Resources and Practices Comparison Crosswalk

Smarter Balanced Resources and Practices Comparison Crosswalk

March 3, 2014

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

No.	*Guidelines* Resource	Description (See *Guidelines* for Full Description)	Pedagogical Practices	Description
1.	Breaks	The number of items per session can be flexibly defined based on the student's need.	Breaks	Students pace themselves while completing work. Students may move about the classroom or take a short break outside to refocus.
2.	Color Contrast	Enables students to adjust screen or printed background or font color, based on student needs or preferences.	Color coding (Varied printing color and paper color)	Students have instructional materials that have different font or background paper color(s). Students can use one color for a main idea and another color for details when outlining or taking notes.
3.	Color Overlays	Color transparencies are placed over a paper-based assessment.	Color overlays	Color transparencies are placed over a paper-based assessment.
4.	Digital Notepad Global Notes Scratch Paper	These tools are used for making notes, computations, or responses about an item or performance task.	AVID Style Notes, brainstorming ideas, writing down connections, scratch paper, whiteboards, or notepaper	Strategies that allow students to create notes or work on computations. Students may create two-column notes to record main ideas and to make connections with previous knowledge or ask questions. Students can organize ideas by listing all ideas for each

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				topic and then prioritize.
5.	Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color.	Highlighter	A digital or physical tool for marking desired text with a color. Students use highlighters to distinguish useful/meaningful text when completing an assignment. Students can denote main ideas, supporting details, and conclusion.
6.	Keyboard Navigation	Navigation throughout text can be accomplished by using a keyboard.	Students apply keyboarding skills using knowledge/skill of software.	Students use classroom software programs such as Accelerated Reader, Interactive Math, Rosetta Stone, or EDMODO to complete classroom assignments, and make use of keyboarding skills in doing so.
7.	Magnification	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.	Large-print texts or use of magnifying devices during instruction	Visually impaired students are provided large-print versions of state textbooks to enable access to curriculum. Students use computer screen enlargement to work in teams.
8.	Mark for Review	Allows students to flag items for future review during the assessment.	Circle, star, or check (✓) the item numbers of problems or questions that have not been answered	Circling, starring, or placing a check mark by an item about which a student is unsure enables the student to proceed to the next item. Students may also use paper sticky flags to notate areas for review or rereading. Students can also circle steps within a math problem to revisit or ask questions.

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9.	Masking	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.	Use of white space on documents Masking device	During instruction, students use a masking device that covers up sections of text before/after they read it, to maintain visual attention. Teachers create a clean document for students to work from that is not too "busy" or crowded with distracting information. Students use paper to block test questions, to decrease distractions. Teachers block off text on classroom boards or overhead projectors to focus students on topics during whole-group discussions.
10.	Spell Check	Writing tool for checking the spelling of words in student-generated responses.	Proofreading	Students proofread other students' work using a dictionary. Teachers proofread student work and have students make specific corrections. Students use rubrics to evaluate their own work, including checking for spelling, grammar, or content.
			Automated spell-check device	Students use an automated spell-check device during instruction.
11.	Strikethrough	Allows users to cross out answer options.	Process of elimination	Students cross out the answers to multiple-choice items that are obviously wrong. Students cross out incorrect words in sentences.
12.	Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen.	Large-print texts	Students receive large-print books of state textbooks, or other text, to enable access to curriculum. Students have access to enlarged math problems to make sure all steps are completed.

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13.	Bilingual Dictionary	A bilingual/dual-language word-to-word dictionary is a language support.	Bilingual/dual-language paper dictionaries	Students use electronic or paper bilingual/dual-language dictionaries to look up word meanings during instruction.
14.	English Dictionary	An embedded English dictionary will be available for the full write portion of an ELA/literacy performance task. A non-embedded English dictionary may be available for the same portion of the test.	Electronic or paper English dictionary	Students use an electronic or paper English dictionary to look up word meanings.
15.	English Glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English.	Identify useful text features for understanding new vocabulary	Students utilize embedded definitions in textbooks; definitions in footnotes, margins, photos, charts, and illustrations; and glossaries in the rear of textbooks to clarify word meanings.
			English glossaries (instructional materials)	Students use glossaries of terms in their textbooks or instructional materials.
16.	Stacked Translations	Stacked translations provide the full translation of each test item above the original item in English.	Bilingual glossaries	Students utilize bilingual glossaries in the rear of textbooks to find unknown word meanings. Students use bilingual word list(s) appropriate to the subject area and language acquisition.
			Stacked or bilingual translations	Students use bilingual translations during their instruction (homework, worksheets, etc.).
17.	Thesaurus	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.	Electronic or paper thesaurus	Students utilize a thesaurus to enrich their writing vocabulary and to hone their knowledge of nuances in the English language.
18.	Translation	Translation glossaries are provided for	Translation glossaries	Students use a translation glossary at the rear of their

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	Glossaries	selected construct-irrelevant terms for math.	(instructional materials)	text to facilitate transferring knowledge/skills from their primary language to English.
				Students use bilingual glossaries to find the meanings of content-specific words (e.g., math, science, history).
				Glossaries may be located in the appendices of their textbooks or instructional materials.
19.	Translated Test Directions	Students can see test directions in another language.	Translated test directions	Written translated test directions are provided on the page, on the board, or on a classroom visual media device.
				Students are provided both English and native-language directions to build skill and understanding in classroom directions.
			Translated instructions on assignments	Students have their assignment directions translated into their native language.
20.	Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.	Counting devices (blocks, tiles, chips, etc.) or scratch paper	Students use items to count during their instruction.
21.	Alternate Response Options	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	Dictated responses	Students dictate responses to a teacher or an instructional assistant who records them.
				Students use communication boards, picture representations, or other individual expressive communication devices.
22.	American Sign Language (ASL)	Test content is translated into ASL video. An ASL human signer and the signed test content are viewed on the same screen.	American Sign Language	An ASL interpreter or ASL-certified instructor signs during instruction.

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23.	Braille	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille are available; Nemeth code is available for math.	Braille	Instructional materials and assignments are completed in braille.
24.	Calculator	A calculator can be accessed for calculator-allowed items. The student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).	Handheld calculators or computer calculators	Calculators can be used to do basic calculation in multi-step math processes that are not being assessed. A student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
25.	Closed Captioning	Printed text that appears on the computer screen as audio materials are presented.	Instructional videos; movies	In-class videos and films are used that contain closed captioning. Closed captioning is used in foreign-language classes.
26.	Math Tools	Examples include embedded ruler or embedded protractor.	Rulers, protractors, number lines, manipulatives	Students can use rulers, protractors, and manipulative materials to complete graphs, rays, and circumferences.
27.	Multiplication Table	A paper-based single-digit (1–9) multiplication table.	Paper-based multiplication table	Students use a multiplication table (often it is a sticker on their desk) during regular instruction and assessments.
28.	Print on Demand	Paper copies of passages/stimuli and/or items are printed for students.	Printed materials	Teacher-provided print materials are used to facilitate learning activities. Photocopies of passages are used instead of textbooks, so that students can write and/or highlight.

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29.	Separate Setting	The test location is altered so that the student is tested in a setting different from that made available for most students.	Special seating arrangements	Students who are easily distractible are provided seating within the classroom, to improve focus. Students can come in during off periods to do homework or class assignments when the classroom has only a few students. During instruction and or testing, students are allowed to find an alternative environment to be in.
30.	Speech-to-Text / Scribe	Allows students to use their voices as input devices to the computer (or a human), to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work).	Tape recorders, scribes, specific computer programs	Students can use a tape recorder or scribe as an alternative to writing when a processing or physical challenge is present. A trained adult then transcribes the student's response word-for-word on the student's test or assignment.
31.	Text-to-Speech / Read-Aloud	Text is read aloud to the student via embedded text-to-speech technology or a human.	Teacher or assistant reads aloud instructions	Listening skills are taught using read-aloud material, and then students are checked for understanding. Students listen to a prerecorded audio interpretation (book-on-tape) of text or a book.
32.	Writing Tools	Examples include bold, italic, bullets, undo/redo.	Writing tools	Students use publishing software (Microsoft Word) in order to type up a story or article during instruction. Students can use italics and bullets to cite a reference or to emphasize important ideas.