewer pennies); use *less* to refer to an amount or to something uncountable (less money)

forego; forgo

use *forego* to mean “to go before” (a foregone conclusion); use *forgo* to mean “to go without” (teachers who will forgo coffee)

if; whether; whether or not

use *if* to introduce conditions; use *whether* to introduce alternatives; use *whether or not* only when the intended meaning is “regardless of whether”

If it rains, the game will be canceled.

Ask the coach whether the game is canceled.

The coach said the game will take place whether or not it rains.

like; such as

use *like* to refer to something that is similar to the example that follows but is not necessarily the example itself; use *such as* to refer to a specific example that follows

We need more teachers like Mrs. Jordan.

We value dedicated teachers, such as Mrs. Jordan.

percent; percentage; %

use *percent* after a number word (five percent of voters); use *percentage* as a stand-alone term (a percentage of voters); use the percent symbol after a numeral (5% of voters)

sight; site

use *sight* to indicate something worth seeing (the sights of Paris); use *site* to indicate a place or location (the site where the Eiffel Tower was built)

B. Punctuation

Commas

Series of elements.

- Commas are usually used to separate the elements in a series of three or more elements. Include a serial comma before the conjunction (e.g., and, or, but) joining the last two elements in the series.

Tammy bought eggs, milk, and sugar at the grocery store.

Zach will have pizza, spaghetti, or chicken for dinner.

- Do not use commas between elements in a series of three or more if all the elements are joined by conjunctions.

I read and Brennan listened to music and Cameron watched TV.

- Do not include a serial comma before an ampersand.

The graph is titled *Weather, Temperature & Wind Speed in Three Cities*.

Introductory phrases.

- In **grades 3–5**, use a comma after both short and long introductory phrases.

In 1980, the average cost of a new house was \$68,700.

At the third traffic light after the library, the car turned right.

- In **grades 6 and above**, use a comma only after long introductory phrases. Do not use a comma after short introductory phrases unless a comma is necessary to prevent misreading (as in the last example).

In 1980 the average cost of a new house was \$68,700.

At the third traffic light after the library, the car turned right.

To Kevin, Tricia seemed mysterious.

Note: The distinction between long and short introductory phrases is a matter of editorial discretion.

Independent and dependent clauses.

clause	a group of words that contains a subject and a verb
independent clause	a clause that can stand alone as a complete sentence
dependent clause	a clause that cannot stand alone as a complete sentence
restrictive	provides information that is essential to meaning
nonrestrictive	provides information that is not essential to meaning

- In general, use a comma between two independent clauses joined by a conjunction (e.g., and, or, but). However, when the clauses are short, the comma can be omitted.

Alan went to the mall to buy a sweater, but he bought a jacket instead.

Glenda bought a blouse and then she bought a skirt.

This guideline also applies to two independent clauses that are imperative statements (i.e., statements in which the subject is an implied “you”).

Please stop by Ben’s house to get the books, and then return them to the library. Get the books and return them to the library.

- Use a comma after a dependent clause that comes before an independent clause.

When Eliza awoke, she ran to the window to see whether it was snowing.

If it was snowing, school would be canceled for the day.

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- When a dependent clause comes after an independent clause, do not separate the clauses with a comma if the dependent clause is restrictive, or essential to the meaning of the sentence. Separate the clauses with a comma if the dependent clause is nonrestrictive, or not essential to the meaning of the sentence.

Restrictive: School will be canceled if it snows.

Nonrestrictive: The superintendent must follow the snow day policy, even though the district has already used 10 snow days this month.

Compound predicates.

compound predicate two or more verbs that have the same subject

Do not include a comma between the parts of a compound predicate unless a comma is needed to prevent misreading (as in the last example).

Amanda listened to the radio and surfed on the Internet.

Elliot called the store manager to complain but was told that the manager had left for the day.

He bumped into the woman as she stepped off the elevator, and gasped.

Relative clauses and phrases.

relative clause a clause that begins with a relative pronoun, adjective, or adverb (that, which, whose, when)

Relative clauses can be restrictive or nonrestrictive. A restrictive clause provides information that is essential to the meaning of a sentence and should not be set off by commas. Use commas to set off a nonrestrictive clause, which can be omitted without changing the meaning of the sentence.

In the examples that follow, the clause in the first sentence is restrictive and essential to the meaning of the sentence: Only students who have finished may read. (All other students should continue working on the test.) In the second sentence, the clause is nonrestrictive. The fact that the students represent several different schools could be omitted from the sentence without changing its essential meaning.

Restrictive: Students who have finished their tests may read quietly.

Nonrestrictive: The mayor honored the students, who represent 20 different schools, for their volunteer work.

Which vs. that.

The word *which* is used to introduce a nonrestrictive clause. The word *that* is used to introduce a restrictive clause. In other words, use commas with the word *which*, but do not use commas with the word *that*.

In the examples that follow, the *that* clause in the first sentence is restrictive and essential to the meaning of the sentence: Only the cookies baked this afternoon will go into the jar. (The cookies baked this morning will go into tins instead.) The *which* clause in the second sentence is nonrestrictive. All the cookies should go into the jar; the fact that they were baked this afternoon could be omitted from the sentence without changing its meaning.

Restrictive: The cookies that we baked this afternoon should be put into the cookie jar.

Nonrestrictive: The cookies, which we baked this afternoon, should be put into the cookie jar.

Appositives.

appositive a word, phrase, or clause appearing next to a noun or pronoun that explains or identifies it

Like relative clauses, appositives are either restrictive or nonrestrictive. A restrictive appositive provides information that is essential to the meaning of the sentence and should not be set off by commas. Use commas to set off a nonrestrictive appositive, which could be omitted without changing the essential meaning of the sentence.

Restrictive: Joanne's brother Ricky works at the post office.

Nonrestrictive: Lee's husband, Ricky, works at the post office.

In both sentences, *Ricky* is an appositive that describes the nouns *brother* and *husband*. In the first sentence, the appositive is essential to the meaning of the sentence: Joanne has more than one brother but only the brother named Ricky works at the post office. The appositive is nonrestrictive in the second sentence: Lee has only one husband and he works at the post office.

Phrases that begin with such as, including, and because.

Phrases that begin with *such as* or *because* are either restrictive or nonrestrictive. Restrictive phrases should not be set off by commas. Use commas to set off a nonrestrictive phrase.

Restrictive: Foods such as fish and beans are high in protein.

Nonrestrictive: Nuts, such as almonds and pecans, are high in protein.

The *such as* phrase in the first sentence is restrictive; the meaning of the sentence depends on it. The *such as* phrase in the second sentence is nonrestrictive; the phrase could be omitted without changing the meaning of the sentence.

Phrases that begin with *including* are nearly always nonrestrictive. In the example that follows, the *including* phrase in each sentence is nonrestrictive.

The proposal was sent to several states, including New York and California.

Several senators, including Senator Rose Gagnon, oppose the proposal.

Coordinate and repeated adjectives.

coordinate adjectives two or more adjectives that equally and independently modify the same noun

repeated adjective an adjective that is repeated before a noun

When a noun is preceded by coordinate adjectives, the adjectives are usually separated by a comma. There are two ways to test whether adjectives are coordinate: (1) if you can insert *and* between the adjectives and (2) if you can reverse the order of the adjectives and the sentence still makes sense.

1) The students are looking forward to a long, relaxing summer.

2) The students are looking forward to a long summer vacation.

In sentence 1, the adjectives *long* and *relaxing* can be joined by *and* (long and relaxing summer) or reversed (relaxing, long summer), and the sentence still makes sense. The reverse is true in sentence 2; a “long and summer vacation” does not make sense, nor does “a summer long vacation.” In this sentence, the unit formed by the adjective *summer* and the noun *vacation* is modified by *long*. Because *long* and *summer* are not equally and independently modifying the noun, they should not be separated by a comma.

Use a comma between an adjective that is repeated before a noun.

Felicia has many, many friends.

She is very, very lucky to have them.

Semicolons

A semicolon marks a stronger break in a sentence than a comma does. A semicolon is used

- to separate closely related independent clauses not joined by a conjunction.

Happiness isn't something you experience; it's something you remember.

- to separate independent clauses joined by a conjunctive adverb, such as *however*, *besides*, *indeed*, and *therefore*.

The roads are icy; therefore, the start of school will be delayed.

- to separate elements in a series when the elements themselves contain commas or when the elements are long and complex.

The company opened stores in Portsmouth, New Hampshire, a quaint seaside town; Manchester, New Hampshire, also known as the Queen City; and Portland, Maine, known for its restaurants and shopping.

- before *i.e.*, *e.g.*, *for example*, or *etc.*, when the next part of the sentence is a complete clause.

Chris enjoys video games; e.g., he likes to play *Guitar Hero* and *Backyard Baseball*.

Colons

Colons are rarely used in items. However, a colon can be used

- to introduce a list preceded by an independent clause, especially one that contains *as follows*, *the following*, or similar expressions.

The skirt was available in three colors: black, red, and blue.

Students are asked to bring the following materials: pencils, markers, and glue.

- to join independent clauses when the second clause amplifies or illustrates the first.
Minds are like parachutes: they function only when open.
- to introduce a series of related sentences.
Marla faced a dilemma: Now that she knew the secret, should she tell? Or was she obligated to keep her friend's confidence?

Only one space is used after a colon. As the previous examples illustrate, when a colon is used within a sentence, the first word following it is lowercase unless it is a proper noun or adjective. When a colon is used to introduce two or more sentences, the first word following it is capitalized.

A colon should not be used to introduce a list that immediately follows a verb or preposition.

Incorrect: Students are asked to bring: pencils, markers, and glue.

Correct: Students are asked to bring pencils, markers, and glue.

Incorrect: Kathy is going to the beach with: Albert, Megan, and Kenny.

Correct: Kathy is going to the beach with Albert, Megan, and Kenny.

Hyphens and Dashes

Hyphens.

Use a hyphen

- in compound terms. See “Compound Terms” in Part I for additional information.
- in telephone numbers, social security numbers, and the like.

The telephone number for customer service is 1-800-555-4321.

Hyphens can also appear in URLs and e-mail addresses.

Note: In test forms, line breaks do not occur in the middle of words. Hyphens are not used to divide words, except compound terms, at the end of a line.

En dashes.

Use an en dash

- in place of the word *to* and in ranges of three or more numbers.
Mary Lou is expecting 15–20 people to attend her birthday party on Saturday.
- in a range of numbers that is ongoing.
*Joyce Carol Oates (1938–) is the author of the novel *We Were the Mulvaney*s.*

In some cases, en dashes are also used in compound terms. See “Compound Terms” in Part I for additional information.

Do not use an en dash in ranges that consist of two numbers or in ranges preceded by the words *between* or *from*. Instead, use the word *and* to join the numbers.

The students were assigned to read the information on pages 50 and 51.

Erik and Peter will arrive between 3:00 p.m. and 4:00 p.m.

Em dashes.

An em dash can be used

- in place of commas, parentheses, and colons.

Peyton—who had never betrayed Brooke before—now faced a dilemma.

- to emphasize or set off part of a sentence.

Haley studied for hours—a strategy she hoped would help her pass the test.

- to indicate an abrupt break in thought.

Nathan—he was determined to intimidate his opponent—glared at Lucas.

Ellipsis Points

ellipsis points three spaced periods used to replace an omitted word, phrase, line, paragraph, or more from quoted text

Note: See “Reading Items” in Part III for specific information about using ellipsis points in quotations from reading and writing selections.

In general, use ellipsis points only when intervening words in quoted text have been omitted.

Do not use ellipsis points

- before the first word of a quotation, even if the beginning of the original sentence has been omitted.
- after the last word of a quotation, even if the end of the original sentence has been omitted.

Original:

I hear lake water lapping with low sounds by the shore;
While I stand on the roadway, or on the pavements gray
I hear it in the heart’s deep core.

Quotations:

The speaker hears “lake water lapping . . . by the shore.”
What is “the heart’s deep core”?

Multiple Punctuation Marks

The treatment of multiple punctuation marks at one location depends on the types of punctuation marks involved and where the punctuation marks are located in the sentence. Use the guidelines that follow to determine whether to retain or omit multiple punctuation marks.

- When a sentence ends with a punctuated abbreviation (e.g., a.m., Co.), use only one period at the end of the sentence.

The movie starts at 6:00 p.m.

- When the punctuation mark at the end of the sentence is a question mark or exclamation point, retain both the period that follows the abbreviation and the end punctuation mark.

Does Bill like his new position at Huffman & Welch, Inc.?

- A sentence that does not end with a punctuated abbreviation cannot end with multiple punctuation marks. In general, the stronger, or more important, punctuation mark is retained. Both question marks and exclamation points are stronger than periods. Whenever possible, recast sentences to avoid awkward punctuation.

*Acceptable: Mary's son loves the book series *Where's Waldo?**

*Preferred: Mary's son loves the *Where's Waldo?* book series.*

- In selected-response (SR) items, the question mark at the end of a closed stem is always the strongest punctuation mark. Whenever possible, recast questions to avoid awkward punctuation.

Acceptable: At the end of the story, why does the mouse shout "Hooray!"?

Preferred: Why does the mouse shout "Hooray!" at the end of the story?

- A comma should appear with a question mark or exclamation point in the middle of the sentence if the grammar of the sentence requires a comma. Whenever possible, recast questions to avoid awkward punctuation.

Acceptable: When Marlon shouted, "No!" the crowd of people became silent.

Preferred: The crowd of people became silent when Marlon shouted, "No!"

- When a title or quotation that ends with question mark or exclamation point appears in the middle of a sentence, the punctuation mark is retained.

Oklahoma! is playing at the theater tonight.

Kerri shouted, "Surprise!" when Eddie walked into the room.

- When a title or quotation that ends with a question mark or exclamation point ends a sentence, follow the guidelines at the beginning of this section.

*Acceptable: Have you read Dr. Seuss's book *Oh, the Places You'll Go?**

*Preferred: Have you read the book *Oh, the Places You'll Go!* by Dr. Seuss?*

URLs and E-mail Addresses

In printed text, uniform resource locators (URLs) and e-mail addresses sometimes need to be broken at the end of a line. For URLs, break the line after a colon or a double slash; before or after an equal sign or an ampersand; or before a single slash, a period, or any other punctuation or symbols. To avoid confusion, do not insert an end-of-line hyphen or break the URL after a hyphen that is part of the URL.

[http://
www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

or

[http://www.corestandards.org/assets
/CCSSI_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

For e-mail addresses, break the line before the at sign (@) or a dot.

[For assistance, please contact janedoe
@wilco.com.](mailto:janedoe@wilco.com)

URLs and e-mail addresses should be underscored in text but should not be active as actual hyperlinks.

Lists

- In items, lists can be designated by bullets or numbers. (See “Text Elements” in Part III for information about lists in selections.)
 - Use bullets for lists that provide students with information.
 - Use numbers for lists only when there is a need to indicate the order of the list items, suggest relative importance among the items, or clearly separate the items.
 - To avoid confusion with option and part letters, do not use letters for lists.

- All items in a list should be parallel in construction.

Not parallel: The teacher told the students that they should review the material, get plenty of sleep, and to eat a healthy breakfast before the test.

Parallel: The teacher told the students to review the material, get plenty of sleep, and eat a healthy breakfast before the test.

- Lists may be run in to the text or set vertically. In vertical lists, bullets/numbers should be indented 0.25 inch. Text should be indented 0.25 inch from the bullet/number with a 0.25 inch hanging indent.

Run-in lists.

Lists that are short and simple or that form a grammatically complete sentence should be run in. If numbers are used to separate the items of a run-in list, they should be enclosed in parentheses.

If the list is preceded by a grammatically complete sentence, the sentence should end with a colon. The items are separated by commas unless any of the items themselves contain commas, in which case semicolons should be used.

[Be sure to proofread your essay for correct spelling, punctuation, and grammar.](#)

Smarter Balanced Style Guide: Grammar, Usage, and Punctuation

The job requirements include the following: experience in educational methodology and instructional design; ability to write content that meets standards of accuracy, style, and grade level; and demonstrated ability to create and deliver content for different formats.

This tutorial will review the following topics: (1) creating and editing PDFs, (2) merging multiple PDFs into one file, (3) adding Web pages to PDFs, and (4) adding images to PDFs.

Vertical lists.

Note: Vertical lists in items should not be “forced” to fit the guidelines in this section. In items, vertical lists are often used to emphasize content or aid readability.

Lists that have very long components or that need to be visually prominent should be set vertically. The nature of the items in a list (fragments vs. complete sentences) determines how the list should be punctuated.

Whenever possible, a vertical list should be introduced by a complete sentence followed by a colon or a period. A colon should be used when the introduction ends with *as follows* or *the following*. The items that follow this type of introduction should not be punctuated unless they are complete sentences, in which case they will also be capitalized. Fragments can begin with a capital or lowercase letter, but the items in a given list should be consistent in this regard.

Consider the following information when preparing to distribute test materials:

- DTCs are responsible for contacting the help desk to order additional materials or report problems with shipments.
- STCs are responsible for receiving test materials at the school level.
- TAs are responsible for the test materials during the actual test administration.

Each page of the typed response must contain the following information:

- Student’s first and last name
- Student’s state student ID number
- District name
- School name

A vertical list can also be introduced by the beginning of a sentence. In this case, the items in the list complete the sentence and require punctuation.

It is a violation of test security for any person to

- give assistance of any kind that could influence students’ responses to test items.
- change a student’s response to a test item.
- fail to return all used and unused test materials.
- discuss the test with students during or after the test administration.



Smarter Balanced Style Guide: Grammar, Usage, and Punctuation

You must apply in person if

- you are under age 16;
- your previous US passport was lost, stolen, or damaged; or
- your previous US passport was issued when you were under age 16.



Part III:

English Language Arts Style Conventions

A. ELA Selections

This section provides specifications for selections used in Reading and Listening.

Text Elements

In general, text in selections is Verdana. However, exceptions are made for selections that require a special appearance (e.g., brochures, Web pages). Exceptions are also made to preserve elements of the original source at the content specialist’s discretion.

Table 4 shows the preferred font and alignment specifications for different text elements in selections. See the diagrams and lists in the next section for additional specifications.

Table 4. General font and alignment specifications for text elements in reading and writing selections.

Font and Alignment Specifications		
Element	Font	Alignment
Purpose-setting statements (PSSs)	<ul style="list-style-type: none"> 14 pt. Verdana 	<ul style="list-style-type: none"> Left aligned
Title	<ul style="list-style-type: none"> 16 pt. Verdana Bold Title case 	<ul style="list-style-type: none"> Above body text
Subtitle	<ul style="list-style-type: none"> 14 pt. Verdana Bold Title case 	<ul style="list-style-type: none"> Below title
Byline	<ul style="list-style-type: none"> 14 pt. Verdana Lowercase (except proper nouns) 	<ul style="list-style-type: none"> Prose: below title/subtitle Poetry: left aligned below poem
Body text	<ul style="list-style-type: none"> 14 pt. Verdana 	Prose: <ul style="list-style-type: none"> Left aligned Lists: bullets/numbers indented approximately 0.25 inch; text indented approximately 0.25 inch from bullets/numbers with a 0.25-inch hanging indent Poetry: <ul style="list-style-type: none"> Left aligned
Graphics	Headings: <ul style="list-style-type: none"> 14 pt. Verdana Bold Title case 	<ul style="list-style-type: none"> Centered above graphic
	Captions: <ul style="list-style-type: none"> 10 pt. Verdana Bold Fragments: lowercase Sentences: sentence case 	<ul style="list-style-type: none"> Left aligned below graphic

Font and Alignment Specifications		
Element	Font	Alignment
Subheadings	<ul style="list-style-type: none"> • 14 pt, Verdana Bold • Title case 	<ul style="list-style-type: none"> • Left aligned
Footnotes	<ul style="list-style-type: none"> • 10 pt. Verdana 	<ul style="list-style-type: none"> • Left aligned below body text • Definition follows footnoted term on the same line • Multiple footnotes are stacked
	Superscript asterisk/number: <ul style="list-style-type: none"> • Scaled to 70% of text size • Title: 16 pt. = 11.2 pt. • Body text: 14 pt. = 9.8 pt. • Footnote: 10 pt. = 7 pt. 	<ul style="list-style-type: none"> • In body text: positioned after footnoted term (positioned after punctuation when punctuation follows footnoted term) • In footnote: positioned before footnoted term; do not insert space between asterisk/number and footnoted term
Acknowledgments	<ul style="list-style-type: none"> • 10 pt. Verdana 	<ul style="list-style-type: none"> • Left aligned below body text (or below footnote when footnote is included)

Reading and Listening Selections

These diagrams show numbered elements of prose selections and poems for Reading and presentations for Listening.

Figure 1. Reading prose selection.

- 1 This is the purpose-setting statement (PSS). Read the text. Then answer the questions.
- 2 **Title of Passage**
- 2 **Subtitle of Passage**
- 3 by Author's Name
- 4 This is the body text of the passage. This is the body text of the passage. This is the body text of the passage.
- 5 This is a *text feature*.

Figure 1

6

7

Subheading

This is the body text of the passage. This is the body text of the passage. This is the body text of the passage.

Figure 2

6

8

This is the body text of the passage. This is the body text of the passage. This is a footnoted term.*
This is the body text of the passage.

8

*footnoted term: footnote definition

9

[“Passage Title”] by [Author], from [*Source Title*]. Copyright © [YEAR] by [Copyright Holder]. Reprinted by permission of [Author or Publisher].

Figure 2. Reading poem.

1 This is the purpose-setting statement (PSS). Read the passage. Then answer the questions.

2 **Title of Poem**

3 by Author's Name



6 **This is a caption.**



4 This is the body text of the poem
This is the body text of the poem,
This is the body text of the poem
This is the body text of the poem:

5 *This is a text feature.*

This is the body text of the poem
This is the body text of the poem,
This is the body text of the poem
This is the body text of the poem.

- 9 ["Poem Title"] by [Author], from [*Source Title*]. Text copyright © [YEAR] by [Copyright Holder]. Reprinted by permission of [Author or Publisher]. Photograph copyright © [YEAR] by [Copyright Holder]. Reprinted by permission of [Photographer or Stock Photo Company].

Figure 3. Listening presentation.

- 2 **Title of Presentation**
- 1 This is the purpose-setting statement (PSS). Listen to the presentation. Then answer the questions.
- 10 
- 11 Click to hear the meaning of the term below.
- footnoted term
- 
- 9 Excerpt from [*Source Title*] by [Author]. Copyright © [YEAR] by [Copyright Holder]. Reused by permission of [Author or Publisher].

The numbers in the diagrams correspond with the numbers in the list that follows.

- 1 **Purpose-setting statement (PSS)**

All selections are introduced with a PSS. PSSs follow standardized wording, as shown.

Reading, grades 3–5:

Read the passage. Then answer the questions.

Reading, grades 6–11:

Read the text. Then answer the questions.

5 Text Features

The content specialist determines whether to preserve text features that appear in the original source. Text features include text styles such as boldface, italics, and underscores as well as formatting features such as lists. Note that text features, such as an underscore, are not added to the selection.

Note: Avoid unusual text features, such as drop caps and text boxes, that could be misread by a screen reader.

6 Graphics

Photographs, drawings, and other graphics are included in selections at the content specialist's discretion. When included, a graphic should be positioned as close as possible to the text with which it is associated. (The exact position of graphics in selections will ultimately be determined by the capabilities of the online delivery system; for example, it might not be possible to wrap text around a graphic.)

Graphic elements such as headings and captions are not required.

- Sequential headings (e.g., Figure 1, 2, 3; Picture A, B, C) should be used when multiple graphics appear in a selection and at least one graphic is referenced in an item.
- Captions should be used when needed to help students understand the purpose or content of a graphic.

7 Subheadings

Subheadings are text features that title sections of text and are included at the content specialist's discretion.

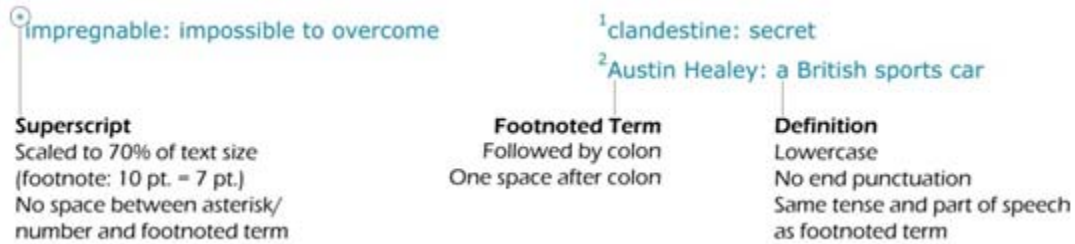
8 Reading Footnotes

Footnotes are included in selections to define words and explain information students might not otherwise understand. The content specialist determines whether to preserve footnotes that appear in the original source and whether to add other footnotes.

Either asterisks or numbers can be used to mark footnotes in a selection.

- When a footnote appears in the original source, use the same mark used in the original.
- When a footnote is not part of the original source (i.e., is added by the content specialist), use the following guidelines to determine the appropriate mark:
 - Use an asterisk when only one footnote appears in the selection.
 - Use asterisks or numerals when two footnotes appear in the selection (content specialist determines). When asterisks are used, the first footnote is marked with one asterisk (placate^{*}) and the second is marked with two asterisks (envelop^{**}).
 - When numerals are used, the first footnote is marked with number 1 (placate¹) and the second is marked with number 2 (envelop²).
 - Use numerals when three or more footnotes appear in the selection. Number the footnotes sequentially in the order the words appear in the selection.

The examples that follow show the correct format of footnotes in a selection.



9 Acknowledgments

An acknowledgment must be included for all selections, including both selections that are copyrighted and selections that are in the public domain. The acknowledgment must credit the text and any images included in the selection. (See “Credit Lines” in Part V for information about credit lines for images that do not appear in selections.)

Unless the acknowledgment lines must follow the style given by the rights holder, the examples that follow show appropriate formats for acknowledgments. For acknowledgments of Listening selections, replace “Reprinted by” with “Reused by.”

- *Excerpts, short stories, poems, and articles.*

Excerpt from [Source Title] by [Author]. Copyright © [YEAR] by [Copyright Holder]. Reprinted by permission of [Author or Publisher].

[“Selection Title”] by [Author], from [Source Title]. Copyright © [YEAR] by [Copyright Holder]. Reprinted by permission of [Author or Publisher].

- *Web pages and other electronic sources.*

[“Title”] by [Author], from [www.webaddress.com]. Copyright © [YEAR] by [Copyright Holder]. Reprinted by permission of [Author or Publisher].

- *Selections in the public domain.*

Excerpt from [Source Title] by [Author]. In the public domain.

[“Selection Title”] by [Author], from [Source Title]. In the public domain.

- *Selections with graphics.*

When a selection includes a graphic, credit for the graphic is included at the end of the acknowledgment.

[“Selection Title”] by [Author], from [Source Title]. Text copyright © [YEAR] by [Copyright Holder]. Reprinted by permission of [Author or Publisher]. Photograph copyright © [YEAR] by [Copyright Holder]. Reprinted by permission of [Photographer or Stock Photo Company].

10

Presentations

A link below the PSS is clicked to hear the presentation. Alternatively, a slideshow may be presented.

11

Audio Footnotes

Footnotes are included in Listening selections to define words and explain information students might not otherwise understand. The content specialist determines whether to preserve footnotes from the original source and whether to add other footnotes.

All footnotes are introduced with a variation of these directions:

[Click to hear the meaning of the \[word\(s\)/term\(s\)/phrase\(s\)\] below.](#)

The footnoted term follows. Both the directions and footnoted term are in regular body text font.

Below the term is a link. When clicked, the audio of the footnoted term is presented. The audio begins with the term followed by the definition.

Additional footnoted terms may follow, each accompanied by its own link.

Other Types of Selections

Not all Reading selections are prose and poetry. Some selections take different forms, such as Web pages, posters, flyers, and brochures. These selections are based on graphic representations, so the original source should be mimicked as much as possible. (But avoid unusual text features, such as drop caps and text boxes, that could be misread by a screen reader.) Otherwise, these selections follow the same specifications as prose selections and poems.

B. Reading Items

Selection-Based Items

In test forms, selection-based items are arranged in the order the content is addressed in the selection. In other words, an item about an event in paragraph 3 comes before an item about an event in paragraph 5; items that do not address a specific part of the selection (e.g., “What is the theme of the folktale?”) come last.

Table 5 provides general guidelines for the treatment of selection-based items.

Table 5. General guidelines for the treatment of items based on reading and writing selections.

Guidelines for Selection-Based Items		
Element	Style Conventions	Example
Author, narrator, and speaker	<ul style="list-style-type: none"> Use <i>author</i> in items about memoirs and items about something external to the selection (e.g., items about the writing, the purpose of the selection). Use <i>most likely</i> in items about the author's intentions or opinions. 	Based on the text, what is the author's most likely opinion about Internet search engines?
	<ul style="list-style-type: none"> Use <i>narrator</i> with prose selections. Use <i>speaker</i> with poems and audio selections. Use <i>narrator/speaker</i> in items about something internal to the selection (e.g., the plot, the characters). 	Who is the narrator in the passage? What does the speaker say is her favorite color?
Capitalization	<ul style="list-style-type: none"> Capitalize words in items if the words are capitalized in the selection. 	According to the speaker, how are the Sun and the Moon similar?
	<ul style="list-style-type: none"> Lowercase words in items if the words are lowercase in the selection. 	According to the speaker, how are the sun and the moon similar?
Ellipsis points	In the stem, <ul style="list-style-type: none"> use ellipsis points to indicate text omitted in the middle of a quotation. do not use ellipsis points to indicate text omitted at the beginning or end of a sentence. 	In the text, what does Shaun think will "never . . . be the same again"?
	In options, <ul style="list-style-type: none"> use ellipsis points to indicate text omitted at the beginning or end of a quotation. do not use ellipsis points in options that are identified as phrases. 	Which phrase best summarizes the theme of the text? A. "a universal desire for happiness"
Graphic headings	In the stem and options, graphic headings <ul style="list-style-type: none"> should match how they are formatted in the selection to the extent possible (capitalized and bold). should not be enclosed in quotation marks. should not be next to emphasis terms. 	What is the main purpose of Figure 1 ?
Narrator	<ul style="list-style-type: none"> See "Author, narrator, and speaker" in this table. 	n/a

Guidelines for Selection-Based Items		
Element	Style Conventions	Example
Quotations	<ul style="list-style-type: none"> In the stem and options, enclose quoted text in quotation marks. (Though see “Vocabulary Items” for exceptions.) In boxed text, do not enclose quoted text (except dialogue) in quotation marks. In general, quotations should be capitalized the same as in the selection. But when a partial sentence is quoted, the first word is lowercase (unless it is a proper noun or adjective). 	Why does Jackson say that he “could never quite muster Lori’s level of determination”?
References to the selection	<ul style="list-style-type: none"> Refer to the textual selection as “the passage” in grades 3–5 and “the text” in grades 6–11. Refer to the audio selection as “the presentation” in all grades. 	<p>What is the narrator’s main problem in the passage?</p> <p>In the text, what does the speaker compare with “trembling leaves”?</p>
Speaker	<ul style="list-style-type: none"> See “Author, narrator, and speaker” in this table. 	n/a
Subheadings	<p>In the stem and options, subheadings</p> <ul style="list-style-type: none"> should match how they are formatted in the selection to the extent possible (title capitalization and bold). should not be enclosed in quotation marks. should not be next to emphasis terms. 	What is the first step in the section called What to Do ?
Subtitles	<p>In the stem and options, subtitles</p> <ul style="list-style-type: none"> should be enclosed in quotation marks and capitalized the same as in the selection. should not be boldface. 	Why is the subtitle “The Adventure of a Lifetime” appropriate for the passage?
Titles	<p>In the stem and options,</p> <ul style="list-style-type: none"> selection titles should be enclosed in quotation marks and capitalized the same as in the selection. book titles should be italicized and capitalized the same as in the selection. neither selection titles nor book titles should be boldface. 	Explain one common theme of the texts “The Moth” and “The Wasp.” Use details from both texts to support your answer.

Guidelines for Selection-Based Items		
Element	Style Conventions	Example
Verb tense	<ul style="list-style-type: none"> For fiction, use present tense whenever possible. 	Why does Dog bury his bone in the garden instead of in the park?
	<ul style="list-style-type: none"> For nonfiction, use present or past tense as appropriate. 	Why did the farmers dislike the new pesticide at first?
	<ul style="list-style-type: none"> For fiction and nonfiction, use past tense for items about something the author has done. (Use <i>most likely</i> in items about the author’s intentions or opinions.) 	What is the most likely reason the author wrote the passage?
Vocabulary terms	<ul style="list-style-type: none"> See “Vocabulary Items” in this section. 	n/a

Vocabulary Items

Table 6 provides general guidelines for the treatment of different types of vocabulary items.

Table 6. General guidelines for the treatment of vocabulary items.

Guidelines for Vocabulary Items		
Element	Style Conventions	Example
Antonyms	Grades 3 and 4: <ul style="list-style-type: none"> Use the word <i>opposite</i> instead of <i>antonym</i>. Boldface the word <i>opposite</i>. 	Which word means the opposite of <u>cold</u> ?
	Grades 5 and above: <ul style="list-style-type: none"> Use the word <i>antonym</i>. Boldface the word <i>antonym</i>. 	Which word is an antonym for the word <u>soothe</u> ?
Boxed text	<ul style="list-style-type: none"> Underscore vocabulary words and phrases. 	The students did not understand the <u>point</u> of the assignment.
Options	<ul style="list-style-type: none"> Words: Arrange in alphabetical order. Phrases and sentences: Arrange by length, longest to shortest or vice versa. Words in options should be the same tense as the vocabulary term. 	Which word is a synonym for the word <u>sustain</u> ? A. impress B. operate C. suggest D. support
Prefixes	<ul style="list-style-type: none"> Italicize prefixes. Include a hyphen after a prefix: <i>non-</i>, <i>un-</i>. 	What does the prefix <i>dis-</i> mean in the words <u>disapprove</u> and <u>discourage</u> ?

Guidelines for Vocabulary Items		
Element	Style Conventions	Example
Root words	<ul style="list-style-type: none"> Italicize root words. Do not include a hyphen before or after root words: <i>flect</i>, <i>para</i>. 	What does the root <i>nov</i> mean in the words <u>innovate</u> and <u>novice</u> ?
Stems	<ul style="list-style-type: none"> Underscore the vocabulary term if it is a single word. If the vocabulary term is a phrase, use quotation marks instead. 	What does the word <u>charged</u> mean as it is used in the sentence in the text? What does the phrase “run of the mill” mean as it is used in the sentence?
Suffixes	<ul style="list-style-type: none"> Italicize suffixes. Include a hyphen before a suffix: <i>-er</i>, <i>-less</i>. 	What does the suffix <i>-en</i> mean in the words <u>moisten</u> and <u>soften</u> ?
Synonyms	<ul style="list-style-type: none"> Use the word <i>same</i> or <i>synonym</i>. Boldface the word <i>same</i> or <i>synonym</i>. 	Which word means the same as <u>tiny</u> ? Which word is a synonym for the word <u>fatigued</u> ?

Dictionary Entries

The dictionary entry that follows for the definition of *spring* shows guidelines for formatting dictionary entries.

(*n*) **1.** the season between winter and summer **2.** a source of water from the ground (*v*) **3.** to jump up suddenly **4.** to come into being

Numbers
Bold

Parts of Speech
Italic
Enclosed in parentheses

Spacing
Two spaces before and after parts of speech, and before numbers

Above the boxed entry is the introductory statement “Read the dictionary entry.” The stem below the dictionary entry asks the student to identify the word being defined.

Which word in the paragraph **best** matches the definition?

Which sentence from the text contains a word that **best** matches the dictionary entry?

C. Writing

Editing Items

Items may include a stimulus with the error or errors underscored. There should be no other errors present in the stimulus.

When the options are of underlined words from the stimulus, do not use quote marks or add formatting, though do use the same formatting (other than the underscore) found in the stimulus. The options are ordered the same way the words are found in the stimulus.

Read the paragraph and answer the question that follows.

Edgar Allan Poe was a famous poet, short story writer, and literary critic. He was born in Boston, Massachusetts, on january 19, 1809. His poems made him one of the most famous figures in american literature.

Which underlined words in the sentence should be capitalized?

- A. writer
- B. january
- C. figures
- D. american

Read the sentence and answer the question that follows.

I have never flown on an airplain before.

What is the correct spelling of the underlined word?

- A. aerplain
- B. aerplayne
- C. airplane
- D. airplayne

Read the sentence and answer the question that follows.

Some of his most popular poems include “The Raven” which made him famous in 1845, and “Annabel Lee.”

Which underlined word in the sentence should be followed by a comma?

- A. Some
- B. poems
- C. include
- D. Raven

Read the sentence and answer the question that follows.

My teacher said it takes five hours to fly from Massachusetts to California that’s a long time!

Which of these is the **best** way to correct the error in the sentence?

- A. My teacher said it takes five hours to fly from Massachusetts to California, that’s a long time!
- B. My teacher said it takes five hours to fly from Massachusetts to California: that’s a long time!
- C. My teacher said it takes five hours to fly from Massachusetts to California; that’s a long time!
- D. My teacher said it takes five hours to fly from Massachusetts to California? that’s a long time!

Part IV:

Mathematics Style Conventions

A. Treatment of Numbers

Note: This section provides GENERAL guidelines for the treatment of numbers. These guidelines are applicable to ALL content areas.

Words vs. Numerals

Use words for

- numbers zero through nine, with the exceptions in this section.
- numbers that appear as the first word in a sentence (content specialist determines exceptions).

Acceptable:

10 ribbons are blue.

Preferred:

Ten ribbons are blue.

or

There are 10 blue ribbons.

Use **numerals** for

- numbers 10 and above.
- numbers that precede abbreviated units of measure.
- numbers that precede or follow symbols: 10%, \$20.00.
- numbers that appear in equations/expressions.
- numbers used to solve mathematical problems.
- division results with remainders: 18 R3. Note that there is no space between the *R* and the number that follows.
- numbers included in parts of published works: volume 2, chapter 4.
- dates and years: 1000 BC; December 1, 1975.
- times of day that precede the abbreviations a.m. and p.m.: 11 a.m., 3:00 p.m.
- telephone numbers.

In lists and series of numbers, use either words or numerals consistently.

Pat has the following coins: 10 pennies, 5 dimes, and 2 nickels.

A spinner is divided into five sections labeled 3, 6, 9, 12, and 15.

Note: The content specialist determines whether to use words or numerals when guidelines for the treatment of numbers contradict one another.

Ordinals

- Spell out ordinals first through ninth.
- Use numerals for ordinals 10th and above; when numerals are used, suffixes are set on the baseline, not in superscript.
- In lists and series of ordinals, use either words or numerals consistently.

Kim finished the race in second place.

The 25th customer to enter the store today will win a prize.

Commas in Numbers

Use a comma in

- numbers with five or more digits: 50,000.
- numbers with four digits only if other numbers in the item have five or more digits.

Rylan has driven his car a total of 28,000 miles in three years. He drove 9,000 miles the first year.

- numbers written as words: one million, eighty-seven thousand, three hundred twenty-two.

Do **not** use a comma in

- numbers with four digits, unless other numbers in the item have five or more digits.

Lillie drove her car 836 miles in August, 1027 miles in September, and 914 miles in October.

- compound measures, such as height measurements: 5 feet 9 inches tall, not 5 feet, 9 inches tall.

Values Less than One

- Use singular units of measure with values less than one: 0.25 gram, not 0.25 grams.
- Include a zero before the decimal point in decimal values less than one: 0.15, not .15.

Negative Numbers

- Use a mid-point en dash to indicate negative numbers.

Which point has the coordinates (2, -5)?

Fractions

The content specialist determines whether fractions are spelled out or expressed as numerals.

- As words, fractions are hyphenated as nouns, adjectives, and adverbs.

Two-thirds of the students in the class ride the bus.

- As numerals, fractions are stacked vertically and appear at 90% of the base text size: 14 pt. = 12.6 pt.

Terry gave $\frac{1}{2}$ of her sandwich to her friend.

Percentages

- Use the word *percent* after a number word.

Five percent of the dogs have spots.

- Use the word *percentage*, not *percent*, as a stand-alone term.

What percentage of the cats are white?

- Use the percent symbol after a numeral: 5%. (See “Symbols and Special Characters” in Part V for the preferred styles for symbols and special characters.)

Of the marbles in the jar, 40% are red and 60% are blue.

Exponents

Exponents and other superscripted characters are scaled to 70% of the base text size: 14 pt. = 9.8 pt.

$$s^2 \times 7 = 28$$

Ratios

Use a colon in ratios. Insert a hairspace before and after the colon.

The ratio of blue crayons to red crayons is 3:4.

Coordinates and Ordered Pairs

- Enclose coordinates and ordered pairs in parentheses.
- Include a comma, followed by a space, after the first number.

Point A has the coordinates (3, 4).

- Include a space after the name of a point that precedes coordinates or ordered pairs.

Line *m* begins at point A (2, 5) and ends at point B (-1, -3).

Dates

- *Abbreviated years.* Avoid abbreviating years whenever possible. When a year is abbreviated, the first two numbers are replaced by an apostrophe (not an opening single quotation mark): the blizzard of '76.
- *Months and days.* In running text, dates are written in the following form: February 10, 2012.
- *Centuries.* Centuries are spelled out and lowercase: the twenty-first century, nineteenth-century literature.
- *Decades.* Decades can be spelled out or expressed as numerals; if spelled out, they are lowercase: the nineties, the 1990s. (Note that no apostrophe is used in the plural form of decades.)
- *Eras.* Eras are expressed as numerals: 55 BC, AD 1066. (Note that BC and BCE follow the date, while AD and CE precede the date. All four abbreviations are uppercase with no periods.)

Times of Day

The content specialist determines how to present times of day in individual test items. The following conventions should be applied based on the presentation selected:

- Use numerals with the abbreviations a.m. and p.m. (Note that the abbreviations are lowercase with periods.) It is redundant to include phrases such as “in the morning,” “in the afternoon,” or “at night” after a.m. or p.m.

Dave wants to see a movie that starts at 4:10 p.m.

- Spell out numbers used with the term *o'clock*: 10 o'clock.

Tori leaves for school at eight o'clock.

- To avoid confusion, spell out the terms noon and midnight (in place of 12 a.m. or 12 p.m.).

Matthew works from 6:30 p.m. to midnight.

B. Equations/Expressions and Patterns

General Guidelines

- In general, equations and patterns are 14 pt. Verdana; however, the font sometimes varies for equations and patterns that include symbols.
- In introductory statements,
 - use the term *equation* or *expression* to refer to an equation or expression. Do not use the term *number sentence*.
 - use the term *pattern* to refer to patterns of numbers and patterns of symbols.
 - use the term *step* to refer to the position of a term in a pattern: the fifth step in the pattern.
- In items, equations and patterns are left aligned.
- See “Graphics and Other Stimuli in Items” in Part I for additional guidelines.

Variables and Symbols

- In general, variables are lowercase and italicized. (However, variables in provided formulas can be uppercase or lowercase, as tradition and context dictate.)

Solve for x .

formula for area: $A = lw$

- In **grades 3–5**, use boxes to indicate missing/unknown values in equations.

$$6 + \quad = 12$$

- In **grades 6 and above**, use variables or boxes to indicate missing/unknown values in equations.

$$6 + n = 12$$

$$6 + \quad = 12$$

- In **all grades**, use a question mark or underscored blank space to indicate missing terms in patterns. (The content specialist determines whether to underscore the question mark.)

2, 4, ?, 8, 10 or 2, 4, ____, 8, 10

Operational Symbols

See “Symbols and Special Characters” in Part V for a complete list of operational symbols used in Mathematics as well as the preferred styles for symbols and special characters used in item text and graphics. See “Words vs. Symbols” in this section for information about using words and symbols to identify geometric objects in running text.

Multiplication symbols.

- In **grades 3–5**, use the multiplication symbol.

$$8 \times 7$$

- In **grades 6 and above**, use the product dot or do not include a symbol. (Do not use the \times symbol, except in scientific notation, to avoid confusing with the variable x .)

$$8 \cdot 7$$

$$(10 - 2)(7)$$

- In **all grades**, use the multiplication symbol in scientific notation.

$$5.0^2 \times 10^6$$

Pattern Rules

- Pattern rules (e.g., “Add 4”) are styled as complete sentences in both the stem and options.
- When a rule is provided in running text, it is enclosed in quotation marks.

Mandy used the rule “Add 6” to make a pattern.

- When a rule is provided as a stand-alone sentence in an option, it is not enclosed in quotation marks.

What is the rule for the pattern?

- A. Multiply by 3.
- B. Multiply by 6.
- C. Multiply by 3 and then add 1.
- D. Multiply by 6 and then add 1.

Punctuation in Patterns and Lists of Numbers

- In patterns and lists of numbers, include a comma between numbers. In TEI items, numbers students must drag into tables, boxes, etc., do not need to be separated by commas.

3, 9, 12, 15, 18

- In patterns of symbols, shapes, or figures, do not include a comma between objects.



- In **grades 6 and above**, include ellipsis points after the last term in the pattern to indicate that the pattern continues. In patterns of numbers, include a comma between the last term in the pattern and the ellipsis points. (Do not include ellipsis points in patterns in grades 3–5.)

5, 10, 15, 20, 25, ...

C. Naming Conventions for Geometric Objects

Words vs. Symbols

The content specialist determines whether to use words or symbols in the names of geometric objects when the names appear in running text.

- When words are used, the name of the object begins with a descriptive term such as *angle*, *line*, or *shape*.
- If the name is not derived from a graphic, the term is lowercase.

The sum of two angles in triangle *JKL* is 140° . What is the measure of the third angle in triangle *JKL*?

- If the name is derived from a graphic, follow the guidelines in “Referring to Text from Graphics in Items” in Part I.
- Symbols should not be used at the beginning of a sentence (content specialist determines exceptions).

Acceptable:

$\angle QRS$ is 90° .

Preferred:

Angle QRS is 90° .

or

The measure of $\angle QRS$ is 90° .

- Use either words or symbols consistently within individual items. (Note that it is acceptable to use words at the beginning of sentences and symbols throughout the rest of the item.)

Triangle MNO is similar to TUV ($MNO \sim TUV$). What is the area of MNO ?

- Do not use the delta symbol (Δ) to identify triangles.

Incorrect:

Connor drew ΔABC on this coordinate grid.

Correct:

Connor drew ABC on this coordinate grid.

Points

- Points are identified by uppercase, italicized letters.
- Names of stand-alone points begin with the term *point*.
- Names of geometric objects based on points begin with the term that describes the object.

What are the coordinates of point Q ?

Quadrilateral $EFGH$ has one pair of parallel sides.

Lines RS and TU intersect at point V .

Shapes and Figures

- Names of shapes begin with an appropriate descriptive term (e.g., *shape*, *figure*, *circle*, or *trapezoid*) or symbol.
- Shapes and figures can be identified by uppercase letters or numbers.

What is the circumference of circle N ?

What is the area of figure 1 ?

- Shapes with points can also be identified by points.

What is the perimeter of rectangle $PQRS$?

Lines and Line Segments

- Lines can be identified with lowercase, italicized letters or by points.
- When identified with a letter, the letter is preceded by the term *line* or *line segment*.

Line p is perpendicular to line q .

- When identified by points, either a descriptive term (*line* or *line segment*) or a symbol can be used.

In this diagram, line DE is parallel to line FG .

or

In this diagram, \overline{DE} is parallel to \overline{FG} .

Angles

- Names of angles begin with the term *angle* or the angle symbol.
- Angles can be identified with uppercase letters or by points. Avoid identifying angles with numbers, which can be misinterpreted as angle measures.

Angle U is congruent to angle V .

The measure of $\angle ABC$ is 90° .

- When the letter m is used in place of the phrase “the measure of,” the m is italicized.

What is $m\angle XYZ$?

D. Units of Measure

When to Abbreviate

- Spell out units in item stems.
- Abbreviate units in options.

Stephanie has 15 pieces of string. Each piece is 5 feet long. How many feet of string does Stephanie have altogether?

- A. 25 ft
- B. 50 ft
- C. 75 ft
- D. 100 ft

Adam's room is 3 meters wide and 4 meters long. What is the area, in square meters, of his room?

- A. 7 m^2
- B. 10 m^2
- C. 12 m^2
- D. 14 m^2

- Abbreviate units in graphics. (See “Units of Measure” in Part V for additional information.)

Abbreviations

Note: Do not include periods in abbreviated units of measure.

Standard units.

Table 7 shows the correct abbreviations for standard units of measure.

Table 7. Abbreviations for standard units of measure.

Unit	Abbreviation
Cup	cup (do not use c)
Foot	ft
Gallon	gal
Inch	in
Mile	mi
Ounce	oz

Unit	Abbreviation
Pint	pt
Pound	lb
Quart	qt
Tablespoon	tbsp
Teaspoon	tsp
Yard	yd

Metric units.

Table 8 shows the correct abbreviations for metric units of measure.

Table 8. Abbreviations for metric units of measure.

Unit	Abbreviation
Centimeter	cm
Gram	g
Kilogram	kg
Kilometer	km
Liter	L

Unit	Abbreviation
Meter	m
Milligram	mg
Milliliter	mL
Millimeter	mm

Temperature units.

Table 9 shows the correct abbreviations for units of temperature.

Table 9. Abbreviations for units that measure temperature.

Unit	Abbreviation
degrees Celsius	°C
Kelvin	K

Unit	Abbreviation
degrees Fahrenheit	°F

Time units.

Table 10 shows the correct abbreviations for units of time.

Table 10. Abbreviations for units that measure time.

Unit	Abbreviation
Day	day
Minute	min
Second	s

Unit	Abbreviation
Hour	hr
Month	mo
Year	yr

Plural Units

- Do not add an s for plurals of abbreviated units.

Melissa is making 10 pies. She needs 6 ounces of crackers to make 1 pie crust.
How many **pounds** of crackers does she need to make 10 pie crusts?

[16 ounces = 1 pound]

- A. 1.75 lb
- B. 2.5 lb
- C. 3.75 lb
- D. 4.5 lb

- Use a singular verb with physical quantities.

How many grams of silver is produced?

Punctuation and Spacing

- Do not include periods in abbreviated units.
- Do not include commas in compound measures, such as height measurements: 5 feet 9 inches tall, not 5 feet, 9 inches tall.
- Do not use quotation marks to represent inches and feet: 15 inches, not 15".
- Include a space between numerals and abbreviated units, except in temperatures: 30 in, but 90° F.
- In temperatures, do not
 - include a space between the numeral and degree symbol, or between the degree symbol and the unit: 0° C.
 - use a degree symbol with the abbreviation for kelvin: 223K, not 223° K.

Square and Cubic Units

- When units are spelled out, spell out the terms *square* and *cubic*.
- When metric units are abbreviated, use superscript to show square and cubic units.

Chase drew a rectangle with a width of 6 centimeters and a length of 9 centimeters. What is the area, in square centimeters, of Chase's rectangle?

- A. 15 cm²
- B. 30 cm²
- C. 48 cm²
- D. 54 cm²

- When customary units are abbreviated, use *sq* and *cu* for units.

83 sq ft

Conversions

The content specialist determines whether to include conversions in items.

- When included, conversions are enclosed in brackets after the punctuation mark at the end of the stem. The conversion itself includes no punctuation.

What is the volume of the rectangular prism? [1000 milliliters = 1 liter]

- Use an equal sign in conversions that involve units of measure; always position the value with the smallest unit on the left side of the equal sign.

What is the area, in square feet? [12 inches = 1 foot]

- Use the term *represents* in conversions that involve scales or that assign a value to a graphic.

What is the total area of the grid? [represents 1 unit]

Pi.

If an approximation for pi is desired to be given in a particular item, the value of pi should also be enclosed in brackets at the end of the item stem. However, the value is stated as a sentence that ends with a period.

What is the height of the cylinder? [Use 3.14 for π]

E. Preferred Language

Conditional (“if”) Clauses

Recast conditional clauses (e.g., “If this happens, . . . ?”) when possible. If a conditional clause cannot be avoided, position it at the end of the sentence.

Let $x = 7$. What is the value of y ?

not

If $x = 7$, what is the value of y ?

The pattern continues. Which shape will be in step 25?

not

If the pattern continues, which shape will be in step 25?

Table vs. Chart

- Use *table* when data are organized and related in some way.

This table shows the prices Stella charges for x hours of babysitting.

- Use *chart* when data are not organized to emphasize comparison among discrete items or related in any way (e.g., data that are listed).

This chart lists the types and colors of pens Kelly can buy.

Percent vs. Percentage vs. %

- Use the word *percent* after a number word.
- Use the word *percentage* as a stand-alone term: a percentage of students.
- Use the percent symbol after a numeral.

Aaron has 20 folders. Each folder is either red, green, or yellow. Twenty percent of the folders are red. Forty percent of the folders are green. What percentage of the folders are yellow?

- A. 20%
- B. 30%
- C. 40%
- D. 50%

Coordinate Grids

In **grades 8 and above**, use the terms *translate*, *reflect*, and *rotate*. (Do not use the terms *slide*, *flip*, and *turn*.)

Carla will reflect point *B* across the x-axis.

Triangle *RST* is translated so that the image of point *S* is (3, 1).

The quadrilateral is then rotated 90° clockwise about the origin.

Probability

Use future tense in probability items.

Jen will randomly select three cards from the pile without looking.

What is the probability that Joe will select a blue marble?

Spinners

- A person “spins the arrow on the spinner”; a person does not “spin the spinner.”

Kerri will spin the arrow on the spinner five times.

- The arrow “stops”; it does not “land.”

The arrow will **most likely** stop in which section?

- The arrow “stops in a red section” or “stops in the section labeled 1”; it does not “stop on red” or “stop on 1.”

What is the probability that the arrow will stop in a green section?

Mark will get 1 point if the arrow stops in a section labeled with a star.

Constructed-Response Items

- Include units of measure in the stem so that students are not penalized for omitting units from their responses.

What is the area, in square feet, of the garden?

- In sentences that refer to item parts, the word *part* is lowercase and the part letter is capitalized. The heading is bold and italic with a colon followed by the item text.

Part B: Write an inequality to represent the graph you drew in part A.

- The content specialist determines the language of statements that ask students to justify their answers.

Show your work.

Explain your reasoning.

Show or explain how you got your answer.

Show or explain how you know your answer is correct.

Part V: Graphic Specifications

Note: The specifications in this section are for all graphics, including graphics used in technology-enhanced items (TEIs).

A. Text Elements

This section provides specifications for text that appears in graphics.

Fonts

Face: Verdana, Kind: OpenType TrueType, Version: 5.02, Copyright: 2008 Microsoft Corporation. (OpenType fonts are designed to display the same across platforms: PC, Mac OS, and Unix systems.)

Exceptions shall be made for graphics that require a special look (e.g., advertisements, posters), and for special characters not present in Verdana. Table 11 shows default specifications for text in graphics.

Table 11. General font specifications for text elements in graphics.

Element	Typestyle	Typesize	Capitalization
Title	Bold	16-point	Title case
Heading	Bold	14-point	Title case
Labels/ text	Regular	14-point	Sentence case
Credit	Regular	10-point	Lowercase single words or sentence fragments. Lettercase complete sentences. Proper nouns remain uppercase.

Special Characters

The table that follows shows special character typeface and usage. These specifications shall apply to special characters in graphics and in text. Special characters shall be set in the same size and style as adjacent text except where noted.

Table 12. Specifications for special characters in graphics and text.

Character	Typeface	Description
&	Verdana	<ul style="list-style-type: none"> Ampersand Used in place of “and” when space is an issue
©	Verdana	<ul style="list-style-type: none"> Copyright symbol Used in acknowledgments and credit lines
\$2.00 50¢	Verdana	<ul style="list-style-type: none"> Dollar sign/ cent symbol Used in dollar amounts
%	Verdana	<ul style="list-style-type: none"> Percent symbol Used in percentages
‘ , ’ , “ , ”	Verdana	<ul style="list-style-type: none"> Single quotation marks/ apostrophe, and double quotation marks. Used to indicated possession, contractions, and quotes.
’ , ”	Verdana	<ul style="list-style-type: none"> Prime and double-prime marks Used to indicate feet and inches, and the results of transformation
0 °C 45° angle	Verdana	<ul style="list-style-type: none"> Degree symbol Used in temperatures and angle measures No space between number and degree symbol in angle measures. No space between degree symbol and C or F in temperature measures.
+	Verdana	<ul style="list-style-type: none"> Addition symbol Used in equations/ expressions
–	Verdana	<ul style="list-style-type: none"> Subtraction symbol Used as subtraction symbol in equations/ expressions; also with negative numbers
× , •	Verdana	<ul style="list-style-type: none"> Multiplication symbol and product dot Used in equations/ mathematical expressions
÷	Verdana	<ul style="list-style-type: none"> Division symbol Used in equations/ mathematical expressions
=	Verdana	<ul style="list-style-type: none"> Equal sign Used in equations/ mathematical expressions
> , < , ≥ , ≤	Verdana	<ul style="list-style-type: none"> Greater-than, less-than, greater-than-or-equal-to less-than-or-equal-to symbols Used in inequalities

Character	Typeface	Description
$\frac{3}{4}$	Verdana	<ul style="list-style-type: none"> Vertically stacked fraction Scaled to 90% of text size: 16 pt. = 14.4 pt.; 14 pt. = 12.6 pt. Linespace is 120% of text size. Vinculum (fraction bar) stroke thickness is the same as the font's en-dash, is vertically centered between integers, and extends a total of two points wider than the longest integer.
Π	Symbol Std.	<ul style="list-style-type: none"> Pi Not italicized Used in equations/ mathematical expressions
$\sqrt{\quad}$	Verdana	<ul style="list-style-type: none"> Square root symbol (shown with overline) Used in equations/ mathematical expressions
\sim	Verdana	<ul style="list-style-type: none"> "Similar to" symbol Used to indicate similar lines, shapes, and angles
\cong	Symbol Std.	<ul style="list-style-type: none"> "Congruent" symbol Used to indicate congruent lines, shapes, and angles
(4, 3)	Verdana	<ul style="list-style-type: none"> Coordinates and ordered pairs Enclosed in parentheses Comma, followed by space, after first number
1:2	Verdana	<ul style="list-style-type: none"> Ratio Hairspace before and after colon
$V = l \times w \times h$	Verdana	<ul style="list-style-type: none"> Variables Italicized Uppercase or lowercase as tradition and context dictate Used in equations/ expressions and formulas
x, y	Verdana	<ul style="list-style-type: none"> x-axis and y-axis labels Lowercase Italicized Used to label x- and y-axes in line graphs, scatter plots, and coordinate grids
A, B, C	Verdana	<ul style="list-style-type: none"> Point label Boldface, italicized, uppercase letter (in graphics only; see "Points" in Part IV for point labels in text) Used to label points and other geometric objects
l	Verdana	<ul style="list-style-type: none"> Script lowercase l Used as a variable and label (e.g., line l)
	Verdana	<ul style="list-style-type: none"> Vertical line Used in keys for stem-and-leaf plots
1st, 2nd	Verdana	<ul style="list-style-type: none"> Ordinals Positioned on baseline (not superscripted)

Character	Typeface	Description
13^2 H_2O	Verdana	<ul style="list-style-type: none"> Superscript/ subscript Scaled to 70% of base text size: 16 pt. = 11.2 pt.; 14 pt. = 9.8 pt. Baseline raised 60% of scaled text size, or lowered by 40% of scaled text size.
9:00 a.m. 3:00 p.m.	Verdana	<ul style="list-style-type: none"> Used to indicate times of day Lowercase (not small caps)
100 BC/BCE AD/CE 1800	Verdana	<ul style="list-style-type: none"> Used to indicate eras, epochs, etc. Uppercase (not small caps)

Note: Special characters shall be used at the content specialist’s discretion.

B. Maximum Dimensions, Conventional Item Graphics

Table 13. Maximum dimensions for conventional item graphics

Graphic Type	Width	Height
Stem/ Stimulus	432 points/pixels 36 picas 6 inches	288 points/pixels 24 picas 4 inches
Answer-choice	180 points 15 picas 2.5 inches	180 points 15 picas 2.5 inches

Graphics shall be created as small as possible, and large enough for elements to remain distinct from one another. Text shall have enough white space to be read easily. Excess white space shall be eliminated.

Scaled Graphics

Graphics that are not drawn to the correct scale shall be labeled with the phrase “not drawn to scale”. Note that “not drawn to scale” is not punctuated.

C. Color

Color shall not be used. All elements shall be black, white, or shades of gray.

D. Common Graphic Elements

This section provides specifications for elements that often appear in graphics.

Default Specifications

All elements shall be 100% black, and all strokes shall be 1-point, except

- Plot lines which shall be 1.5-point,
- Number-line plots and Spinner Arrows which shall be 3 points,
- Leader Lines and Gridlines which shall be 0.5-point, and
- Gridlines which shall be 50%black.

All type shall be 14-point Verdana Regular except

- Titles and Headings which shall be Bold,
- Titles which shall be 16-point, and
- Acknowledgement text which shall be 10-point

Linespacing shall be body size plus two points, i.e., 14/ 16, 16/ 18, or 10/ 12. Data points shall be 5.75 points in diameter.

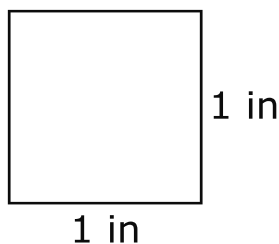
Each label, heading, and title shall be horizontally and/ or vertically centered within a frame or relative to the element it identifies, except

- Columns of numbers which shall be right aligned.

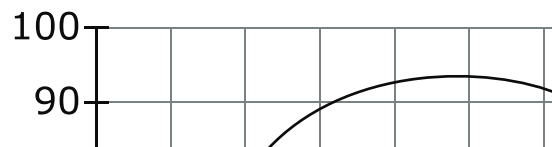
Note: Within individual graphics, the sizes of elements such as data points, tick marks, and labels may be adjusted as needed to emphasize or de-emphasize certain content.

Units of Measure

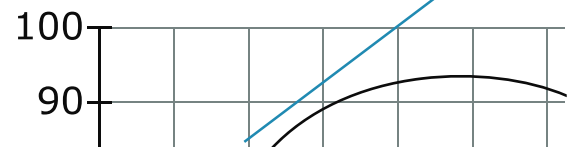
- In graphics, units shall be abbreviated or expressed as symbols. (See Part IV for correct abbreviations of units.) The abbreviated unit or symbol shall not be preceded by the word in. Units shall be enclosed in parentheses at the ends of titles.



Ticket Sales (\$)



Ticket Sales (in \$)



Shots Made per Game

Game	Shots Made (%)
1	65
2	70

Shots Made per Game

Game	Shots Made (%)
1	65%
2	70%

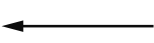



Correct
Incorrect

- Units shall not be included in both the column/ row heading and in the individual cells.

Arrows

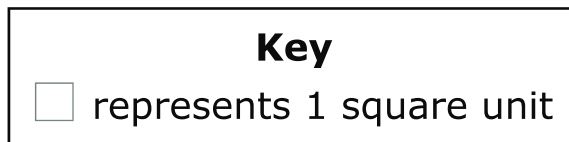
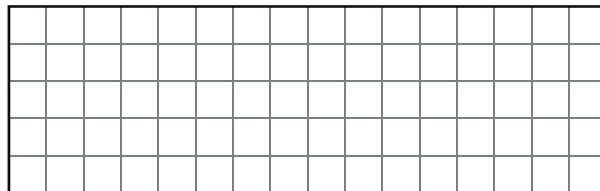
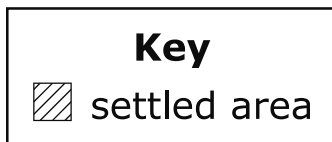
The table that follows shows specifications for arrowhead style and scale corresponding with stroke weight. Arrows are used in graphics such as line graphs, scatter plots, grids, and spinners.

Table 14. Arrowhead style and scale per stroke weight

Adobe Illustrator CS5 Arrow	Stroke	Scale	Example
Style 9	1 point	75%	
Style 9	1.5 points	65%	
Style 9	2 points	55%	
Style 9	3 points	55%	

Keys and Scales

Keys and scales are used to provide information that helps students understand graphics. The diagrams that follow provide specifications for keys and scales that appear in graphics.







Fills and strokes of the Key symbol shall match those areas referred to in the figure. If an item requires the student to determine size or distance, the dimensions of the key symbol shall also match those in the figure.

Key vs. Scale

A key shall be used to provide students with information that helps them identify parts of a graphic or interpret information in a graphic. A scale shall be used to provide students with ratios and conversions.

In the diagrams that follow, Example 1 tells students the values of graphic elements (e.g., bars in a graph, parts of a shape) filled with grays and patterns; Example 2 tells students how to interpret information in a stem-and-leaf plot; and Example 3 provides students with a ratio for converting inches to feet.

Example 1: Patterns

Key	
	value one
	value two
	value three
	value four

Example 2: Stem-and-Leaf Plot

Key
4 6 represents 46

Example 3: Scale/ Ratio

Scale
1 in : 12 ft

E. Raster Images (Photographs)

Border

All cropped raster images shall be enclosed by a 1-point border.

Acknowledgment Text

Acknowledgment text shall be included in the image file for all images taken from copyrighted sources including print publications, the Internet, stock photo agencies or discs, and other commercial and noncommercial sources. For images that do not appear in selections, acknowledgment text shall appear as shown in this diagram. (See “Acknowledgments” in Part III for information about images that appear in selections.)



10-point Verdana aligned to the right edge of the image. The height 4 points beneath the border.

© [Copyright holder], [year]

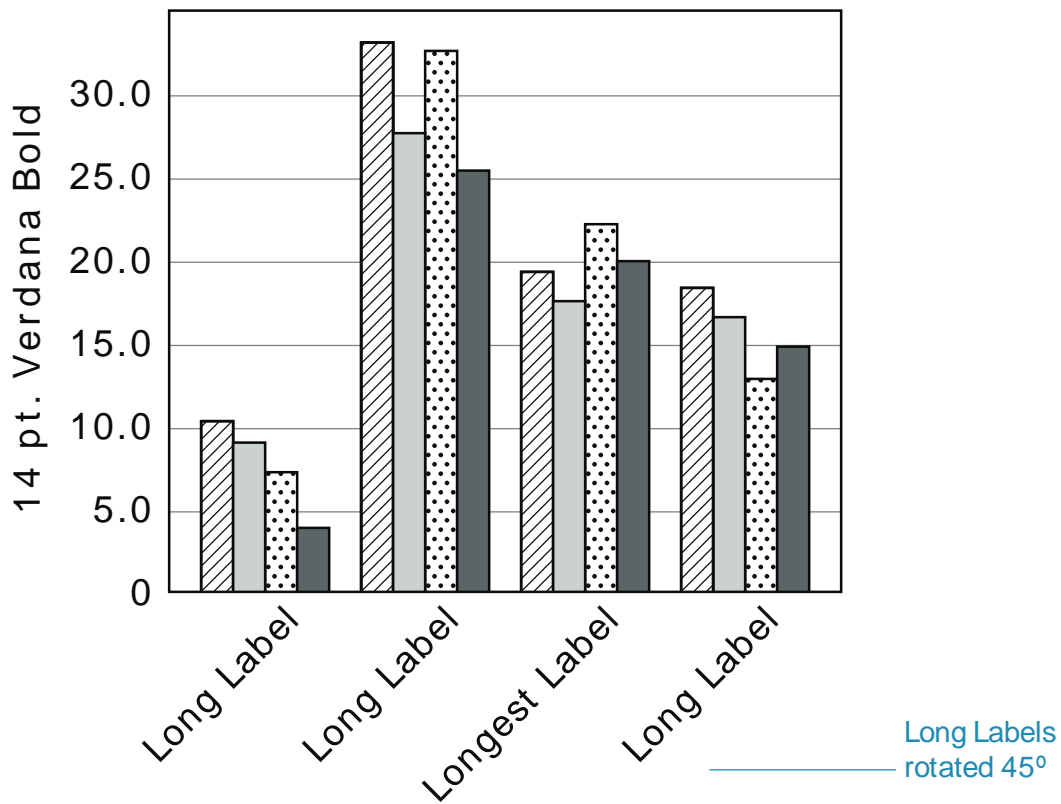
Print Resolution

For paper-based tests, the number of pixels in a raster image shall be more than 1.6 times and less than 2 times the linescreen. If, for example, an image is to be printed 1 inch wide at 150 lines per inch, the image must be more than 240 and less than 300 pixels wide ($> 1.6 \times 150$, and $< 2 \times 150$).

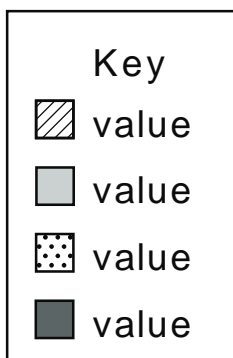
Note: Print resolution does not apply to images used online.

Multibar Graph

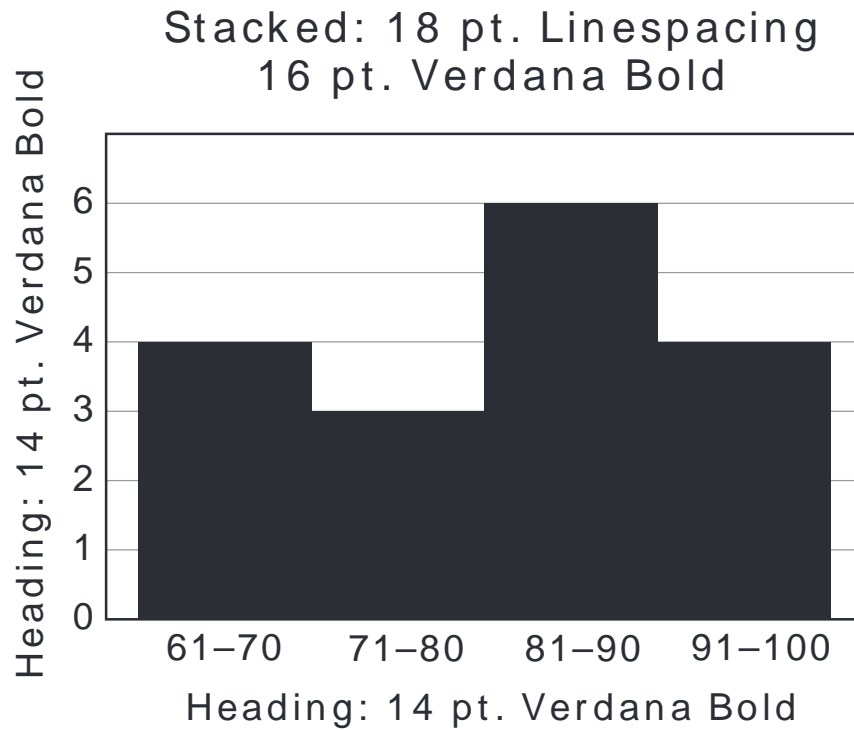
Stacked: 18 pt. Linespacing
16 pt. Verdana Bold



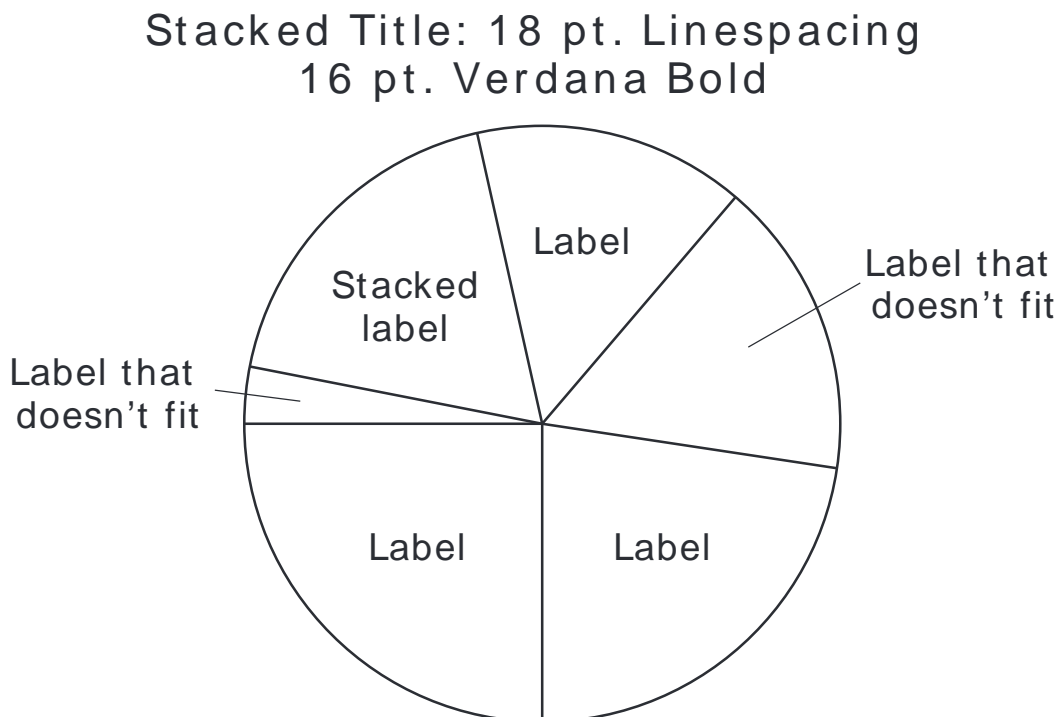
Heading: 14 pt. Verdana Bold



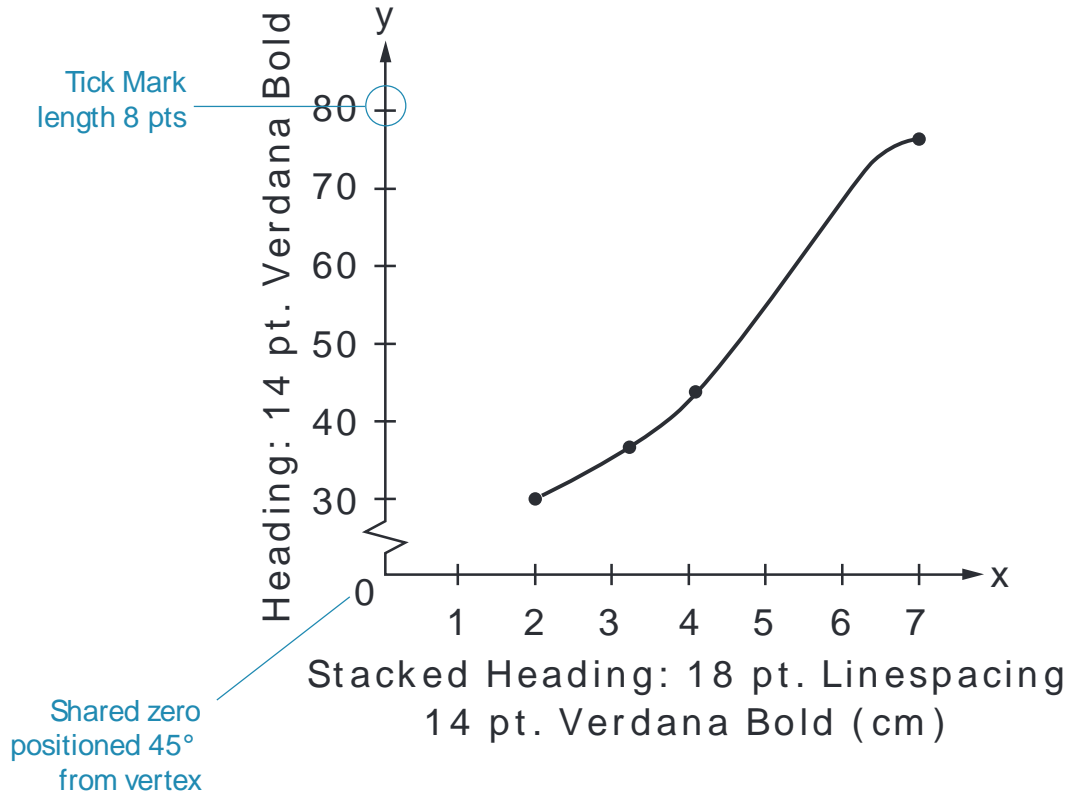
Histogram

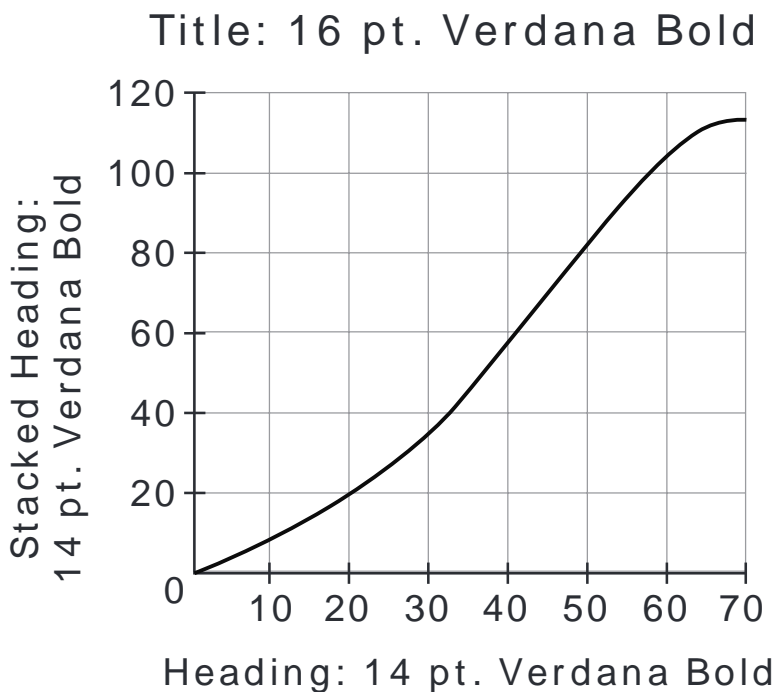


Circle Graph

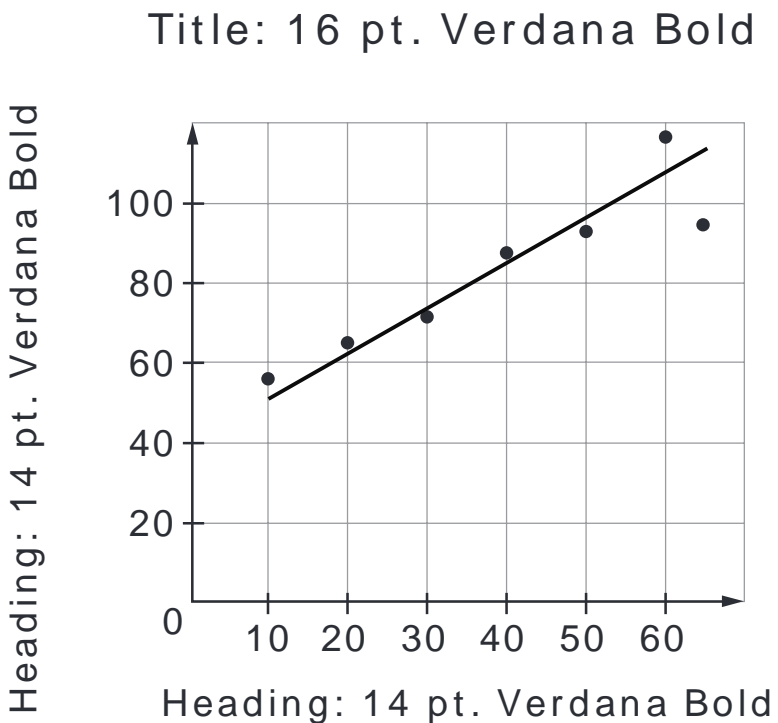


Line Graphs





Scatter Plot



G. Tables and Charts

The diagrams in this section provide specifications for tables and charts, including pictographs and tally charts.

Text Alignment in Tables

The diagrams in this section are examples for the position and alignment of text and numbers in tables.

Text	Numbers	Dollar Amounts
Text entry	2	\$ 1.00
Text entry	20	\$ 10.00
Widest text entry	200	\$100.00

Fractions	Mixed Numbers
$\frac{1}{3}$	7
$2\frac{3}{5}$	$\frac{1}{4}$
$\frac{3}{16}$	300.00

Table Row Heights

One line
Cell with two lines
Cell with three lines of text
Cell with four lines of regular text

Tables

Stacked Title: 18 pt. Linespacing
16 pt. Verdana Bold





Heading	Stacked Heading: 14 pt. Verdana Bold
14 pt. Verdana	\$ 10.00
Sentence case	\$ 40.00
Stacked text entry	\$100.00


Title: 16 pt. Verdana Bold

Heading (\$)	10	20	30	40	50
Stacked Heading: 14 pt. Verdana Bold	5	6	7	8	9

Pictograph

Favorite Kinds of Apples






Apple	Number of Votes
Washington	
Golden	
Granny Smith	
Fuji	

<p>Key</p>  represents 1

Note: People and animals shall not be represented as half symbols in pictographs.

Tally Chart

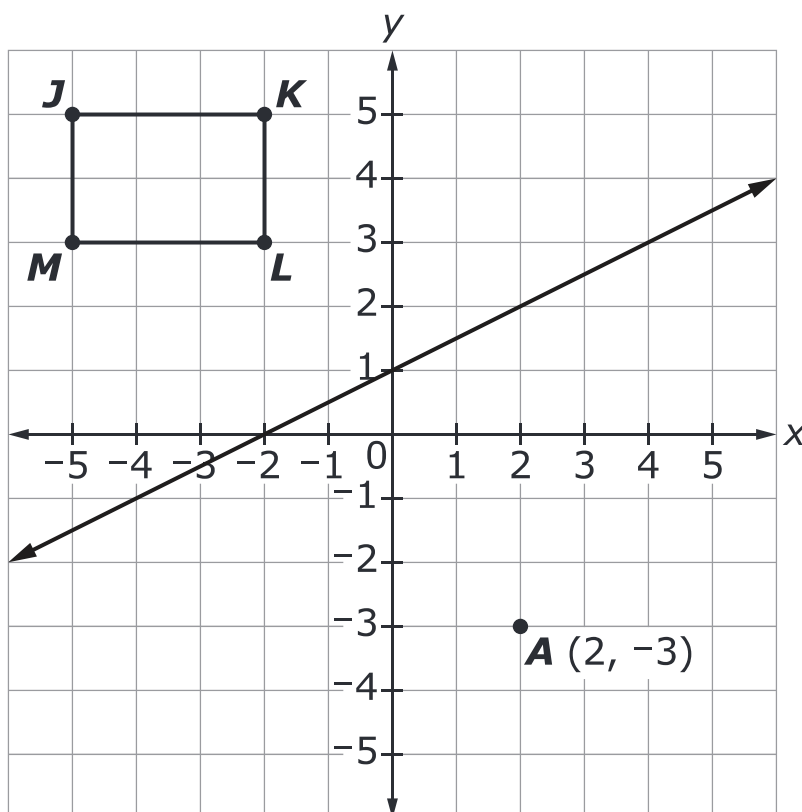
Title: 16 pt. Verdana Bold

Heading	Heading: 14 pt. Verdana Bold
Text	
Text entry	
14 pt.	
Verdana	
Sentence case	

H. Coordinate Grids

The diagram in this section provides a coordinate grid example which includes plotted points, a shape, and a line.

Plotted Points, Shape, and Line

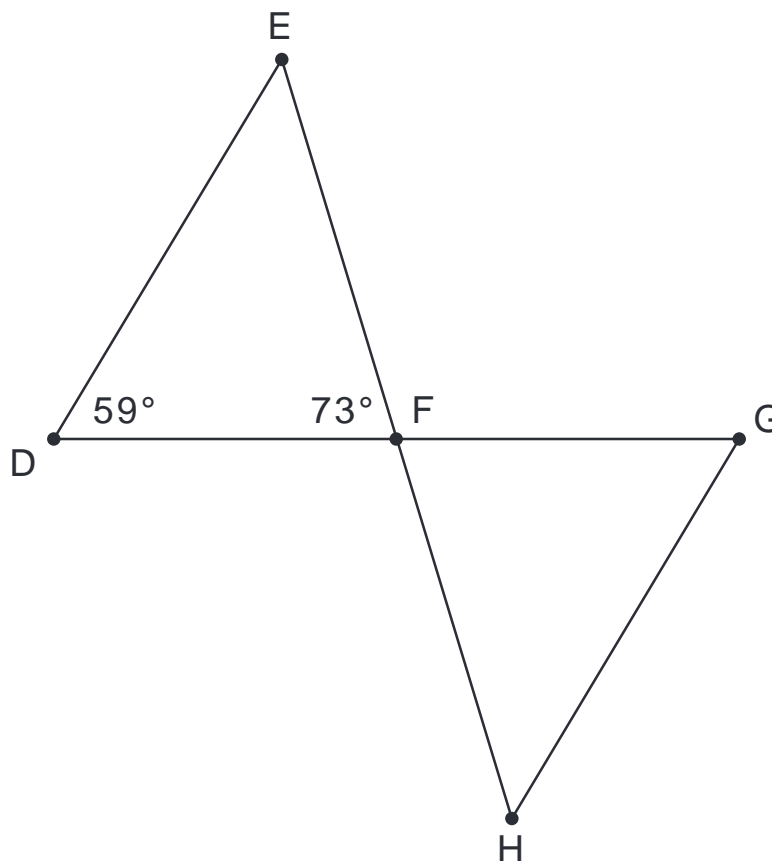
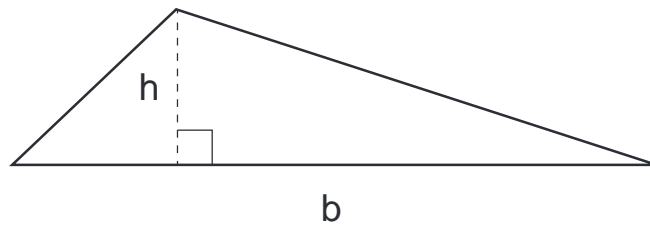


Note: Graphing software shall be used to render plots of functions (parabolas, etc.),
These shall not be drawn by hand.

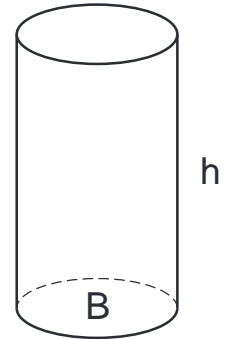
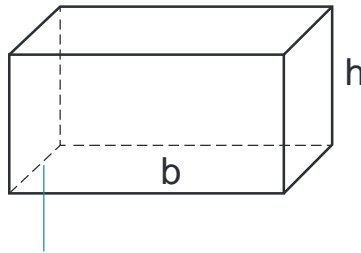
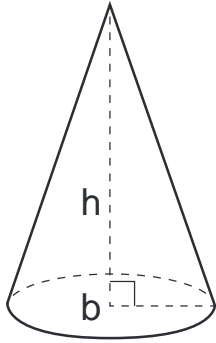
I. Geometric Shapes

The diagrams in this section provide specifications for different two- and three-dimensional geometric shapes, including shapes with points, variables, angle measures, and color fills.

Two-Dimensional Shapes



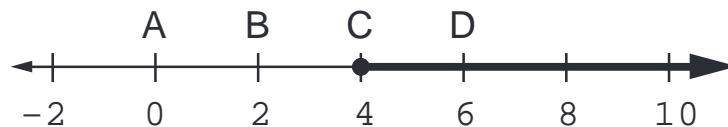
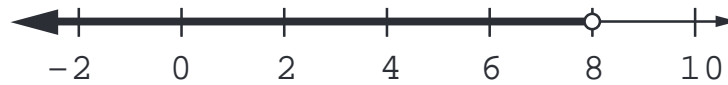
Three-Dimensional Shapes



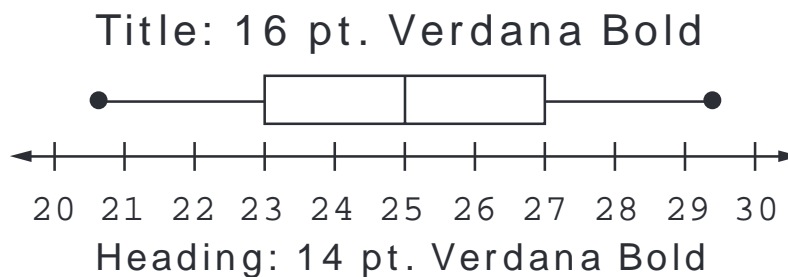
J. Other Types of Graphics

The diagrams in this section show specifications for miscellaneous graphics, including number lines, box-and-whisker plots, line plots, stem-and-leaf plots, spinners, maps, and graphic organizers.

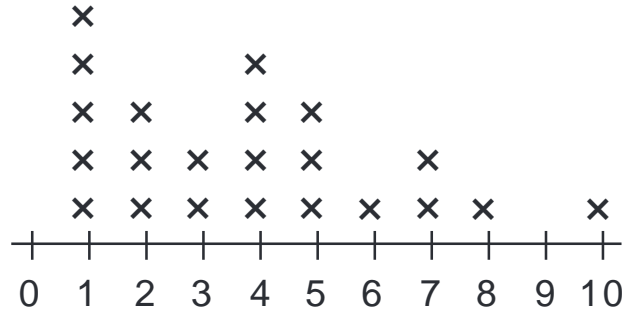
Number Lines



Box-and-Whisker Plot



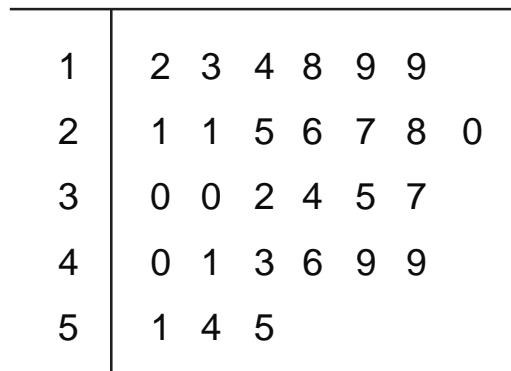
Line Plot



Stacked: 18 pt. Linespacing
16 pt. Verdana Bold

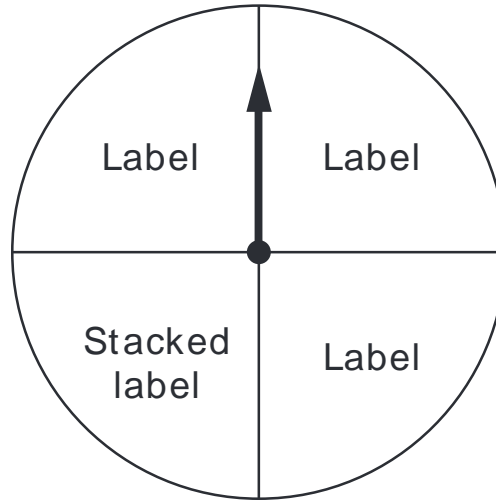
Stem-and-Leaf Plot

16 pt. Verdana Bold
18 pt. Linespacing



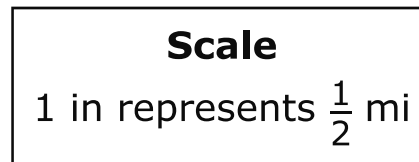
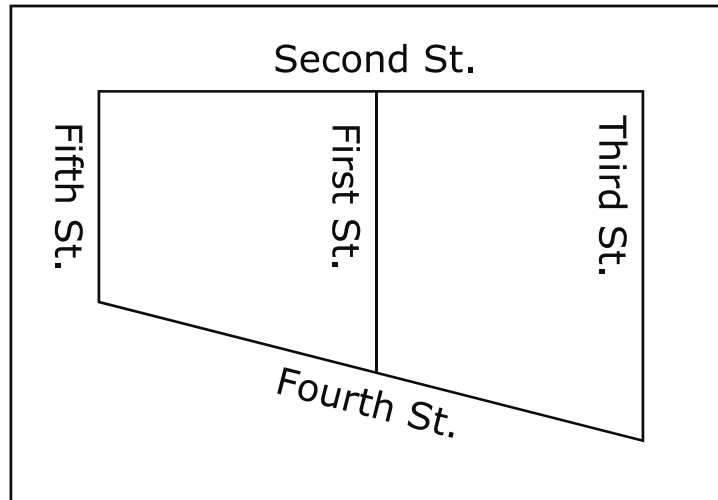
Key	
4	6 represents 46

Spinner

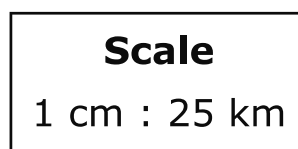
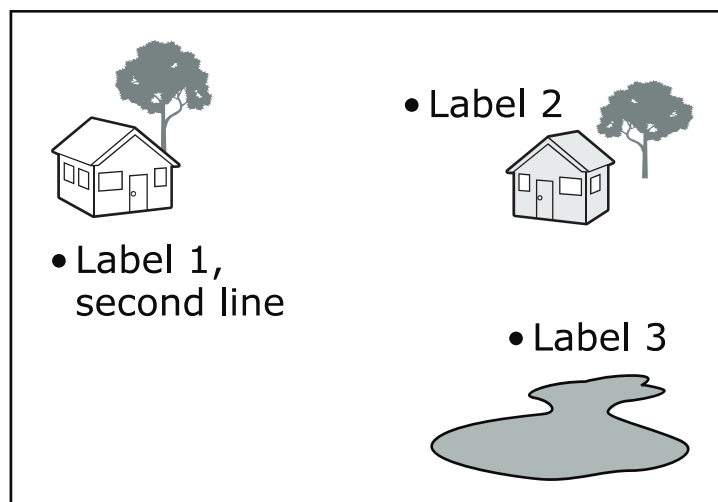


Maps

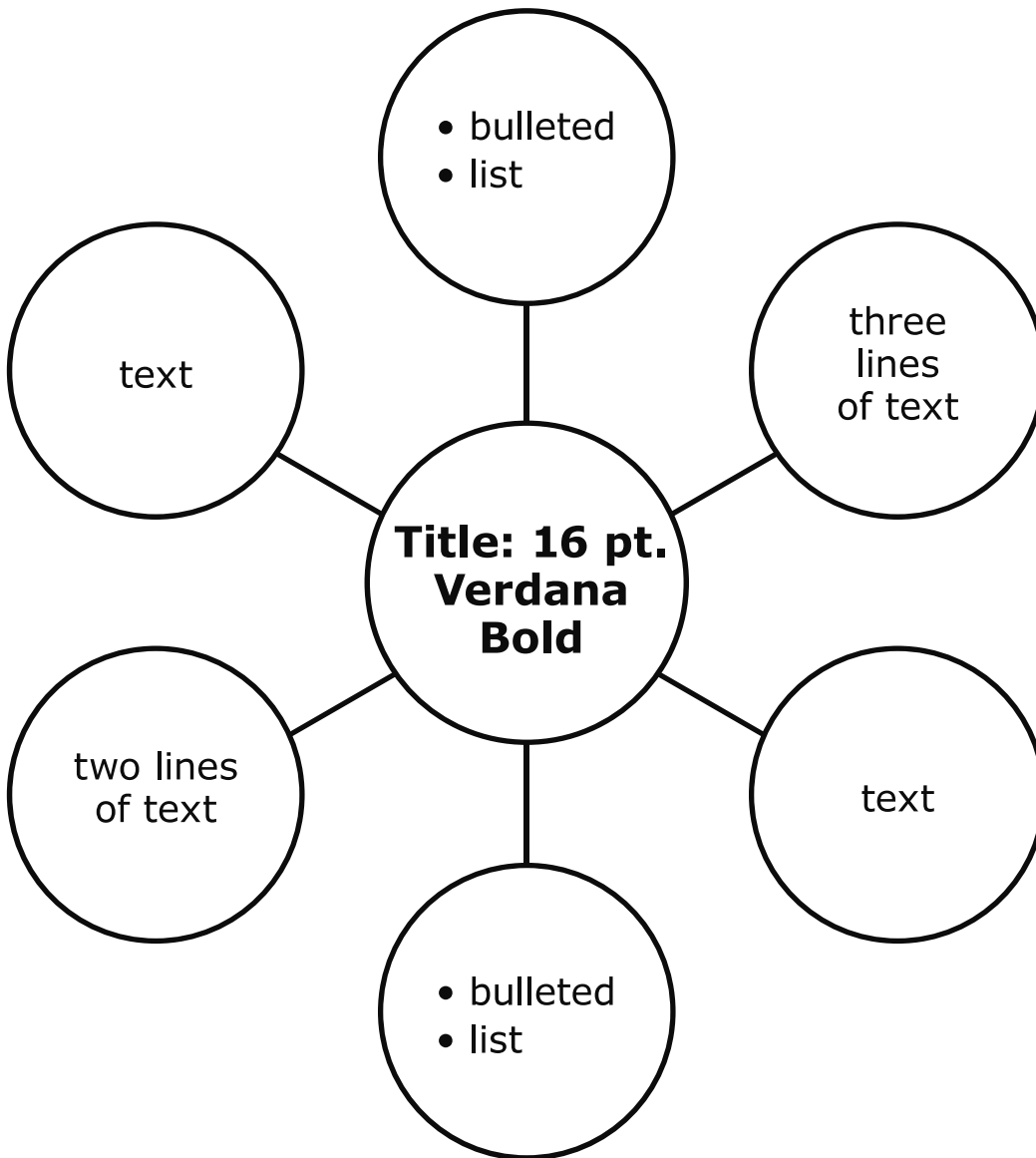
Title: 16 pt. Verdana Bold



Title: 16 pt. Verdana Bold



Graphic Organizer



Part VI: Technology-Enhanced Items

Note: Follow the specifications in Part V for graphics that appear in Technology- Enhanced Items (TEIs).

A. User Interface Elements

Items considered technology-enhanced items (TEIs or TE items) include elements that are interactive other than the typical selected-response item's ordered options and the typical constructed-response item's space for typing responses. The ability to interface with the item is key to answering the item correctly. They are also known as *Innovative Response Types*.

Response types, innovative and otherwise, for **ELA** include *Multiple Choice* (MC) (SRs with one correct response), *Multiple Select* (MS) (SRs with more than one correct response), *Matching Table* (MA), *Evidence-Based Selected Response* (EBSR), *Hot Text* (HT) (also known as *Select Text* (ST)), *Reorder* (RE), *Short Answer* (SA), and *Written Response* (WR).

Response types, innovative and otherwise, for **Math** include *Multiple Choice* (MC) (SRs with one correct response), *Multiple Select* (MS) (SRs with more than one correct response), *Matching Table* (MA), *Fill-In Table* (TI), *Graphing* such as *Drag-and-Drop* and *Hot Spot* (GI), *Equation/Numeric* (EQ), and *Short Answer* (SA).

TE items follow the rules of typical items as well as the following as applicable. The following rules supersede any previous rules if there is a conflict.

functional elements

page elements that require student action (e.g., buttons, check boxes)

static page elements

page elements that do not require student action (e.g., Answer Spaces, Word Banks)

Capitalization

Note: Capitalize the names of buttons and other user interface (UI) elements consistently throughout an item.

Functional elements.

- Use title case for button labels.
[Clear All](#)
[Reset](#)
- Use sentence case for text next to a check box or button.
[First-person point of view](#)
[Isosceles triangle](#)

Static page elements.

- Use title case for page elements that do not require student action.

Answer Box

Answer Space

Word Bank

Items in menus and word lists.

- Use sentence case for items in a menu or a word list.

Dialog Boxes

- Use sentence case for messages or alerts that appear in dialog boxes.

Are you sure you want to clear your answers and begin again?

Click only the required number.

Options.

- Binary options are both capitalized.

True/False

Yes/No

- When referring to options, use the same capitalization (no quotation marks), but use lowercase when generically referring to the responses.

Click on True or False.

Decide whether they are true or false.

Referring to User Interface Elements in Text

Functional elements.

- Write the names of functional elements as they appear onscreen.
- In general, refer to a button by its label. Use the term *button* if needed for clarity (e.g., if the button is an image without a label), but do not capitalize generic terms such as *button*, *icon*, *key*, *menu*, or *tool*.

Click Clear All.

Click the Stop button.

- When answering an item using a hotspot keyboard (*EQ tool*—i.e., the characters used for the response are selected on the screen), do not reference the buttons of the keyboard. This is because the Braille forms will not include the hotspot keyboard and will have a text box instead.

Create an equation. (*not* Use the buttons to create an equation.)

- If it is necessary to refer to elements that appear onscreen in sentence case, such as text next to a check box, enclose the elements in quotation marks.

[Click to select the check box next to “First-person point of view.”](#)

- Use title case for names of Math tools, except when lowercase in background usage.

[Point](#)

[Line](#)

[Graphing tools](#)

Static page elements.

- Write the names of static page elements as they appear onscreen, without quotation marks.

[Drag the words from the Word Bank to the correct locations on the diagram.](#)

Keyboard key names.

- When referring to keyboard keys, match the case of the text on the actual keyboard key or use lowercase. Do not use quotation marks or abbreviate the key name.

[Press the Backspace key.](#)

[Press the right arrow key.](#)

- It is not always necessary to use an article (*the, a, an*) before the key name or to use the word *key*.

[Press Enter.](#)

- When referring to more than one key, use the full name of each key.

[the up arrow or down arrow keys \(*not* the up or down arrow keys\)](#)

- Do not capitalize general references to keys.

[Use the arrow keys to scroll through the passage.](#)

Excerpts from a Selection

When an excerpt is interactive (text can be selected or reordered), the excerpt is not boxed and is not put in quotation marks (unless dialogue is used or other cases where the quotation marks match the source).

B. Referring to Students

- In general, address the student directly by using second person singular.

[You must place all the words in the chart.](#)

- Always use second person, imperative mood for procedural steps. (The subject “you” is implied.)

[Use the calculator to find the results.](#)

[Click the appropriate unit of measure from the menu.](#)

C. Preferred Usage of Technical Terms

This section provides guidelines for the preferred usage of technical terms. See “Preferred Word Usage” in Part II and the word list in Appendix A for the preferred usage of more general terms.

activate; deactivate

Avoid; instead, use *turn on*, *turn off*. Do not use *activate* as a synonym for *open*, *start*, or *switch to*.

arrow pointer Use *pointer* in general references to performing actions with objects rather than text. (Use *cursor* in references to performing actions with text.) Use *arrow* or *arrow pointer* when comparing the two different types of pointers. Do not use *arrow cursor*, *mouse cursor*, or *mouse pointer*, because other input devices can also control the cursor or pointer.

arrow keys Use *arrow keys* to refer to the keys that are labeled only with an arrow. To make special mention of the similar keys on the keypad, refer to the *arrow keys on the keypad*. Do not use *direction keys*, *directional keys*, or *movement keys*.

bottom left; bottom right

Avoid; use *lower left* and *lower right* instead, which are hyphenated as adjectives: lower- left part of the screen.

button Buttons always initiate an action when clicked, tapped, or pressed. Students *click* or *tap* an onscreen button; they *press* a mechanical button.

buttons vs. icons

If an element in the UI looks like a button (appears three-dimensional) and functions like a button (causes something to happen when clicked), call it a *button*. Do not call it an *icon*.

icons that function like buttons

If an element in the UI looks like an icon (displays a picture and does not appear three-dimensional) but functions like a button (causes something to happen when clicked), call it either a *button* or an *icon*.

check box (two words)

Do not use *box*, which is ambiguous, or *ballot box*. Students *click* a check box to select or clear an option (the phrase “click to select” or just *select* can also be used). Do not use “check the check box.” If the option is already selected, instructing the student to *click* clears the item.

Ambiguous: Click the check box labeled “Show points less than 4 on the number line.”

Preferred: Select the check box labeled “Show points less than 4 on the number line.”

choose See **click**.

clear Use *clear*, not *uncheck*, *unselect*, *unhighlight*, or *dehighlight*.

click Use *click* to describe the act of positioning the pointer on an object onscreen and briefly pressing and releasing the mouse button. Do not use *click on* or *click at* (though *click on* may be permissible for ELA). (Note that students do not *click* the mouse button; they *press and release* it.) Use instead of *select*, *choose*, or *pick*.

- click and drag** Do not use. Students either *click* or *drag*. In references to touchscreen devices, do not use *tap* and *drag*.
- Incorrect: Click and drag the bar up or down.*
- Correct: Drag the bar up or down.*
- click and hold** Do not use. *Click* means to press and quickly release the mouse button. Use *hold down* when the intent is for the student to press and hold down the mouse button.
- click in** Students *click in* a window or region, such as a scroll bar; they *click* other onscreen elements, such as icons and buttons.
- click on** Do not use (except possibly for ELA items); use *click* or *click in*.
- close** Students *close* a window or a document. Do not use *exit* or *shut down*.
- Ctrl** (abbreviation for Control)
Use the abbreviation only when space constraints do not allow use of the full term.
- cursor** Use *cursor* in general references to performing actions with text rather than objects. (Use *pointer* in general references to performing actions with objects.) Do not use *arrow cursor*, *mouse cursor*, or *mouse pointer*, because other input devices can also control the cursor or pointer.
- deactivate** See **activate**; **deactivate**.
- delete** Use *delete* to refer to actions, such as deselecting text, that result from pressing the Delete or Backspace key on the computer.
- Delete key** Do not refer to *DEL* key.
- depress** Do not use; instead, use *press* for the action of pushing down a key.
- deselect** In general, use *clear* when the intent is to cancel a selection. Do not use *uncheck*, *unselect*, *unhighlight*, or *dehighlight*.
- dialog box** Use *dialog box* for windows that request additional information from the student and are explicitly dismissed by clicking a button within the dialog box. Dialog boxes include alerts, which contain error messages or warnings about potentially hazardous situations or actions.
- direction/directional keys**
Do not use; use *arrow keys* instead.
- display** (*n*) Use *display* as a noun to refer generically to the visual output device and its technology. Use *screen* to refer to the graphic portion of a monitor.
- Incorrect: A dialog box appears on the display.*
- Correct: A dialog box appears on the screen.*
- Incorrect: Adjust your screen so that the top of the display is slightly below eye level.*
- Correct: Adjust your display so that the top of the screen is slightly below eye level.*

double click (*n*); **double-click** (*v*); **double-clicking** (*n, v*)

Clicking twice rapidly with the left mouse button or other input device. Note hyphenation. Do not use *double-click on*.

double tap (*n*); **double-tap** (*v*); **double-tapping** (*n, v*)

Note hyphenation. Tapping twice rapidly on a touchscreen.

down arrow

Lowercase both words. Use to refer to the small arrow that a student clicks to decrease a value.

drag

Refers to an action that can be performed on a desktop or portable computer, or on a touchscreen device. Use *drag* to refer to actions students perform with objects onscreen. A student may drag an onscreen object, drag a control, or drag across part of the screen. Do not use *drag the mouse* or *drag the pointer*. See also **click and drag**.

Incorrect: Drag the mouse to draw a square.

Correct: Drag the slider to increase or decrease the value.

drag-and-drop (*adj*)

Note hyphens in the adjective. Avoid using *drag and drop* as a compound verb followed by an object; dragging includes dropping the object into place.

Incorrect: Drag and drop the file to the printer icon.

Correct: Drag the file to the printer icon.

Correct: You can create digital photo albums with drag-and-drop simplicity.

drop-down menu

Avoid using unless differentiating between menus; otherwise use just *menu*.

enter

Use in directions for responding to a constructed-response item. Do not use *write* or *provide*.

erase

Do not use as a synonym for the verb *delete*.

field

Do not use to refer to a text-entry field in a dialog box. Refer to the box by its label.

flick (*n, v*)

Refers to the act of quickly brushing the finger across a touchscreen or trackpad to scroll through a list. Flicking is similar to dragging, but quicker. *Flick up* or *flick down* to scroll quickly through a selection.

highlight (*v*)

Do not use to refer to selecting text.

Incorrect: Drag the cursor to highlight the text you want to move.

Correct: Click the word, sentence, or paragraph to select the text you want to move.

highlighted (*adj*)

Note that term is not hyphenated. Do not use *hilighted*. Do not use *unhighlighted* or *dehighlighted* for an item that is not highlighted; use *not highlighted*.

Incorrect: When you click the sentence, it highlights.

Correct: When you click the sentence, it becomes highlighted.

hit (v)	Do not use <i>hit</i> to refer to the act of pressing a key on the computer keyboard. Use <i>press</i> instead.
hold down	Use <i>hold down</i> to describe the act of pressing a key on the keyboard, the mouse button, or a mechanical button until a specified action or result occurs. Do not use <i>hold down</i> interchangeably with <i>press</i> . <i>Press</i> means to press and quickly release a key or mechanical button.
hover; mouse over	Avoid these terms to refer to the action of briefly resting the mouse pointer on a button or link to see a definition or description. Instead, use <i>rest on</i> , <i>pause on</i> , or a similar word or phrase. Do not use <i>mouse over</i> as a verb phrase. To describe the action of moving the pointer to a button, use a phrase such as “move the pointer over the button.”
icon	Use only to describe a graphic representation of an object a student can select and open. See also button .
key	Students <i>press</i> a key on a keyboard or <i>tap</i> a key on a touchscreen; they <i>type</i> a character, word, or phrase.
keypad	See numeric keypad .
left-hand	Do not use; instead, use <i>left side</i> .
log in (v); login (n, adj); log out (v), logout (n, adj)	Use <i>log in to</i> , not <i>log into</i> .
menu	In general, use <i>menu</i> alone instead of <i>drop-down menu</i> or <i>pull-down menu</i> . A menu item is <i>in</i> a menu, not <i>on</i> or <i>under</i> a menu; a menu contains <i>items</i> .
mice	Try to avoid. If it is necessary to use the plural of mouse, use <i>mouse devices</i> .
monitor	Use <i>screen</i> to refer to the graphic portion of a monitor.
mouse	Avoid references to the mouse. Instead, refer to the actions on the screen, such as <i>clicking</i> , <i>dragging</i> , <i>selecting</i> , or <i>choosing</i> .
movement keys	Do not use; use <i>arrow keys</i> instead.
numeric keypad	Term can be shortened to <i>keypad</i> . Do not use <i>numerical keypad</i> or <i>numeric keyboard</i> . In general, avoid making distinctions between the keyboard and the numeric keypad. When the student can press two keys that look the same, be specific in directing the student to the proper key. <i>Incorrect: Press the Hyphen key on the keyboard.</i> <i>Correct: Press the Minus Sign on the numeric keypad.</i>
onscreen	Term is one word.

onscreen keyboard

Refers to a keyboard representation on the screen that the student touches to input characters. Do not use *virtual keyboard*, *soft keyboard*, *visual keyboard*, or *keyboard display*.

pick See **click**.

point (v) Avoid using *point* as a verb in descriptions of the desktop interface. Instead, use “move the pointer to” or similar wording.

Avoid: Point to an item to see a description of what you can do with it.

Preferred: Hold the pointer over an item to see a description of what you can do with it.

pointer Use in general references to performing actions with objects rather than text, but be specific as needed to avoid confusion: *arrow pointer*. Use *cursor* when referring to actions associated with text.

pop-up Do not use as a noun. Avoid as a verb; instead, use a term that more accurately describes the action, such as *open*. Do not use *pop-up window* as a synonym for *dialog box*.

press Use to describe the act of pressing and quickly releasing keys on the keyboard. Do not use *click*, *hit*, *push*, *tap*, or *type*. Do not use *press* for onscreen items; use *click* or *tap*.

push Do not use; instead, use *press*.

put Do not use as a synonym for *drag*.

Avoid: Put the file in the Trash.

Preferred: Drag the file to the Trash.

radio button Do not use. Students *click* a button to select or clear an option (the complete phrase “click to select” or just *select* can also be used). Students do not *check* or *uncheck* a button.

right-hand Do not use; instead, use *right side*.

rotate (v) Refers to the act of placing the thumb and index finger slightly apart on a touchscreen or trackpad and twisting them clockwise or counterclockwise.

screen Use to refer to what the student looks at while working on a computer or mobile device. Do not use *display* as a synonym for *screen*.

scroll Avoid using as a transitive verb.

Avoid: Scroll a passage.

Preferred: Scroll through a passage.

Preferred: Scroll to view more of the passage.

select See **click**.

Space Bar Note that term is two words and that both words are capitalized.

Smarter Balanced Style Guide: Technology-Enhanced Items

tap (<i>n, v</i>)	Refers to the action on a trackpad or touchscreen device that is equivalent to clicking. Students can <i>tap</i> with one or more fingers (depending on the device and the action the student is performing). Do not use <i>tap on</i> .
tap and hold	Do not use. <i>Tap</i> means to touch and release quickly, so use “touch and hold” instead.
toggle	Use as an adjective, as in <i>toggle key</i> . A <i>toggle key</i> turns a particular mode on or off. Do not use <i>toggle</i> as a verb; instead, use <i>switch</i> , <i>click</i> , or <i>turn on</i> and <i>turn off</i> to describe the action.
touch and hold	Refers to the act of touching a touchscreen or trackpad and leaving the finger motionless until something happens. Do not use <i>tap and hold</i> .
touchscreen	Note that term is one word.
trackpad	Note that term is one word. Do not use <i>touchpad</i> .
uncheck	Do not use. Use <i>click</i> , <i>clear</i> , or “cancel the selection.”
user name	Two words.
write	Do not use. Use <i>type</i> or <i>enter</i> .
zoom	Use <i>zoom</i> , <i>zoom in</i> , <i>zoom in on</i> , <i>zoom in to</i> (not <i>zoom into</i>), <i>zoom out</i> , and <i>zoom out of</i> . Do not use <i>dezoom</i> or <i>unzoom</i> .

Appendix A:

Word List

Word List

This appendix provides guidelines for the capitalization, hyphenation, and spelling of terms. See “Compound Terms” in Part I, “Preferred Word Usage” in Part II, and “Preferred Usage of Technical Terms” in Part VI for additional guidelines.

<p>A</p> <p>acknowledgments</p> <p>AD (uppercase; precedes date)</p> <p>advice (<i>n</i>), advise (<i>v</i>)</p> <p>African American (<i>n, adj</i>)</p> <p>a.m. (lowercase)</p> <p>Anglo-American (<i>n, adj</i>)</p>	<p>B</p> <p>babysit, babysitter, babysitting</p> <p>backup (<i>n</i>), back up (<i>v</i>)</p> <p>bandage, not <i>Band-Aid</i></p> <p>BC/BCE (uppercase; follows date)</p> <p>birth date</p> <p>black-and-white (<i>adj</i>), black and white (<i>adv</i>)</p> <p>blond</p> <p>boldface (typeface), bold-face (conduct)</p> <p>box-and-whisker plot</p> <p>brand-new (<i>adj</i>)</p> <p>breakdown (<i>n</i>), break down (<i>v</i>)</p> <p>break-in (<i>n</i>), break in (<i>v</i>)</p> <p>breakup (<i>n</i>), break up (<i>v</i>)</p>	<p>C</p> <p>CE (uppercase; precedes date)</p> <p>check mark (<i>n</i>), checkmark (<i>tr v</i>)</p> <p>checkout (<i>n</i>), check out (<i>v</i>)</p> <p>criterion (singular), criteria (plural)</p> <p>cross-reference (<i>n, v</i>)</p> <p>cross section (<i>n</i>), cross-section (<i>tr v</i>), cross-sectional (<i>adj</i>)</p> <p>cutoff (<i>n</i>), cut off (<i>v</i>)</p> <p>cutout (<i>n, adj</i>), cut out (<i>v</i>)</p>
<p>D</p> <p>data are (plural)</p> <p>day care</p> <p>death rate</p> <p>decision-making (<i>adj</i>), decision making (<i>n</i>)</p> <p>dialogue (speech), <i>but</i> dialog box (computer)</p> <p>die (singular), dice (plural)</p> <p>disk drive</p> <p>double-blind (<i>adj</i>)</p> <p>doughnut</p> <p>dropoff (<i>n</i>), drop off (<i>v</i>)</p> <p>dropout (<i>n</i>), drop out (<i>v</i>)</p>	<p>E</p> <p>Earth, in reference to the planet (not used with the article <i>the</i>)</p> <p>earth, in reference to earth material (used with the article <i>the</i>)</p> <p>e.g., (for example, . . .); i.e., (that is, . . .)</p> <p>e-mail</p> <p>equation, not <i>number sentence</i></p> <p>equator</p> <p>et al.</p> <p>everyday (<i>adj</i>), every day (<i>n, adv</i>)</p>	<p>F</p> <p>fairy tale (<i>n</i>), fairy-tale (<i>adj</i>)</p> <p>fall (season)</p> <p>field day</p> <p>field trip</p> <p>filename</p> <p>first, not <i>firstly</i></p> <p>firsthand (<i>adj, adv</i>)</p> <p>first person (<i>n</i>), first-person (<i>adj</i>)</p> <p>flowerpot</p> <p>folktale</p> <p>free throw (<i>n, adj</i>)</p> <p>freshwater (<i>n, adj</i>)</p> <p>full-blown (<i>adj</i>)</p> <p>full-size (<i>adj</i>)</p> <p>full-time (<i>adj, adv</i>), full time (<i>n</i>)</p> <p>fund-raiser/ing (<i>adj, n</i>)</p>

<p>G game board grade appropriate (<i>adv</i>), grade-appropriate (<i>adj</i>) grade level (<i>n</i>), grade-level (<i>adj</i>) great-grandmother, great-uncle</p>	<p>H half hour (<i>n</i>), half-hour (<i>adj</i>) hand-me-down hand off (<i>v</i>), handoff (<i>n</i>) hand out (<i>v</i>), handout (<i>n</i>) hands-on (<i>adj, adv</i>) the Hawaiian Islands, <i>but</i> the island of Hawaii headfirst head-on (<i>adj, adv</i>) head start high-definition (<i>adj</i>) high-energy (<i>adj</i>) high-jump (<i>adj</i>), high jump (<i>n</i>) high-pressure (<i>adj</i>), high pressure (<i>n</i>) home page homeschool (<i>n, adj</i>), homeschooled (<i>v</i>)</p>	<p>I ice cream (<i>n</i>) ice-cream (<i>adj</i>), as <i>in</i> ice-cream cone, ice-cream sandwich, ice-cream shop ice skate (<i>n</i>), ice-skate (<i>v</i>), ice-skater (<i>n</i>) i.e., (that is, . . .); e.g., (for example, . . .) in-depth (<i>adj, adv</i>) in-law in-line skate input-output table, <i>not input/output table</i> Internet intranet</p>
<p>J judgment jump rope</p>	<p>K tissue, not <i>Kleenex</i> knowledgeable</p>	<p>L landfall large-print (<i>adj</i>) left-arrow key lightbulb low-grade (<i>adj</i>), low grade (<i>n</i>) low-resolution (<i>adj</i>), low resolution (<i>n</i>) lunchroom lunchtime</p>
<p>M make-believe (<i>n</i>), make believe (<i>v</i>) makeover (<i>n</i>), make over (<i>v</i>) makeup (<i>n, adj</i>), make up (<i>v</i>) media are (<i>plural</i>) middle class (<i>adv</i>), middle-class (<i>adj</i>), upper-middle-class (<i>adj</i>) midpoint midrange midsection</p>	<p>N Native American (<i>n, adj</i>) nonfiction</p>	<p>O one-half one-way (<i>adj</i>) online onscreen on-site open enrollment, open-enrollment (<i>adj</i>) open-response (<i>n, adj, adv</i>) override</p>

M

Moon (our solar system),
but moon (other solar systems)
mousepad
multiple-choice (*n, v, adj*)
multi-user

P

papier-mâché
pickup (*n, adj*), pick up (*v*)
place mat
pleaded, not *pled*
plug-in (*n*)
p.m. (lowercase)
PO Box

policy maker, policy making
prime meridian
printout (*n, adj*), print out (*v*)
pull-down (*n, adj*), pull down (*v*)

S

salt water (*n*), saltwater (*adj*)
scatter plot
school-age (*adj*)
school bus
schoolwork
screen name
screen saver (*n, adj*)
screen shot
scroll bar
sidebar
side by side (*adv*), side-by-side (*adj*)
smart card
smartphone
sound bite, not *sound byte*
spring (season)
start-up (*n, adj*), start up (*v*)
stem-and-leaf plot
stepbrother
story line
summer
Sun (our solar system)

N

Q

T

takeoff (*n*), take off (*v*)
takeover (*n*), take over (*v*)
taskbar
tide pool
tidewater
time frame
timekeeper
timeline
time-out (*n, adj*)
toolbar
tool kit
toward, not *towards*
T-shirt

O

R

rainfall
rain forest
right-arrow key
the Rio Grande (do not add *River*)
rip-off (*n*), rip off (*v*)
roller coaster
roller skate (*n*), roller-skate (*v*),
roller skater (*n*)
round-trip (*n, adj*)
runoff (*n*), run off (*v*)

U

underwater (*adj, adv*)
under way (*adv*), underway (*adj*)
US (*adj*), United States (*n*)
user-friendly
username



Smarter Balanced Style Guide: Word List

V

videocassette
video game

Y

y-axis

W

warm-up (*n*), warm up (*v*)
Web page, the Web
website
winter

Z

zip code

X

x-axis
photocopy, not Xerox
X-ray

Appendix B: **Resources, Research, and Bibliography**

Recommended Resources

The style conventions and specifications in this document are based largely on information from the sources listed in this section. Refer to these sources for additional information.

Chicago Manual of Style and Words into Type

First published in 1906, the *Chicago Manual of Style (CMOS)* is one of the oldest and most comprehensive editorial style guides available. The sixteenth edition, published in 2010, was updated in consultation with a broad range of scholars and professionals in the fields of academics and publishing.

Different style guides have different uses. For example, the *Associated Press Stylebook* is used primarily by journalists, the *Publication Manual of the American Psychological Association* is used for social science publications, and the *MLA Handbook for Writers of Research Papers* is most commonly used by writers of research papers in the humanities. CMOS is widely used in educational, scholarly, and trade publishing, as is *Words into Type*, another well-respected general-purpose style manual. Both CMOS and *Words into Type* provide broader coverage of mechanical issues, grammar, and usage than the more specialized style manuals listed above.

Merriam-Webster's Collegiate Dictionary

Because hundreds of new words are added to the English language each year, and preferences regarding issues such as spelling and hyphenation change over time, it's important that publishing professionals use a recent edition of a good dictionary. *Merriam-Webster's Collegiate Dictionary* is not only one of the most popular dictionaries on the market (as the best-selling dictionary in the United States) but is also recommended by CMOS and used by many educational and academic publishers.

Garner's Modern American Usage

Bryan A. Garner wrote the grammar-and-usage chapter of CMOS, and his usage book is an appropriate companion to CMOS, significantly expanding on the usage guidelines provided in chapter 5 of CMOS. *Garner's Modern American Usage* is considered one of the best books available on contemporary usage. Garner takes a prescriptive approach, which means that his usage guidelines are based on established norms and rules for the way language should be used.

The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications

Amy Einsohn, the author of *The Copyeditor's Handbook*, has twenty years of experience as a professional editor and teacher of copyediting classes and is highly regarded in the copyediting community. Her book, which addresses the ABCs of copyediting, editorial style, and language editing, is intended to be used as a tool for self-instruction or a textbook for copyediting classes. *The Copyeditor's Handbook* has been recommended by current and former editors at CMOS, including Carol Fisher Saller and Margaret Mahan.

Support for Selected Style Preferences

Emphasis Terms

The treatment of various elements of style, including emphasis terms, varies according to the preferences of the user, but it is recommended that emphasis terms in test items be set in boldface. The publication *Considerations for the Development and Review of Universally Designed Assessments*¹ cites the following arguments for and against the various treatment options for emphasis text:

- Standard typeface, uppercase and lowercase, is more readable than italic, slanted, small caps, or all caps (Tinker, 1963).
- Text printed completely in capital letters is less legible than text printed completely in lowercase, or normal mixed-case text (Carter, Dey, and Meggs, 1985).
- Italic is far less legible and is read considerably more slowly than regular lowercase (Worden, 1991).
- Boldface is more visible than lowercase if a change from the norm is needed (Hartley, 1985).

Ten style guides from Smarter Balanced states and the consortium were evaluated. Seven of the ten recommended the use of boldface for emphasis terms, whereas one recommended underscoring, another recommended small caps, and the last did not specify. Designers of online content agree that “[o]n the Web, the most common and effective method [for emphasizing text] is the use of a bold face from the current font family.”²

In addition, the application of a particular treatment to a style element could prove confusing if repeated to represent another style element: In the *Smarter Balanced Style Guide*, underscoring is used to designate vocabulary terms. That combined with the fact that the use of two treatment styles for a single element can appear overpowering reinforces the recommendation that boldface alone be used for emphasis terms. This recommendation is supported also by the *Test Accessibility and Modification Inventory* (TAMI).³

Exponents and Superscript

Only one of the Smarter Balanced states’ style guides that were evaluated specified a style for exponents and superscripts, indicating that these elements should be smaller than running text and should not be separated from the preceding text by a space. It is recommended that exponents and superscript characters be smaller than running text (scaled to 70% of base print size). Increasing the size of running text around such characters is not feasible, and increasing the size of the characters themselves introduces a risk that students will misinterpret the characters as running text and not as exponents or superscripts.

¹ Thompson, S. J., Johnstone, C. J., Anderson, M. E., and Miller, N. A. (2005, November). *Considerations for the Development and Review of Universally Designed Assessments* (Center on Educational Outcomes Tech. Rep. 42). Retrieved February 6, 2012, from www.cehd.umn.edu/nceo/OnlinePubs/Technical42.htm

² Hume, A. (2005, December). *The Anatomy of Web Fonts*. Retrieved February 13, 2012, from [//www.sitepoint.com/anatomy-web-fonts](http://www.sitepoint.com/anatomy-web-fonts)

³ Beddow, P. A. (2009). *Test Accessibility and Modification Inventory: Quantifying and Improving the Accessibility of Tests and Test Items*. Presented at the CCSSO 2009 National Conference on Student Assessment. Retrieved February 6, 2012, from http://peabody.vanderbilt.edu/Documents/pdf/PRO/TAMI_CCSSO_Beddow.pdf

The general accessibility guidelines include discussion of magnification tools. Additionally, the accessibility spoken/audio business rules provide guidelines on how mathematical notation is to be presented in spoken form. The magnification tools and spoken support should allow students with visual impairment to access all the information available on screen.

In regard to ordinals, it is recommended to use 1st, 2nd, 3rd, etc., rather than 1st, 2nd, 3rd. In this way, the exponent size consideration is avoided, and ordinals are as easily read as other running text on a page.

Typeface: Verdana

It is recommended to use Verdana for onscreen testing materials, for its readability as compared to Times New Roman and Arial. Although other fonts are available that are specially designed to further enhance readability, these custom fonts may not be as widely available on student computers and may require the test delivery system to supply the font as part of system installation.

Serif fonts (e.g., Times New Roman), which are popular in print, can appear pixilated and blurred onscreen. In contrast, “the straight, low contrast, open strokes of a sans-serif font, such as Verdana, will always leave a good impression on-screen.”⁴ Verdana, which was designed for the screen, offers a generous amount of white space both between and within (glyphs) the characters. Currently, it is the most commonly used font on the Web, owing to its marked legibility on screen.

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- Words into Type* (3rd ed.). (1974). Upper Saddle River, NJ: Prentice-Hall.

⁴ Hume, The Anatomy of Web Fonts.

Appendix C:

Print-Based Testing

Printed test booklets must be provided as an accommodation for students with disabilities who cannot take the test on a computer.

Test Booklet Specifications

Naming Convention

a#####_gg_CA_s15SBAC

- "a" = standard ordering character (for individual files of the student book)
- "#####" = commodity code
- "gg" = grade (03 – 08 or HS)
- "CA" = content area ("ma" or "el")

Test Book Template

Major differences between ELA, Math and Math/Spanish test booklet templates primarily occur in the master pages (e.g., STOP, Do Not Mark, etc.).

Page Numbering

- Continuous across sections

Item Numbering

- Continuous across sections
- Number is followed by a period, no box

Color

- Greyscale

Page dimensions

- Magazine (50p3 x 65p3)

Misc

- **Session Start: Any Page**
- No acknowledgement page: Copyrights are placed 2p0 below passage.
- Spanish test books: English and Spanish text use the same styles but English text is 60% Black.
- STOP pages: Typically placed only on right-hand pages between sessions, if the previous session ends on a left-hand page. However, exceptions may apply, in particular in lower grades. No STOP page required after the last session.

		ELA/Math
Design Aspect	Scannable	No
	Orientation	Portrait
	Base Font	Verdana
	Base Face	Regular
	Base Size/Leading	12/14.4
	Colors	1-color

Text

The font is the same between Online-Based and Print-Based Testing. The type size however in Print-Based Testing is smaller. See chart below for details.

Element Type	Font	Face	Size/Leading
Body (item)	Verdana	Regular	12/14.4
Item Number	Verdana	Bold	12/14.4
Stimulus Sentence	Verdana	Regular	12/14.4
Sequence	Verdana	Bold	12/14.4
ACs	Verdana	Regular	12/14.4
CR Text	Verdana	Regular	12/14.4
Notes	Verdana	Regular	12/14.4
Caption	Verdana	Bold	9/11
Item-Part Header	Verdana	Bold Italic	12/14.4
Directions Body	Verdana	Bold	12/14.4
Stimulus Headers	Verdana	Bold	12/14.4
Title	Verdana	Bold	14/16
Byline	Verdana	Regular	12/14.4
Passages/SStimulus	Verdana	Regular	12/14.4
Paragraph Numbers	Verdana	Bold	10
Copyright	Verdana	Regular	10/12
Footnote	Verdana	Regular	9/11
Footnote Number (in Passage)	Verdana	Regular	9
Footnote Number (underneath Passage)	Verdana	Regular	7
Graphic Letter Designator (GLD)	Verdana	Bold	12

General

- Designator type: GLD (with period)
- Designator pattern: Repeating
- Ligatures: No
- Column layout: 2 column
- Primary Indent: 2p6
- VAC indent: 4p6
- Item – Item spacing: 5p0
- Direction – Stimulus spacing: 1p8
- Direction/Stimulus – Item spacing: 3p0
- Header – Image spacing: 0p6
- Sample item placement: No sample items
- SAC (images) designator positions: Left center
- SAC pattern: Reverse-N

Passages

- Title – Byline spacing: 0p4
- Byline – Body spacing: 1p8
- Paragraph spacing: 0p10
- First line indent: 1p6
- Passage offset (L & R): 0
- Paragraph number offset: 0p9
- Passage – Copyright spacing: 2p0

Special Paragraph Style Aspects

Stem

- Tabs: 0p0.1, 2p5.9 (any type)
- Embedded: "ItemNum" through 2 tabs

Footnote

- Embedded: "FootnoteNum" through 1 digit
- "Bold" through 1 ":"
- Rule above: .5 pt, 50% black, 18p0 long (right indent= 25p0), offset=1p0

Additional Paragraph Styles

- CR Area 2, CR Checklist, List Lettered, VAC Header

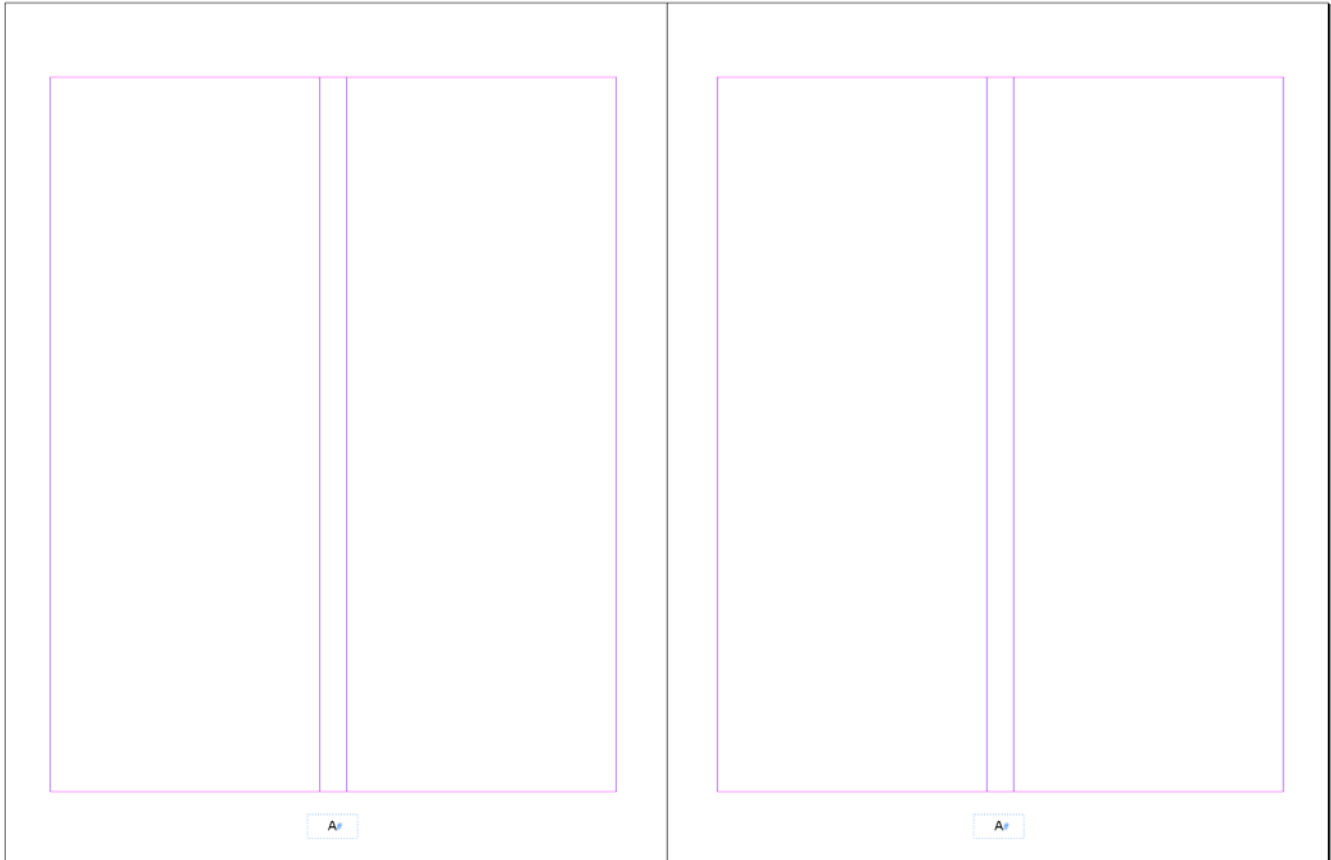
Special Character Style Builds

- Superscript: 9pt w/ 5pt baseline shift
- Fraction: -7pt baseline shift

Object Styles

- Note Box: 1 pt black line, 10 pt inset all sides
- CR Box: 1 pt black line, 0 insets (12p0 or 20p0 high)

Master



Margins

Top: 5p8
Outside: 3p5
Bottom: 5p4
Inside: 3p10

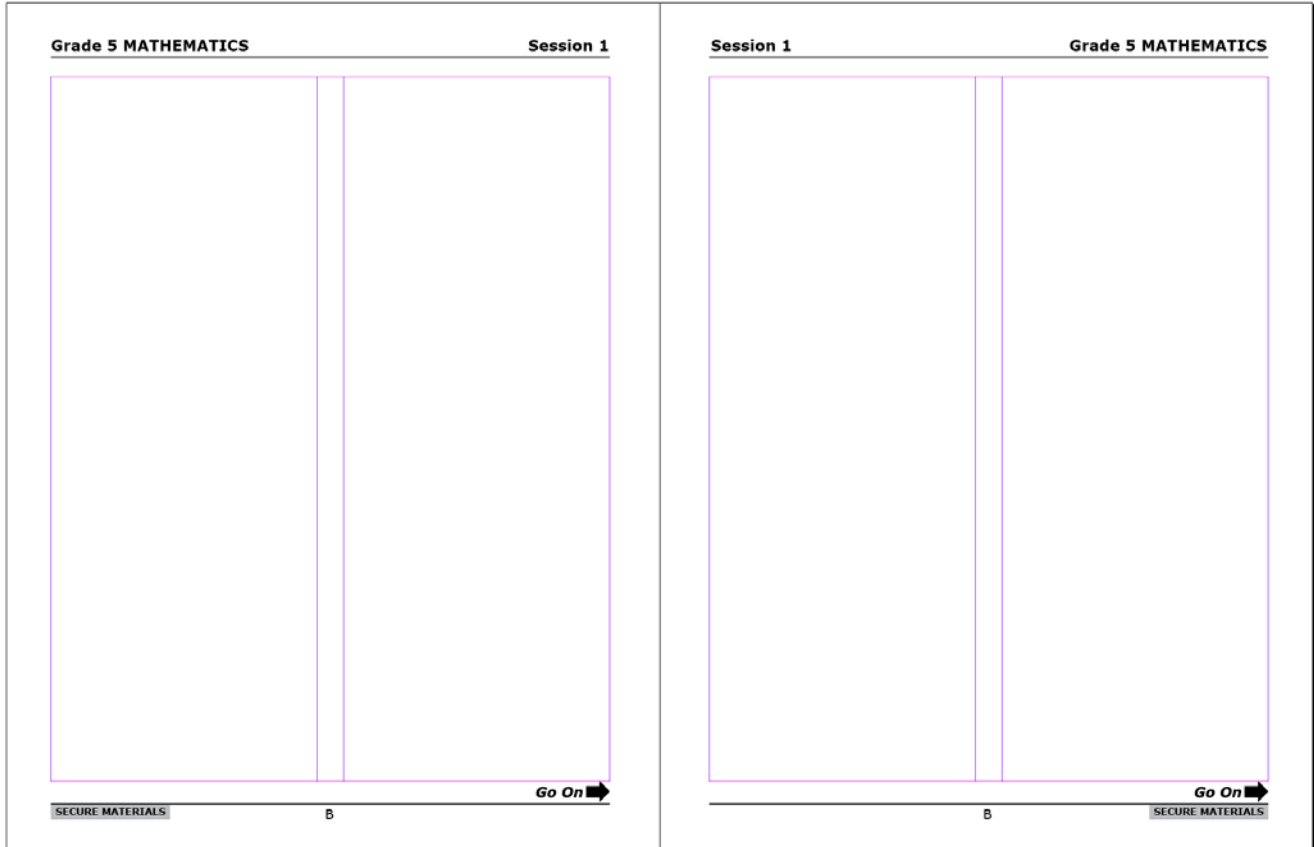
Columns

Number: 2
Gutter: 2p0

Special Instructions

- Based on "[None]"

T1 GoOn



The image shows two side-by-side page layouts for a test. Each page has a header with 'Grade 5 MATHEMATICS' on the left and 'Session 1' on the right. The main body of the page is a large empty rectangular area with a vertical line on the left side. At the bottom of each page, there is a 'Go On' arrow pointing to the right and a 'SECURE MATERIALS' stamp on the left side.

Grade-Content Area

Font: Verdana
Face: Bold
Size: 14pt

Section

Font: Verdana
Face: Bold
Size: 14pt

Header Line

Weight: 1 pt
Color: Black
Position: 4p1.5

Footer Line

Weight: 1 pt
Color: Black
Position: 61p7.5

Page Number

Font: Verdana
Face: Regular
Size: 12pt

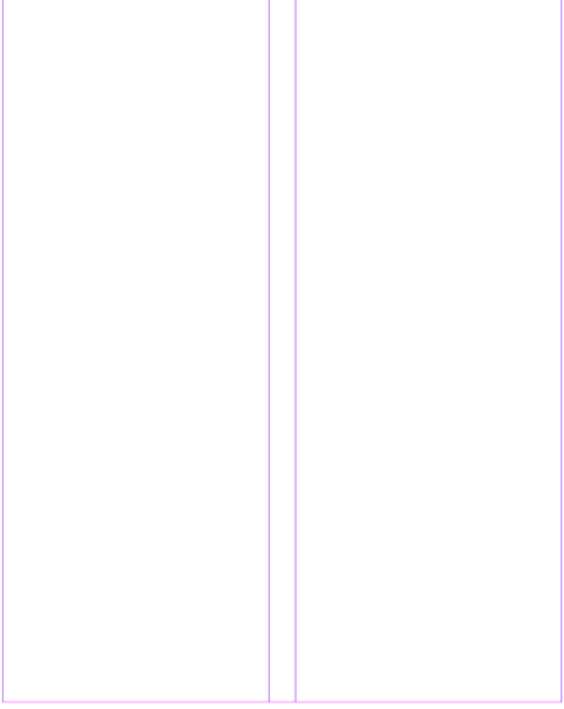
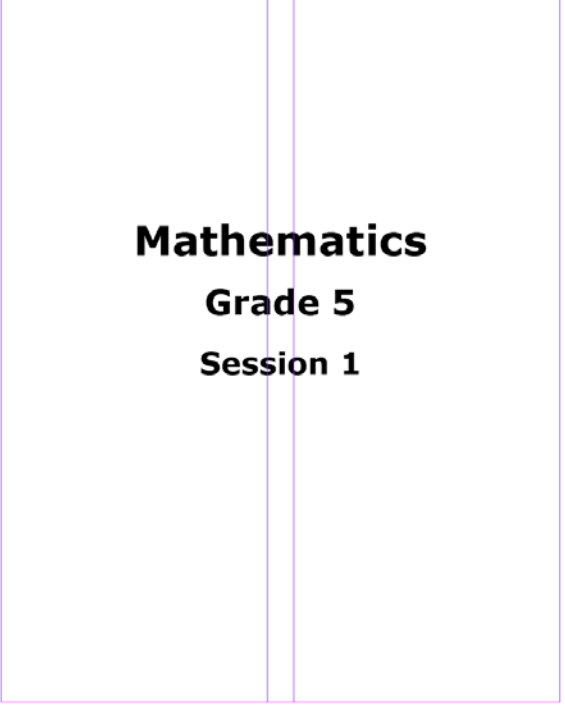
Security

Font: Verdana
Face: Bold
Size: 9pt
Box: 30% Black, 9p2 x 1p2.4

Special Instructions

- Based on "Master"

T1 Hdr

 <p>D</p>	<p>Mathematics Grade 5 Session 1</p>  <p>D</p>
---	--

Content Area text

Font: Verdana
Face: Bold
Size: 38/38pt
Color: Black

Grade Text

Font: Verdana
Face: Bold
Size: 32/38pt
Color: Black

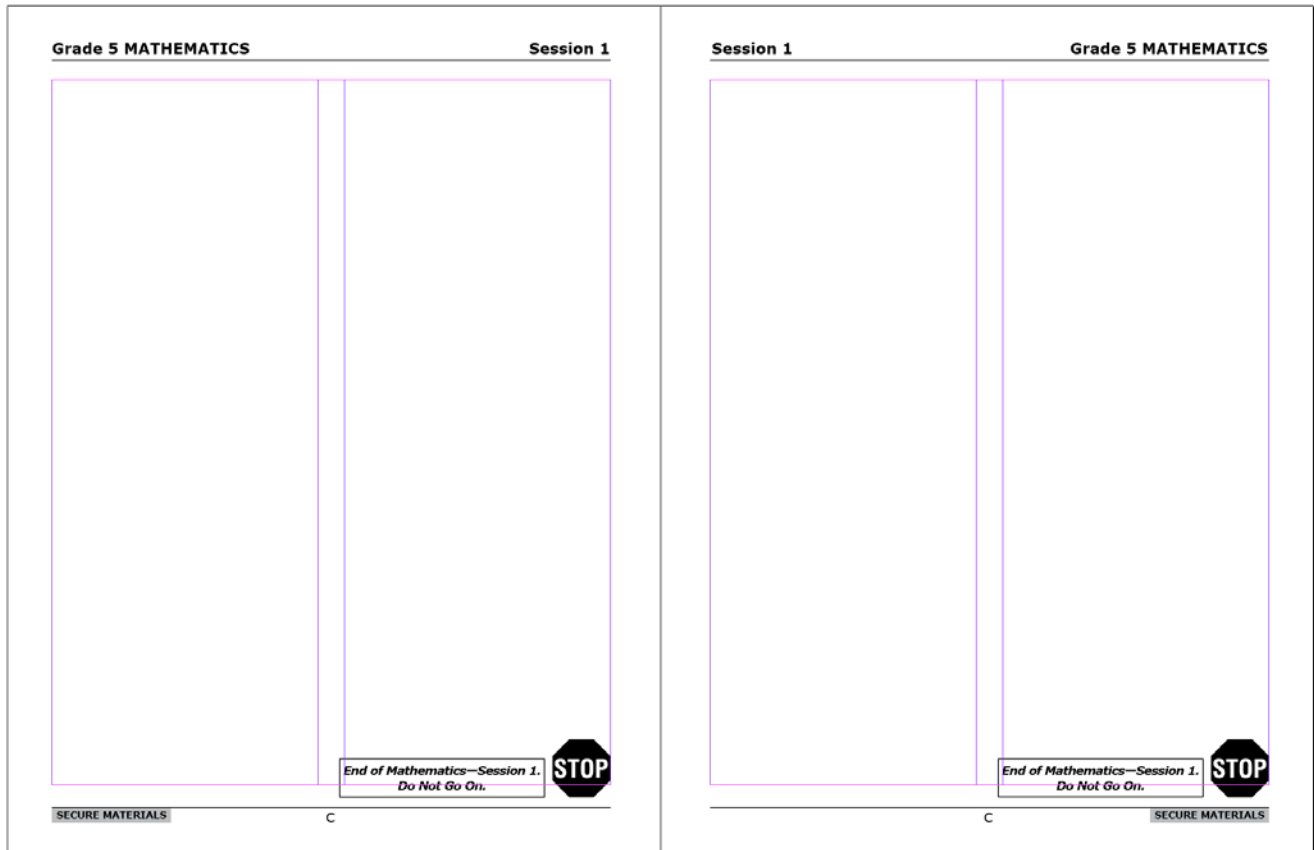
Session Text

Font: Verdana
Face: Bold
Size: 28/38pt
Color: Black

Special Instructions

- Based on "Master"
- Right page only used

T1 Stop



"Do Not Go On"

Font: Verdana
Face: Bold Italic
Size: 11/14pt

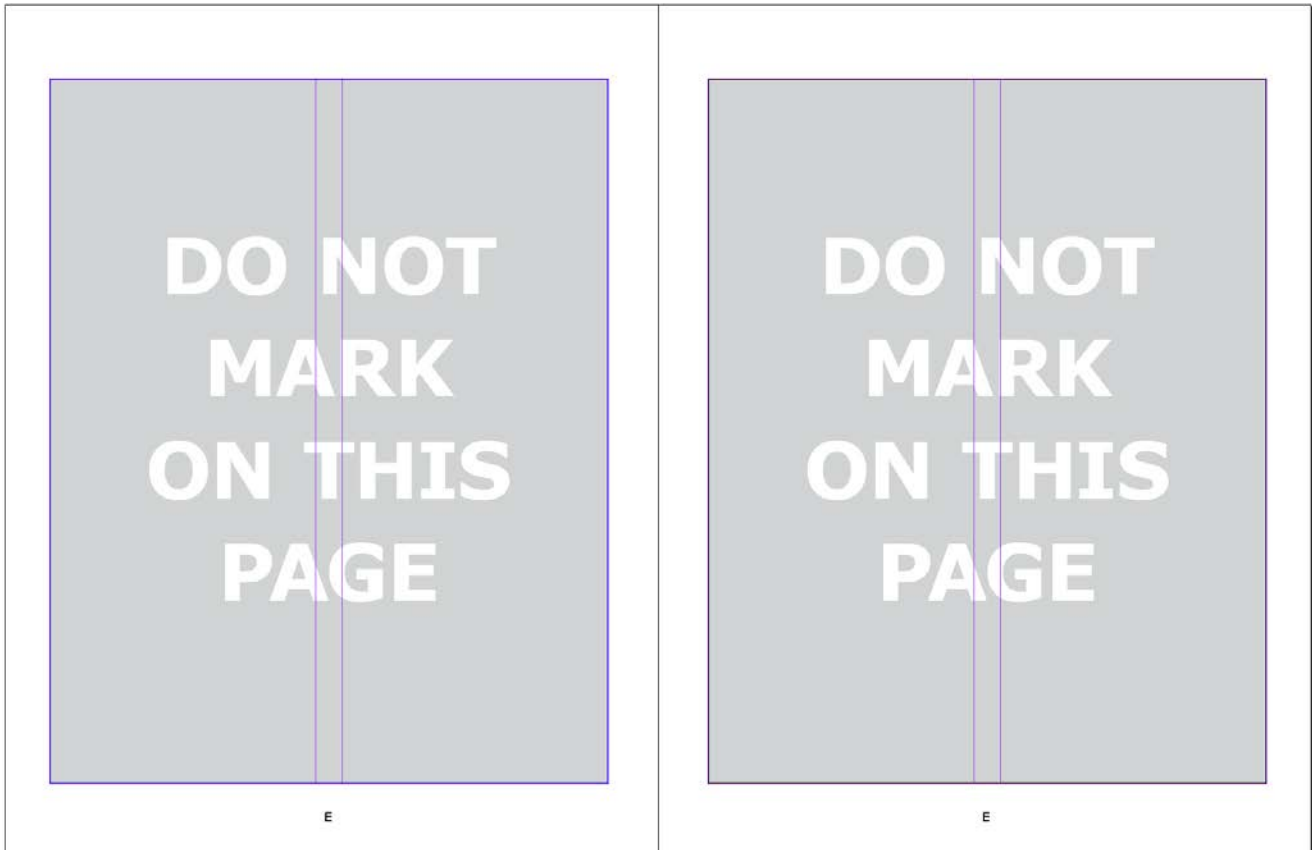
Box

Weight: 1pt
Size: 15p10 x 3p0

Special Instructions

- Based on "T1 GoOn"

DNM



Text

Font: Verdana
Face: Regular
Size: 72/86pt
Color: White

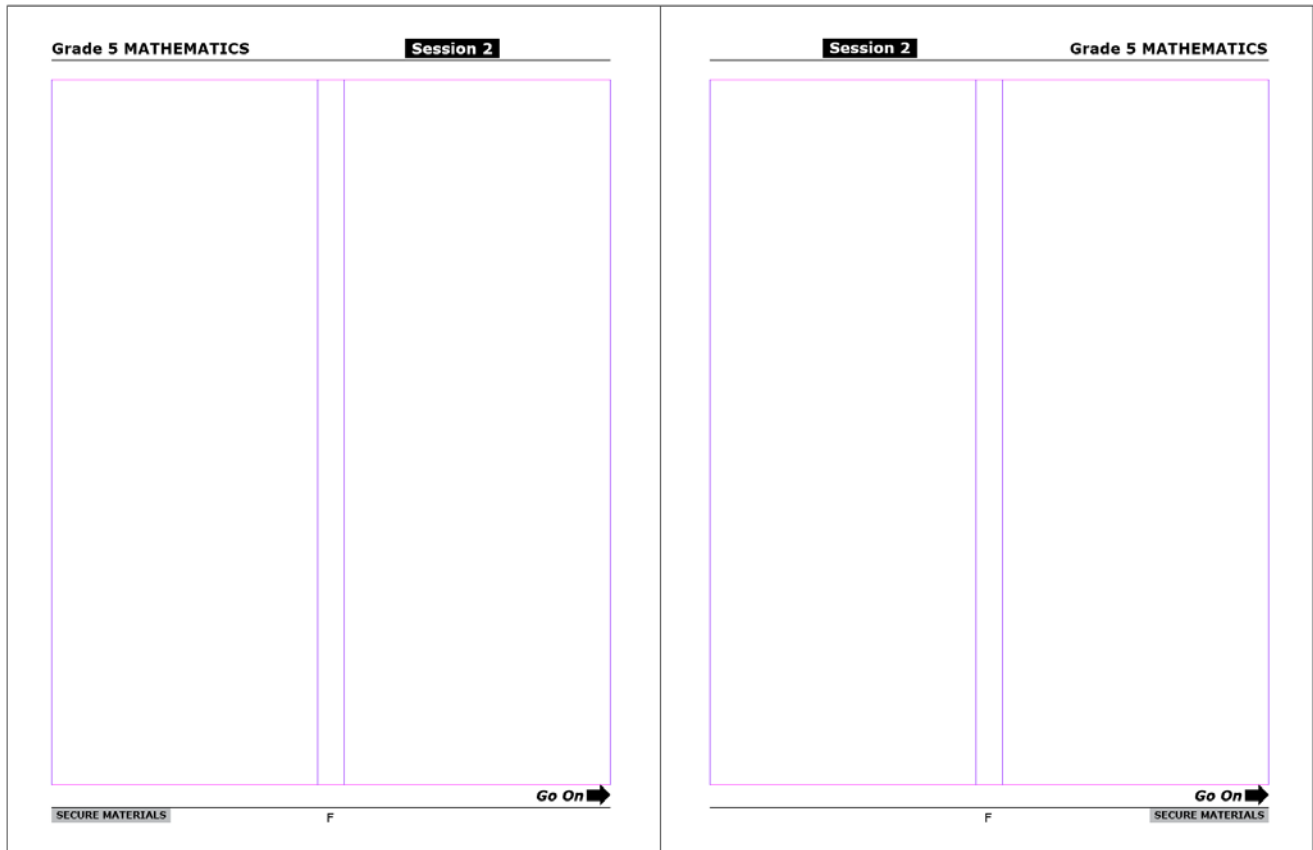
Special Instructions

- Based on "Master"

Background

Color: 20% Black

T2 GoOn



The image shows two identical test page templates side-by-side. Each page has a header with "Grade 5 MATHEMATICS" on the left and "Session 2" on the right. Below the header is a large, empty rectangular box for writing, outlined in purple. At the bottom of the page, there is a footer with "SECURE MATERIALS" on the left, a small "F" in the center, and "Go On" with a right-pointing arrow on the right.

"Section 2"

Font: Verdana
Face: Bold
Size: 10pt
Color: White

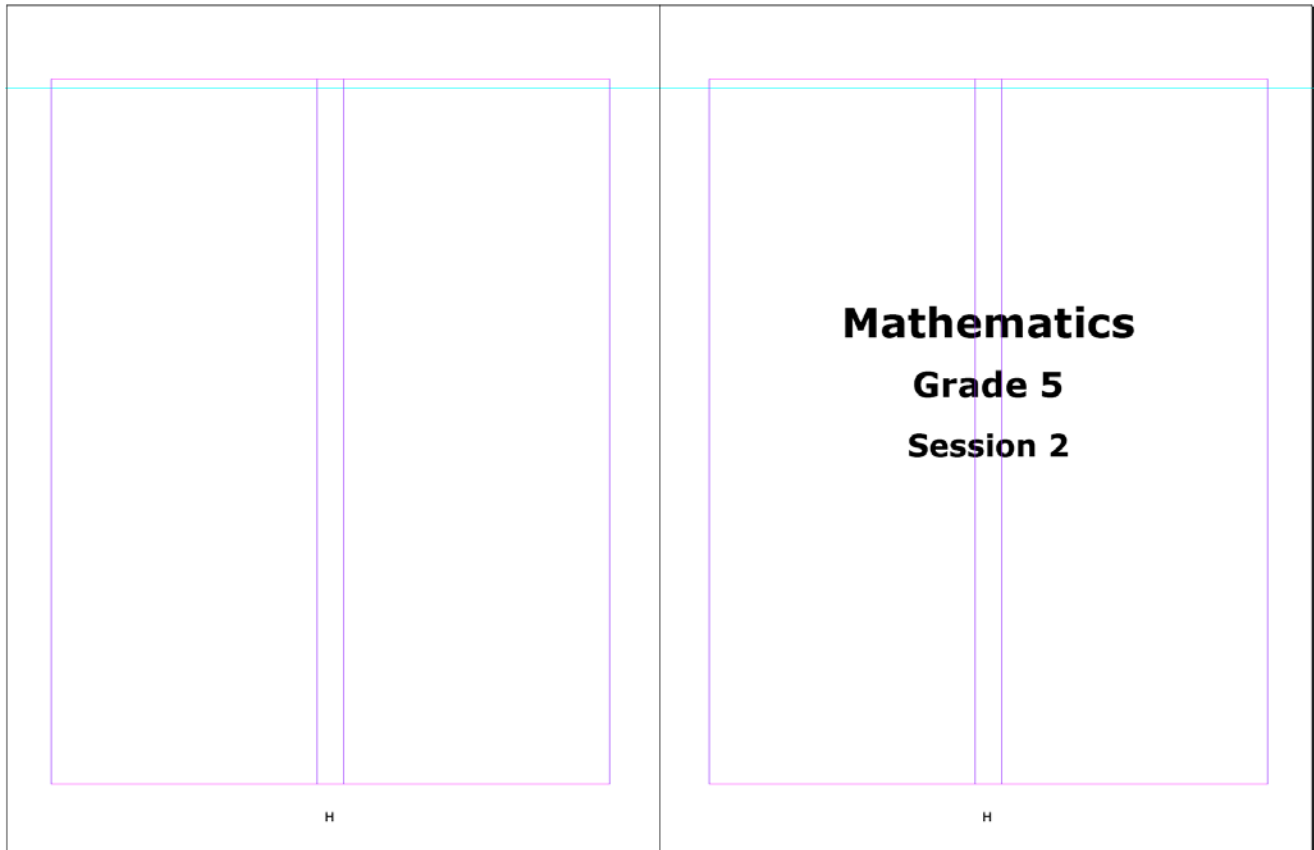
Box

Size: 5p6 x 1p2.4
Color: Black

Special Instructions

- Based on "T1 GoOn"

T2 Hdr



Content Area Text

Font: Verdana
Face: Bold
Size: 38/38pt
Color: Black

Grade Text

Font: Verdana
Face: Bold
Size: 32/38pt
Color: Black

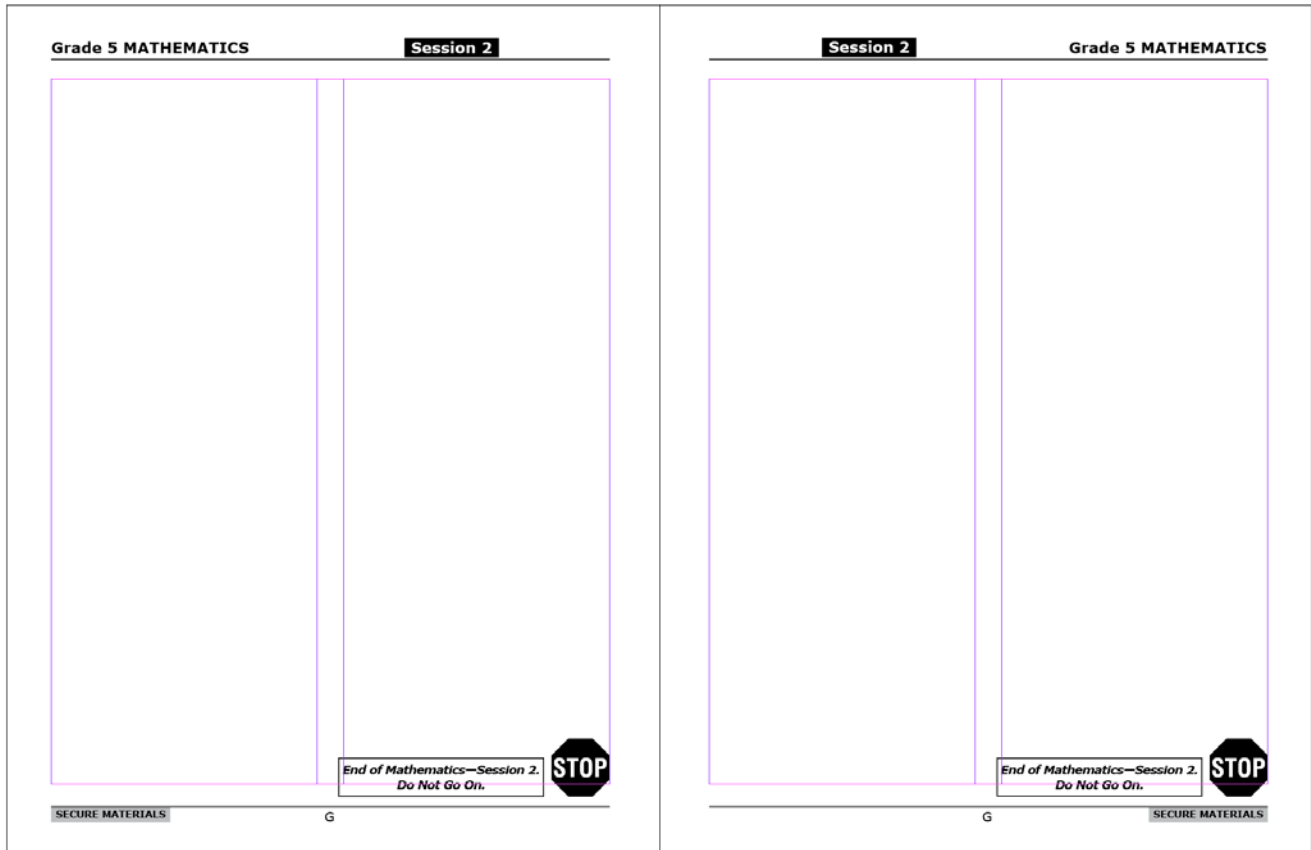
Session Text

Font: Verdana
Face: Bold
Size: 28/38pt
Color: Black

Special Instructions

- Based on "Master"
- Right page only used

T2 Stop



"Do Not Go On"

Font: Verdana
Face: Bold Italic
Size: 11/14pt

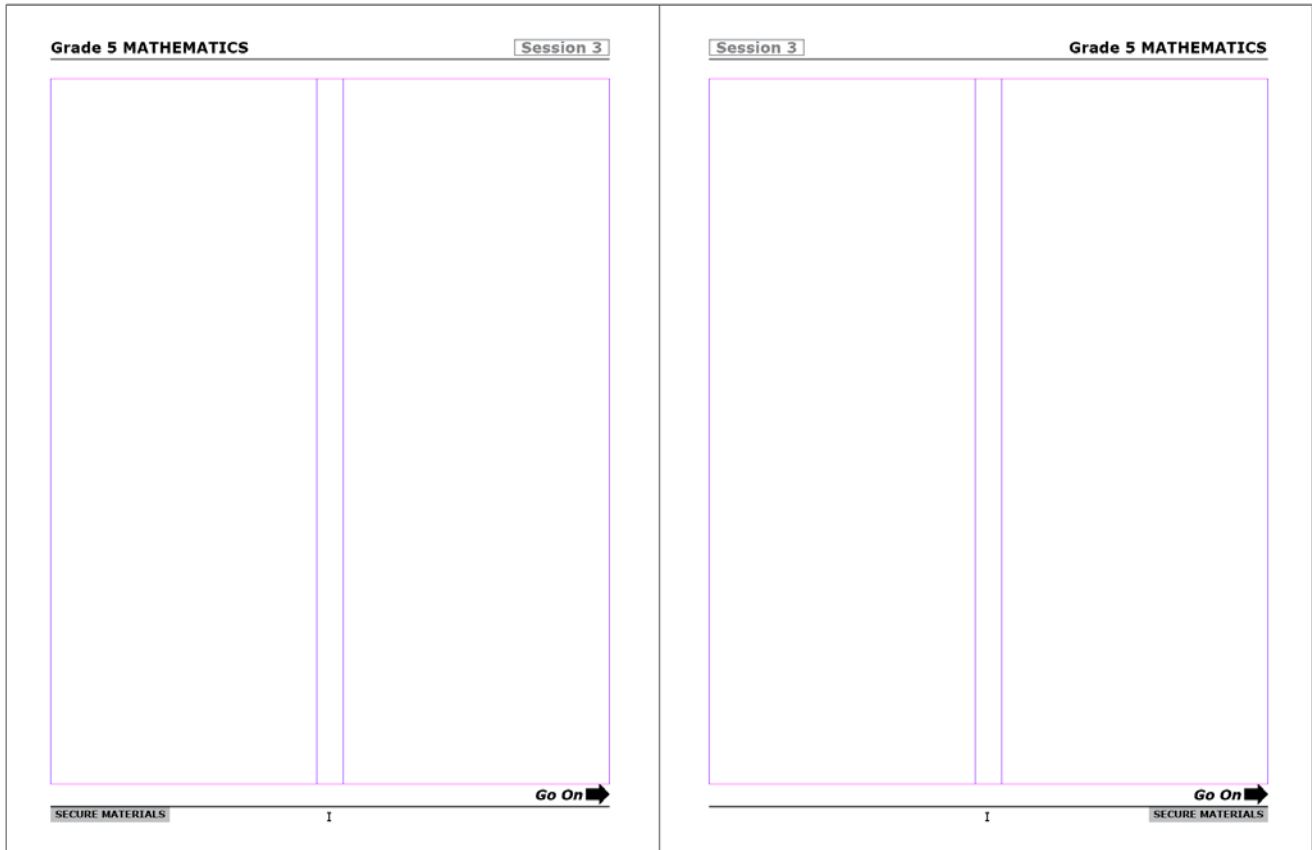
Box

Weight: 1pt
Size: 15p10 x 3p0

Special Instructions

- Based on "T2 GoOn"

T3 GoOn



The image shows two side-by-side page layouts for a Grade 5 Mathematics test, Session 3. Each page is enclosed in a black border. The left page has "Grade 5 MATHEMATICS" in the top left and "Session 3" in the top right. The right page has "Session 3" in the top left and "Grade 5 MATHEMATICS" in the top right. Both pages feature a large, empty rectangular box for student work, outlined in purple. At the bottom right of each page is a "Go On" arrow pointing right. At the bottom left of each page is the text "SECURE MATERIALS" with a vertical line and the letter "I" below it.

"Section 3"

Font: Verdana
Face: Bold
Size: 10pt
Color: 60% Black

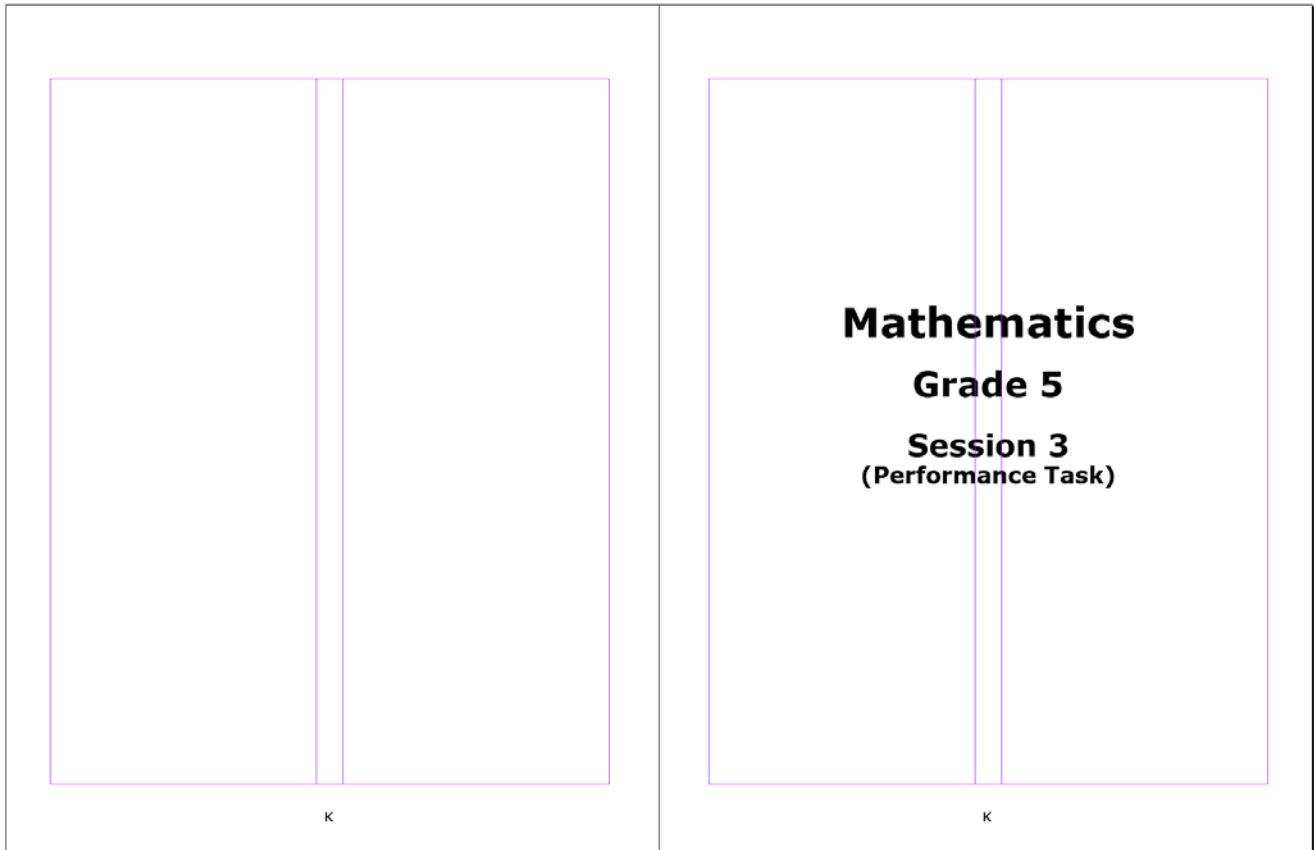
Box

Size: 5p6 x 1p2.4
Weight: 1pt
Color: 60% Black

Special Instructions

- Left based on "T1 GoOn"

T3 Hdr



Content Area Text

Font: Verdana
Face: Bold
Size: 38/38pt
Color: Black

Grade Text

Font: Verdana
Face: Bold
Size: 32/38pt
Color: Black

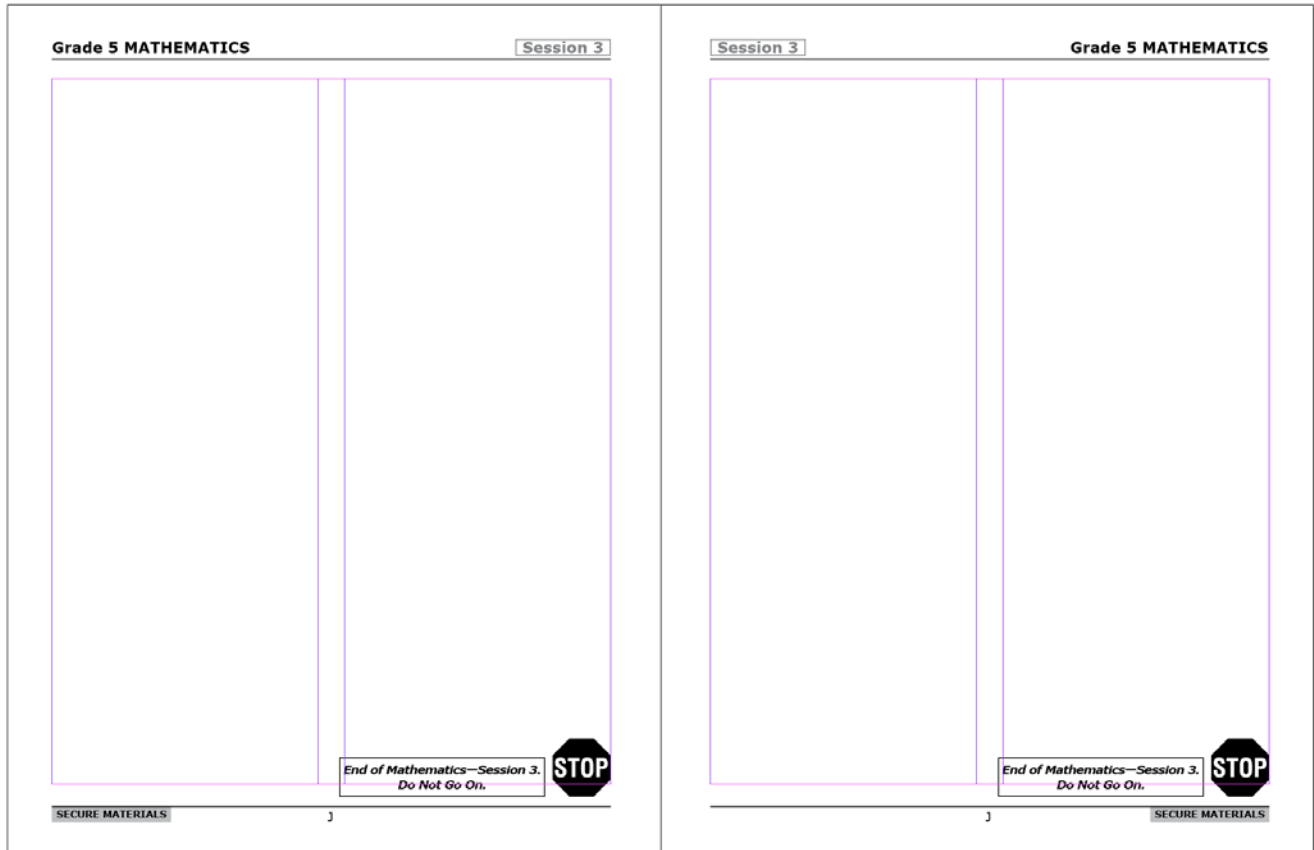
Session Text

Font: Verdana
Face: Bold
Size: 28/38pt
Color: Black

Special Instructions

- Based on "Master"
- Right page only used

T3 Stop



"Do Not Go On"

Font: Verdana
Face: Bold Italic
Size: 11/14pt

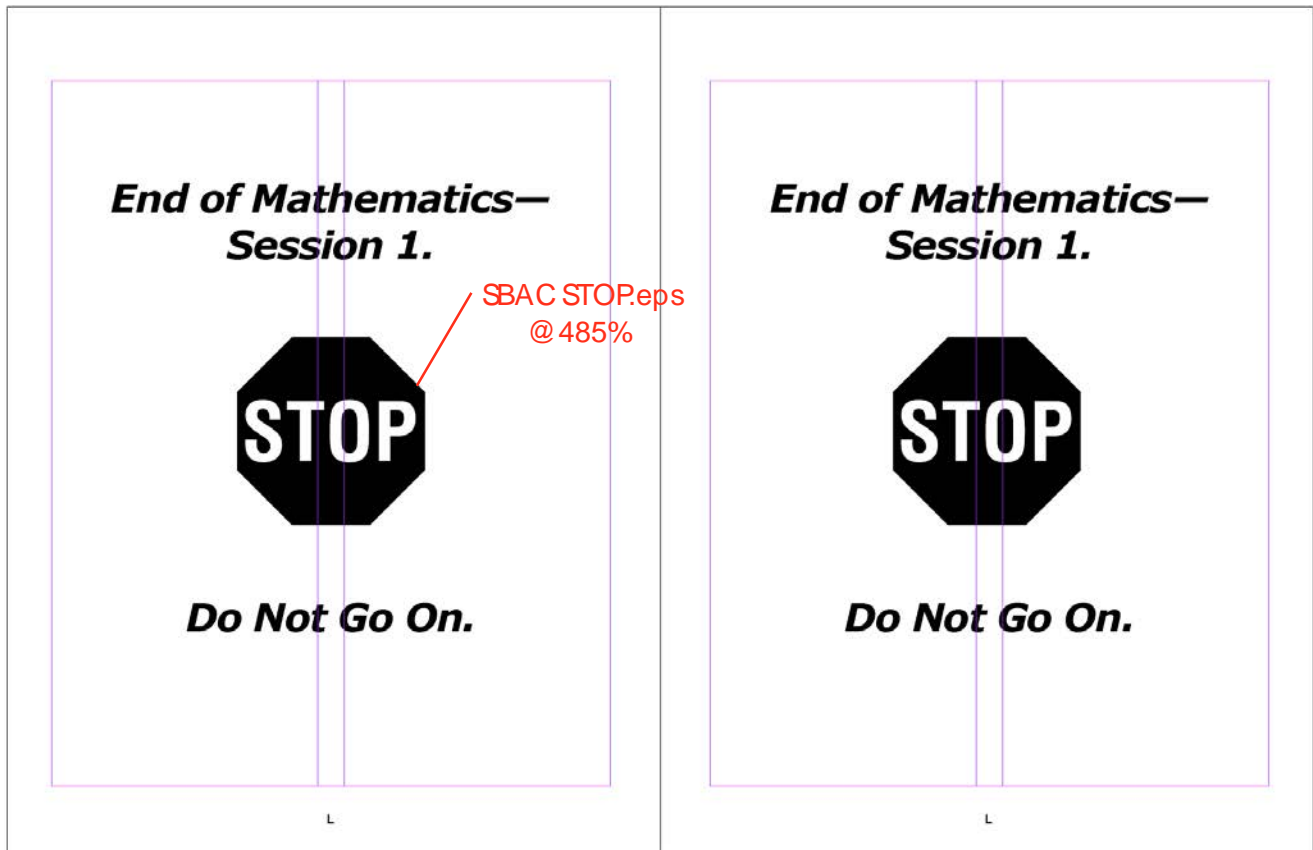
Box

Weight: 1pt
Size: 15p10 x 3p0

Special Instructions

- Left based on "T3 GoOn"

Attn Stop



"Do Not Go On"

Font: Verdana
Face: Bold Italic
Size: 36/43pt

Special Instructions

- Left based on "Master"

The following pages show dummy items in a test booklet environment. The examples show one content area per session: Session 1: ELA, Session 2: Math/English, Session 3: Math/Spanish. This setup is for demonstration purposes only; SBAC test books only contain one content area per booklet.

<Content Area>
Summative Assessment

Paper-Pencil Test Booklet
Grade 4

XXXXXXX

Copyright Text Placeholder. Henda ere net que o ciis et explit aut la con por aliquе suntur. Et o ciam vernam sin reperatus, optaero vitatibus alit, simi, con pelesci blatur autem aceatem. Vit que paria nosam am, simodit evellest volupta periantianda volorpor re velesendi cone re volectotatur magnam, nonem laceseq uidelit es molenis voluptat. Et o ciam vernam sin reperatus, optaero vitatibus alit, simi, con pelesci blatur autem aceatem. Vit que paria nosam am, simodit evellest volupta periantianda volorpor re velesendi cone re volectotatur magnam, nonem laceseq uidelit es molenis voluptat.

English Language Arts

Grade 4

Session 1

Directions – Quatue volorerosto corting eugiamc taritum quarvis onsequi blaor periure do eugait.

Aliquat in eum zrilla mconullamet ea facin eraesequis num dunt.

from Passage Title
by Author

Passage - adit lam se irit ut lor sed tin utem elit qui blaor in ut dolore acipis augueri liquat lutem zrrit wisis euip et lortie te dolore min, vulla cor atum ing essit loreriure volore vel.

Stimulus Header

Shared Image

Passage - Feugait vel in henim zrrilique tionsenisit, suscin henim iriuscilisim ea consecte diam quis non ut volortie facil enisse eum eu feusit augue tionsent acil ulput lorero dolut

Passage Subhead

Passage - Xer sequis nostie te doluptatis augiam, con vel iriliquis dunt vulputatue corem zrril dolobor eriusting eum veniam zrrit ad modipit.

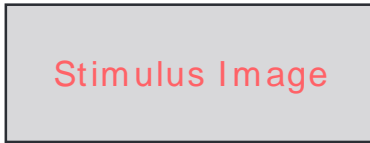
I am, si ting c-style Underline zrrit ad c-style Underline Descend euipit amet nos ad diab mincidunt aute magna aliquibissi.

Copyright - Quatue volorerosto corting eugiamc onsequi blaorperiure do eugait aliquat in eum zrilla mconullamet ea facin eraesequis num dunt eraessi.

Go On 

1. **Stem** - Autatumque a dipsandi doloreribus aruptatur modat.

Stem 2 - Duis acil eugue tem quatum eraestrud.



Stem 2 - Delenit ver sequat. Magnit iriure best od magna.

- A.** **VAC** - Magnit iriure exero od magna aliquiscilit
- B.** **VAC** - Wtoisil iril et quat
- C.** **VAC** - Dipum in ut euguer
- D.** **VAC** - Wonton umpa ta

2. **Stem** - Putpat del ea facilit.



Stem 2 - Putpat del ea facilit, conulputat. Duis acil eugue tem.

- **List** - Greanpu kajlsd as morgulus varlilis
- **List** - Sodfigg
- **List** - Krilomuff as dori

Stem 2 - Putpat del ea facilit, conulputat. Duis acil eugue tem.

- A.** **VAC** - Answer choice 1
- B.** **VAC** - Answer choice 2
- C.** **VAC** - Answer choice 3
- D.** **VAC** - Answer choice 4

from Passage Title
by Author

- 1 **Passage Numbered** - se molorem irit ut lor wiyol elit adit buroni blaor in ut dole venit dit vullam nonse dunt.

Shared Image

Putpat del ea facilit

- 2 Sequat, si ea conulputem¹ nissism olessequat nit iure consequam zzriure dolorem at alis aut nonsequate nos.
- 3 Eratetum alisim zrrillu ptating er sisci esed tet lor am quisi. Hent iurer susci te facidunt autet eriusci psuscidunt

¹**Footnote:** quatie consed dolore

from Passage Title
by Author

Stimulus Expanded - For use with stimulus text that will include either fractions or other inline objects.

Oressit is est apiti odio voluptam foggetry doluptanobis idi nam nonse nis nos eosapeliae dolupti aut untusci minctur?

Me id qui dolesed esequiberum eum re, nonet ra $\frac{1}{2}$ qui od enecatintur? Quisit acernatiatis nis dolupta nimilique sam que.

3. **Stem** - Putpat del ea facilit, conulputat.

Stem 2 - Putpat del ea facilit, conulputat. Duis acil eugue.

A. **VAC Image**

B. **VAC Image**

C. **VAC Image**

D. **VAC Image**

4. **Stem** - Putpat del ea facilit, conulputat.

Stimulus Sentence - Dufo ywf gfjiol jljo asa.

Stem 2 - Putpat del ea facilit, conulputat. Duis acil eugue.

A. **VAC** - Answer choice 1

B. **VAC** - Answer choice 2

C. **VAC** - Answer choice 3

D. **VAC** - Answer choice 4

5. **Stem** - Eraa conse min hent ip elesto odo.

Part A

Stem 2 - Eu feugait wis num ver sed magnit velisis eugiate dio commodi onsendre tatum in ero el ilit am vullaore conulla.

A. **VAC** - Answer choice 1

B. **VAC** - Answer choice 2

Part B

Stem 2 - Commodi onsendre tatum in ero el ilit am vullaore conulla.

A. **VAC** - Answer choice 1

B. **VAC** - Answer choice 2

C. **VAC** - Answer choice 3

D. **VAC** - Answer choice 4

End of English Language Arts—Session 1.
Do Not Go On.



End of English
Language Arts—
Session 1.



Do Not Go On.

DO NOT
MARK
ON THIS
PAGE

Mathematics

Grade 4

Session 2

6. **Stem Fraction** - Putpat del ea facilit, conulputat. Putpat del ea facilit, conulputat. Duis acil eugu Di dem $\frac{1}{2}$ adi quia vel id quo.

- A. **VAC** - Answer choice 1
- B. **VAC** - Answer choice 2
- C. **VAC** - Answer choice 3
- D. **VAC** - Answer choice 4

7. **Stem** - Putpat del ea facilit, conulputat.

Stimulus Seq - 1, 2, 4

Stem 2 - Putpat del ea facilit, conulputat?

- A. **VAC** - $\frac{1}{2}$
- B. **VAC Fraction** (for consistent spacing amid VACs w/fractions)
- C. **VAC** - $\frac{1}{2}$
- D. **VAC** - $\frac{1}{2}$

8. **A. VAC AnsC** - Answer choice 1 only. Magnit iriure exero od magna.
- B. VAC** - Answer choice 2. Wtoisil iril et quat vullums andigna.
- C. VAC** - Answer choice 3. Dipum in ut euguer delenit ver sequat.
- D. VAC** - Answer choice 4. Exerot odmagna aliquiscillit wisl iril.


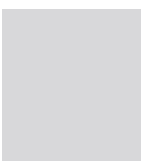

9. **Stem** - Autatumque a dipsandi doloreribus aruptatur mod?

- A. SAC - AC 1
- B. SAC - AC 2
- C. SAC - AC 3
- D. SAC - AC 4

10. **Stem** - As autatumque a dipsandi doloreribus aruptatur mod. Ed magna. Dipum in ut delenit?

- A. 
- B. 
- C. 
- D. 

11. **Stem** - Autatumque a dipsandi doloreribus aruptatur mod. Num dolut accum ing. Lorperos num zrrilisl illummo dolore magna faciduipis adigna feuisissi.

- A. 
- B. 
- C. 
- D. 

12. **HAC AnsC** Hasdsds Jgdg tdttds Lkingtom st
- A.** **B.** **C.** **D.**

13. **Stem** - Eraa conse min hent ip elesto odo. Eu feugait wis num ver sed magnit velisis eugiate dio commodi onsendre tatum in ero el ilit am vullaore conulla.

	Yes	No
a. List Lettered	(Y)	(N)
b. List Lettered	(Y)	(N)
c. List Lettered	(Y)	(N)

14. **Stem** - Eraa conse min hent ip elesto odo.

Part A: (unlike ELA, Math has “Part A” and “Part B” set in italic, with colon)

Stem 2 - Eu feugait wis num ver sed magnit velisis eugiate dio commodi onsendre tatum in ero el ilit am vullaore conulla.

- A. VAC** - Answer choice 1
- B. VAC** - Answer choice 2

Part B:

Stem 2 - Commodi onsendre tatum in ero el ilit am vullaore conulla.

- A. VAC** - Answer choice 1
- B. VAC** - Answer choice 2
- C. VAC** - Answer choice 3
- D. VAC** - Answer choice 4

End of Mathematics—Session 2.
Do Not Go On.



End of Mathematics—
Session 2.



Do Not Go On.

NO
MARCAR
ESTA
PÁGINA

Matemáticas

Grado 4

Sesión 3

(Tarea de desempeño)

Esta sesión contiene una tarea de desempeño. Lee la siguiente información sobre tu tarea. Luego responde a los tres problemas que aparecen a continuación, volviendo a utilizar esta información cada vez que sea necesario. Asegúrate de escribir tus respuestas en tu cuadernillo de respuestas.

This session contains a performance task. Read the following information about your task. Then respond to three problems that follow, referring back to this information as often as needed. Be sure to write your answers in your answer booklet.

ACESERESTO I P I S
N I M U S A V I T A E P E L



Deruptate corehent, qui nos ut haribustio. Nam earistem reperibus, suntiatis magnis renimint, ut eumquo quo essimpore, od quisim quatia ditibus.

Aquis re volorehenit resto con cor as min porenim poreres tiOSSim porestem. Is adita aut maio conectates dolupta ipsunt asped et.

Sigue 

1. Adit aut fugia prem quos doloria in eruptatur. Rumenim illabor uptatianimin natio elique cuscillisqui blant evelenis ad que dit.

Omnia et enitium est, undi bearchi ligenias etur repernatus dolupta niscidel mosae et es es vendele ctiuntias qui rerci unt estorerit labo.

Et ese int verumet rerorae ctibus volumet occum cus eos res dem quiaecus.

Adit aut fugia prem quos doloria in eruptatur. Rumenim illabor uptatianimin natio elique cuscillisqui blant evelenis ad que dit.

Omnia et enitium est, undi bearchi ligenias etur repernatus dolupta niscidel mosae et es es vendele ctiuntias qui rerci unt estorerit labo.

Et ese int verumet rerorae ctibus volumet occum cus eos res dem quiaecus.



¿lgenias etur repernatus dolupta niscidel mosae et es es vendele?

Vendele ctiuntias qui rerci unt estorerit labo?

2. Dae intiorit la voles ullatus, nonestia simolecto estiis doloriae. Nam, sunt fugit es re dolum fugit ium re latempero et venet ligendipsam quiae ducieni magnates adis reptat asperum dus dolectorro blandem.




¿Equiatur soloris unt, ut atiant?

Dae intiorit la voles ullatus, nonestia simolecto estiis doloriae. Nam, sunt fugit es re dolum fugit ium re latempero et venet ligendipsam quiae ducieni magnates adis reptat asperum dus dolectorro blandem.

Equiatur soloris unt, ut atiant?

3. Sed quos seditem. Omnimagnimo beristi atatquo dignis doloreptiam facipide quo tet faccum doluptatum aliquat issitatur sin comni.

Sed quos seditem. Omnimagnimo beristi atatquo dignis doloreptiam facipide quo tet faccum doluptatum aliquat issitatur sin comni.

	Sí	No
	Yes	No
a. 	(Y)	(N)
b. 	(Y)	(N)
c. 	(Y)	(N)

Fin sesión 3—Matemáticas.
No continúes.



Fin sesión 3—
Matemáticas.



No continúes.

NO
MARCAR
ESTA
PÁGINA

NO
MARCAR
ESTA
PÁGINA

