

# Effective Use of Accessibility Resources

Accessibility resources can help students demonstrate their learning during daily instruction and on assessments if used consistently, effectively, and appropriately.

- **Universal tools** are available to *all* students based on student preference and selection.
- **Designated supports** are available to *all* students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's individualized education program (IEP) or Section 504 plan.
- **Accommodations** are available only to students with an IEP or Section 504 plan.

## The Individual Student Assessment Accessibility Profile (ISAAP) Process

This optional and easily customizable process helps educators establish a consistent and effective system for providing appropriate accessibility resources to students based on their needs. Using the ISAAP, educators can:

- 1 Select key staff members and define their specific roles.
- 2 Provide training and information to staff, students, and parents.
- 3 Identify students who may benefit from designated supports, accommodations, or both.
- 4 Select the appropriate designated supports and accommodations for each student identified.
- 5 Enter or upload designated supports and accommodations into the Test Operations Management System (TOMS).
- 6 Perform a pre-administration check of assigned accessibility resources.
- 7 Check for delivery of the assigned designated supports and accommodations at the time of the test.

***Students benefit most when they are given multiple opportunities to explore and use accessibility resources during daily instruction, on classroom assessments, and on practice sessions for online assessments.***

For additional information, visit the California Department of Education Student Accessibility Resources web page at <https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>.

