

Smarter Balanced Resources and Practices Comparison Crosswalk

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Smarter Balanced is committed to providing mathematics and English language arts/literacy (ELA) assessments that provide the best possible access to a wide range of students. The Smarter Balanced assessments are accessible via a suite of resources (universal tools, designated supports, and accommodations) available locally or directly in the test platform. Although many resources, particularly those embedded in the system, may appear new, many of the resources are similar to those used commonly during classroom instruction. To help 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.

Guidelines Resource	Description (See <i>Guidelines</i> for Full Description)	Pedagogical Practices	Common Instructional Practice
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.
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, assistive technology, or notepaper	Strategies allow students to create notes or work on computations. Students may create two-column notes to record main ideas and to make connections with previous knowledge or ask questions. Students can organize ideas by listing all ideas for each topic and then prioritize.
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.
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

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			word meanings.
		English glossaries (instructional materials)	Students use glossaries of terms in their textbooks or instructional materials.
Expandable Passages	Each passage or stimulus can be expanded so that it takes up a larger portion of the screen.	Providing stimuli separate from items or other information	Teachers create a document for students to work from in which a passage or stimulus takes up a large portion of the paper.
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.
Keyboard Navigation	Navigation throughout text can be accomplished by using a keyboard or an adapted keyboard.	Students applying keyboarding skills and/or assistive technology devices using knowledge/skill of software	Students use keystrokes and/or key commands in place of, or in addition to, a mouse to navigate the computer. They access software programs in the classroom and during instruction using keyboard navigation.
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 mathematics problem to revisit or ask questions.
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.

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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 students' 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.
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.
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.
Writing Tools	Examples include bold, italic, bullets, undo/redo.	Writing tools	Students use desktop publishing software (Microsoft Word) in order to type up a story or article during instruction. Students can use italics and bullets to cite a reference or to emphasize important ideas.
Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen.	Large-print texts and/or use of low vision devices such as CCTV or hand held magnifiers.	Students receive large-print versions of state textbooks, or other text, to enable access to curriculum. Students have access to enlarged mathematics problems to make sure all steps are completed.
DESIGNATED SUPPORTS			
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.

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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.
Color Overlays	Color transparencies are placed over a paper-based assessment.	Color overlays	Color transparencies are placed over a paper-based assessment.
Magnification	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device or magnification software.	Large-print texts or use of magnifying devices or software during instruction	Students who are visually impaired are provided large-print versions of state textbooks to enable access to curriculum. Students use computer screen enlargement to work in teams.
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.
Noise Buffer	Equipment used to block external sounds.	Ear mufflers, white noise, and/or other equipment.	Students regularly wear equipment to reduce environmental noise during regular instruction and assessments.
Scribe	Allows students to use their voices or assistive technology devices as input devices to a	Tape recorders, scribes, specific computer programs	Students can use a scribe as an alternative to writing when a processing or physical challenge is present. A

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	human to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work).		trained adult then transcribes the student's response word-for-word on the student's test or assignment.
Separate Setting	The test location is altered so that the student is tested in a setting different from that made available for most students.	Special seating arrangements	<p>Students who are easily distractible are provided seating within the classroom, to improve focus.</p> <p>Students can come in during off periods to do homework or class assignments when the classroom has only a few students.</p> <p>During instruction and or testing, students are allowed to find an alternative environment in which to work.</p>
Simplified Test Directions	The test administrator simplifies the test directions found in the test administration manual according to the Guidelines for Simplified Test Directions.	Simplified test directions	Teachers routinely rephrase and/or simplify the directions for students during their instruction (homework, worksheets, etc.).
Stacked Translations	Stacked translations provide the full translation of each test item above the original item in English.	Bilingual glossaries	<p>Students utilize bilingual glossaries in the rear of textbooks to find unknown word meanings.</p> <p>Students use bilingual word list(s) appropriate to the subject area and language acquisition.</p>
		Stacked or bilingual translations	Students use bilingual translations during their instruction (homework, worksheets, etc.).
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	<p>Listening skills are taught using read-aloud material, and then students are checked for understanding.</p> <p>Students listen to a prerecorded audio interpretation (book-on-tape or CD) of text or a book.</p>

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Translation Glossaries	Translation glossaries are provided for selected construct-irrelevant terms for mathematics.	Translation glossaries (instructional materials)	Students use a translation glossary at the rear of their 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., mathematics, science, history). Glossaries may be located in the appendices of their textbooks or instructional materials.
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.
ACCOMMODATIONS			
100s Number Table	A paper-based table listing number from 1–100.	Paper-based 100s number table	Students use a 100s number table (often it is a sticker on their desk) during everyday instruction and assessments.
Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.	Counting devices (blocks, tiles, chips, etc.) or scratch paper	Students use items to count during their instruction. Students add, subtract, multiply, and divide during instruction with the abacus.
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.
American Sign	Test content is	American Sign	An ASL interpreter or ASL-

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Language (ASL)	translated into ASL video. An ASL human signer and the signed test content are viewed on the same screen.	Language	certified instructor signs during instruction.
Braille	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and uncontracted braille are available; Nemeth code is available for mathematics.	Braille	Instructional materials and assignments are completed in braille. Tactile graphics and skills related to interpretation of tactile materials are part of daily instruction.
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 mathematics processes that are not being assessed. A student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
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.
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.
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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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 an audio-recording device 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.
Streamline	Provides a streamlined interface in which the items are displayed below the stimuli.	Use of white space on documents Documents only displaying items below text	Students regularly have access to documents in which the text is only presented in a sequential format.
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.