

# Effective Use of Designated Supports

**D**esignated supports offer an expanded range of access for all students, including language support for English learners. The use of designated supports does not require an Individualized Education Program (IEP) or Section 504 plan; they are available for use by any student for whom the need has been indicated by an educator (or team with educators, parent/guardian and student). The consistent and effective use of designated supports during daily instruction, on classroom assessments, and on the Smarter Balanced assessments can help to ensure that all students in the local educational agency (LEA) have access to Common Core State Standards (CCSS) content and the opportunity to accurately demonstrate their learning on the California Assessment of Student Performance and Progress (CAASPP) assessments.

A consistent approach by LEAs for the use of designated supports is recommended. The optional California Individual Student Assessment Accessibility Profile (ISAAP) process can help ensure all students receive the appropriate designated supports and accommodations for the CAASPP assessments. Please note: designated supports as well as additional accommodations are available for students with IEP or Section 504 plans.

## The Individual Student Assessment Accessibility Profile Process

This optional process delineates seven steps that offer a flexible framework for establishing a consistent, LEA-wide system for providing accessibility supports that will allow students to best demonstrate their learning. LEAs may customize these steps and use the California ISAAP tool as appropriate to local resources and needs. The 2015–16 ISAAP tool will be released December 2015.

Students benefit most when they are given multiple opportunities to explore and practice the designated supports during classroom instruction, on classroom assessments and on the Smarter Balanced Practice Tests, Training Tests, and Interim assessments.

- Step 1. Select key staff members who will be involved in any of these seven steps and define their specific roles.** Number of steps and roles are customizable to meet school needs and resources.
- Step 2. Provide information and training to staff according to their role; provide information to parents/guardians; provide information and training to students as appropriate.** LEA administrators are encouraged to develop a comprehensive plan for providing information and training to key stakeholders and staff about assessment accessibility.
- Step 3. Identify students who may benefit from designated supports (including students with IEPs and Section 504 plans, English learners and English learners with disabilities).** Potential decision-making team members for identifying designated supports for students may include any staff members who are knowledgeable about the student's instructional needs, including classroom teachers, special education teachers, English learners specialists, academic coaches, counselors, school psychologists, parents/guardians, and students.
- Step 4. Select the appropriate designated supports and accommodations for each student.** After individual student needs are identified, the California ISAAP tool can be used to match student needs to available designated supports.
- Step 5. Enter or upload designated supports and accommodations into the Test Operations Management System (TOMS).** Selections made with the California ISAAP tool can be uploaded directly. Student settings may also be made manually or through template upload.
- Step 6. Perform a pre-administration check of assigned access supports.**
- Step 7. Check for delivery of the assigned designated supports and accommodations at the time of the test.**

### For additional information:

- California Department of Education CAASPP Web page at <http://www.cde.ca.gov/ta/tg/ca>
- CAASPP Web site at <http://www.caaspp.org>

