



2021-22 TEST ADMINISTRATION

CAASPP and ELPAC ISAAP Tool User Guide



- ☀ **CAASPP Summative Assessments**
- ☀ **CAASPP Interim Assessments**
- ☀ **ELPAC Summative Assessments**
- ☀ **ELPAC Initial Assessments**
- ☀ **Alternate ELPAC Operational Field Test**



2021–22 Individual Student Assessment Accessibility Profile Tool User Guide

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Acronyms and Initialisms Used in the *ISAAP Tool User Guide*

Abbreviation	Term
CAASPP	California Assessment of Student Performance and Progress
ELA	English language arts/literacy
ELPAC	English Language Proficiency Assessments for California
IEP	individualized education program
ISAAP	Individual Student Assessment Accessibility Profile
SSID	Statewide Student Identifier
TOMS	Test Operations Management System

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Introduction

Resources Applicable to This Section:

- CA Assessment Accessibility Resources Matrix web page—<https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>
- CAASPP Accessibility Resources web page—<https://www.caaspp.org/ta-resources/accessibility/index.html>
- CA Assessment Accessibility Resources Matrix web page—<https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>
- ELPAC Accessibility Resources web page—<https://www.elpac.org/resources/accessibility-resources/>
- *Smarter Balanced Usability, Accessibility and Accommodations Guidelines* web document—<https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf>

The Individual Student Assessment Accessibility Profile (ISAAP) process represents a thoughtful and systematic approach to addressing student access needs for the California Assessment of Student Performance and Progress (CAASPP) summative and interim assessments, and the English Language Proficiency Assessments for California (ELPAC). The ISAAP Tool is used to create an ISAAP for each student by matching the appropriate accessibility resources to each student's needs to ensure a fair and valid testing experience. The ISAAP is part of a larger process that includes preparatory steps, a step for creating the ISAAP itself, and steps that allow educators to verify that designated supports and accommodations are entered correctly into the test delivery system—via the Test Operations Management System (TOMS)—for the appropriate students.

The overall goal of using the ISAAP process and the ISAAP Tool is to provide students with a fair and valid testing experience that allows them to demonstrate what they know and what they can do. For students with individualized education programs (IEPs) or Section 504 plans, ISAAP decisions are determined by the IEP or Section 504 plan teams, respectively. For other students who can benefit from the use of designated supports, including English learner students, a team approach is optimal.

Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student's personally identifiable information. Any printed or electronic materials with student information must be securely stored.

What's New

Changes made to the ISAAP Tool for the 2021–22 administration are as follows:

1. Users now have the option to export either a Microsoft Excel or a caret-delimited text format “ISAAP FOR TOOL” file.
2. A caret-delimited text format “ISAAP FOR TOOL” file can now be imported into the ISAAP Tool.
3. CAASPP and ELPAC Accessibility Resources Demonstration Videos are now available on the *Student Detail* web page, within the ISAAP Tool, for each program.
4. Links to videos are now available for some designated supports and accommodations that demonstrate how to access and use that particular designated support or accommodation. These can be found on the *Student Detail* web page, within the ISAAP Tool, with the specific designated support or accommodation.
5. When importing a file into the tool, any duplicate Statewide Student Identifiers (SSIDs) are detected between the file and what already exists on the *Student List* web page; a pop-up message box will display a list of the duplicate SSIDs detected and the action to be taken for the entire list. The user will be able to either overwrite the SSID information already in the student list with the data for those SSIDs in the import file, skip the duplicate SSIDs in the import file and leave the data for those SSIDs in the student list as-is, or cancel and stop the import to allow the user to fix the file and reimport it.
6. Speech-to-text was added and an embedded accommodation for both CAASPP and ELPAC.

Getting Started

Resources in This Section:

- CAASPP ISAAP Tool template (Microsoft Excel file [.xlsx])—
https://isaap.ets.org/resources/CAASPP_ISAAP_FOR_TOOL_2022_23_0000000_0_000000.xlsx
- ELPAC ISAAP Tool template (Microsoft Excel file [.xlsx])—
https://isaap.ets.org/resources/ELPAC_ISAAP_FOR_TOOL_2022_23_00000000_000000.xlsx
- ISAAP Tool web page—<https://isaap.ets.org/>

These instructions are a resource to assist users—including IEP and Section 504 plan teams—in creating an ISAAP using the web-based ISAAP Tool. The instructions speak to both the content and functionality of the ISAAP Tool.

ISAAP Tool Web Page

1. Access the online [ISAAP Tool](#) web page, which will display the ISAAP Tool home page.
2. Select a program from the *Program* drop-down list. Accessibility resources will be available for students based on the program selected. Note that once a user starts working on either CAASPP or ELPAC files, the work on that program's files must be continued until completed and the updates saved. Student lists and accessibility resources for CAASPP and ELPAC cannot be edited simultaneously.
3. Select the **[Get Started]** button.

Import Accessibility Resources Web Page

On this web page the user can download an [empty CAASPP "ISAAP FOR TOOL" Microsoft Excel file](#) or an [empty ELPAC "ISAAP FOR TOOL" Microsoft Excel file](#) for the current administration year, import an "ISAAP FOR TOOL" file with an initial set of students and no accessibility resources, import an "ISAAP FOR TOOL" file that has previously been exported, and manually add students without importing an existing file. Note that a previous administration year's "ISAAP FOR TOOL" file will not import into the current year's application as the file layout will have changed.

Download an Empty “ISAAP FOR TOOL” File

If the user prefers to start by importing a new student list, an [empty CAASPP “ISAAP FOR TOOL” file](#) or [empty ELPAC “ISAAP FOR TOOL” file](#) can be downloaded:

1. Select the [empty ISAAP FOR TOOL file] link to download the file.
2. After completing the download, the user can open the file and enter the student information, noting that *SSID* is a required field.

Note: Do *not* manually enter accessibility resources into the template.

Import an “ISAAP FOR TOOL” File

The user can choose to import *either* an empty Microsoft Excel “ISAAP FOR TOOL” file that has been updated with basic student data and no accessibility resources, *or* a Microsoft Excel or caret-delimited text format “ISAAP FOR TOOL” file that was previously saved from the ISAAP Tool. Basic student data consists of the following:

- First name
- Last name
- SSID
- Grade (from the *Grade* drop-down list)
- School name
- Last modified date (if blank, it will be imported as the current date)
- Author
- Comments

Note that only the SSID is required. Up to 500 rows of SSIDs can be imported in a single file.

To import an “ISAAP FOR TOOL” file:

1. Select the [**Select File**] button.
2. Navigate to the location on the device where the file is located.
3. Select the appropriate, previously saved .xlsx file.
4. Select the [**Open**] button, which will display the file’s name in the file box.
5. Select the [**Import**] button.

The *Student List* web page will then populate with student information from the imported file and the number of students imported will be displayed.

6. If there are additional student data files to import:
 - a. Select the [**Import More**] button.
 - b. Repeat steps 1 to 5 to import additional files.

When importing a file, the following errors may be encountered, as shown in [table 1](#). If this is the case, follow the suggested remediation steps to correct the data in the file and reimport it until the *Student List* web page is displayed.

Table 1. Import Error Messages

Error Message	Remediation Needed
Invalid file format. File must be a Microsoft Excel Open XML Spreadsheet (.XLSX) file (or) caret-delimited text file (.TXT).	Select the correct file with the .XLSX extension (or) .TXT extension
No data found in the file. File must have SSIDs to import.	An empty file cannot be imported. SSIDs are required. Update the file with the basic student information to import the data.
Invalid file format. File contains invalid column headers.	Select the correct file to import. The column headings should not be changed.
Invalid file format. File contains more than 2 sheets. Please correct and import again.	Select the correct file to import.
Invalid data found in one or more rows for columns: SSID, Grade, Complete Flag, Last Modified Date, Test Settings Fields	Invalid data has been found in the listed columns. Correct and reimport the file.
Duplicate SSID(s) found in the file. Please correct and import again. SSID(s): 9999999001, 9999999002,	There are rows in the files with the same SSID. There can be only one row for an SSID in the file. Correct and reimport the file.
Duplicate SSID(s) found in the student list and import file. Please correct and import again. SSID(s): 9999999001, 9999999002,	There are one or more SSID(s) in the file that have been imported or added previously and exist in the Student List. Select one of the three buttons: [Overwrite] , which will overwrite all of the data previously imported for the duplicate SSID(s) with what is in the import file; [Skip] , which will skip the duplicate SSID(s) in the import file and not overwrite any of the SSID(s)' data; or [Cancel] , which will stop the import process and allow the user to delete the student record from the Student List or delete the row(s) from the file and reimport the file.

Add Manually

To add a student manually when not starting with an existing saved file, select the [Add Manually] link to display the *Student Detail* web page, where the student can be added.

Exit ISAAP Tool

If the user has selected the wrong program or decides not to import any students or add any manually, the user can select the [Exit (CAASPP|ELPAC) ISAAP Tool] link at the top of the page to return to the ISAAP Tool home page.



Note: The ISAAP Tool does not store student data or accessibility resources from one session to another. Therefore, it is important to save the data to an external file before exiting the application when done with the session.

To save any student data and accessibility resources—that were imported or added manually—for a later session, select the [Return to Student List] link → [Ready to Save ISAAP Files] button → [Save as ISAAP FOR TOOL File (in Microsoft Excel format)] button before exiting the tool. This file can be imported back into the ISAAP Tool.

To save student data and accessibility resources to a caret-delimited text format file for easier viewing and editing on specific devices, visit the *Save ISAAP Files* web page and select the [Save as “ISAAP FOR TOOL” File (in caret-delimited format)] button before exiting the tool.

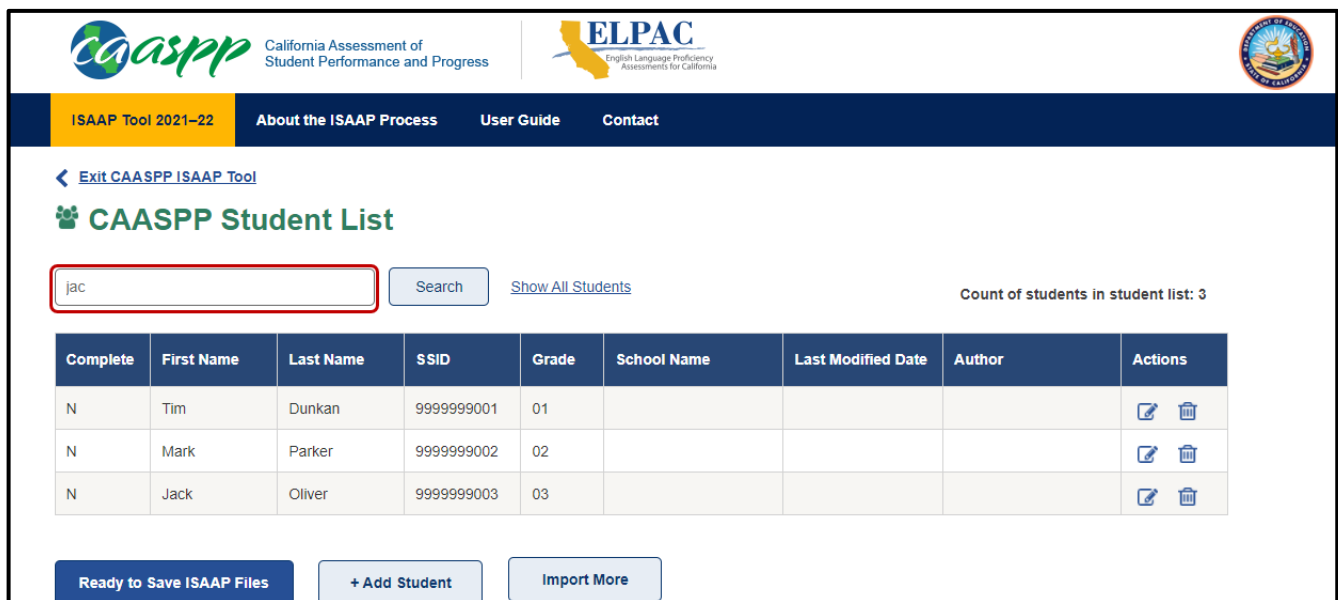
Student List Web Page

After a successful file import, the *Student List* web page displays the imported students. The web page also shows the number of records that were added to the list and the total number of students in the list.

Search Function

To search for a specific student:

1. Type the first three characters of a first name, last name, or the SSID in the *Search* box, as shown in [figure 1](#).



The screenshot shows the CAASPP Student List interface. At the top, there are logos for CAASPP and ELPAC, and a navigation bar with links for 'ISAAP Tool 2021-22', 'About the ISAAP Process', 'User Guide', and 'Contact'. Below the navigation bar, there is a link to 'Exit CAASPP ISAAP Tool' and the title 'CAASPP Student List'. A search box contains the text 'jac', with a 'Search' button and a 'Show All Students' link. To the right of the search box, it says 'Count of students in student list: 3'. Below this is a table with columns: Complete, First Name, Last Name, SSID, Grade, School Name, Last Modified Date, Author, and Actions. The table contains three rows of student data. At the bottom, there are three buttons: 'Ready to Save ISAAP Files', '+ Add Student', and 'Import More'.







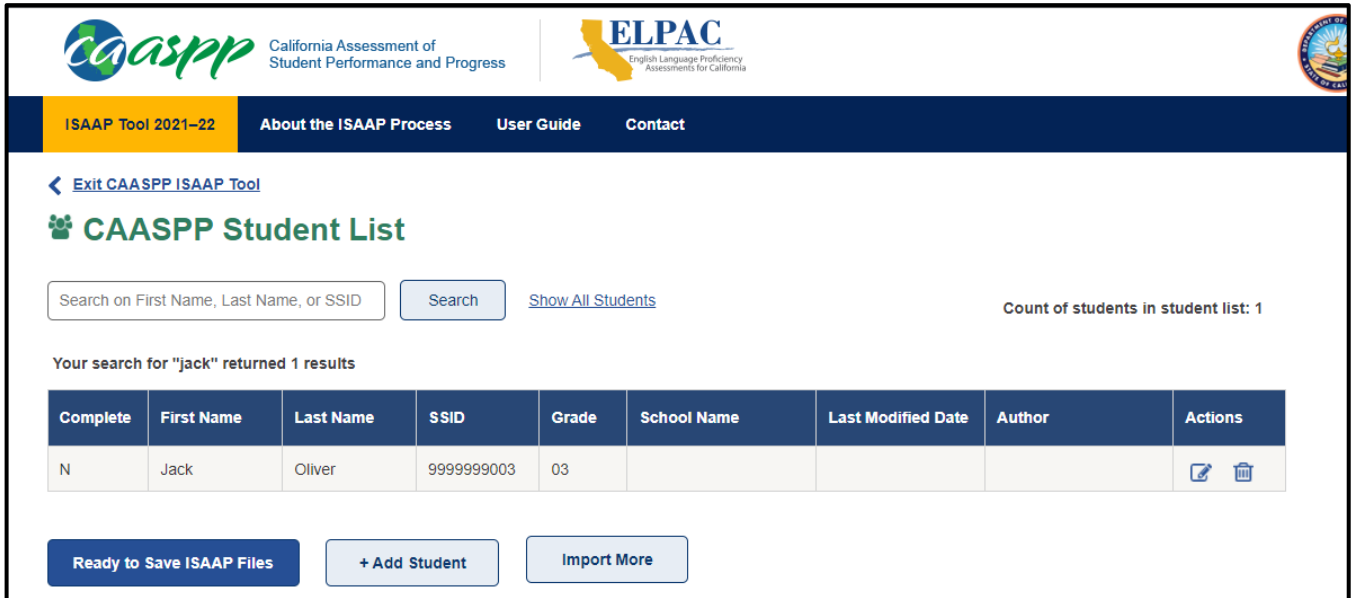


Complete	First Name	Last Name	SSID	Grade	School Name	Last Modified Date	Author	Actions
N	Tim	Duncan	9999999001	01				 
N	Mark	Parker	9999999002	02				 
N	Jack	Oliver	9999999003	03				 

Figure 1. Search box on the *Student List* web page

2. Select the **[Search]** button. This returns all records matching the search criteria. The count of students returned in the list will be displayed, as shown in [figure 2](#).



The screenshot shows the CAASPP Student List interface. At the top, there are logos for CAASPP and ELPAC. Below the logos is a navigation bar with links for 'ISAAP Tool 2021-22', 'About the ISAAP Process', 'User Guide', and 'Contact'. The main content area has a heading 'CAASPP Student List' and a search bar with the text 'Search on First Name, Last Name, or SSID'. A 'Search' button is next to the search bar, and a 'Show All Students' link is to the right. The search results show 'Your search for "jack" returned 1 results'. Below this is a table with the following data:

Complete	First Name	Last Name	SSID	Grade	School Name	Last Modified Date	Author	Actions
N	Jack	Oliver	9999999003	03				 


At the bottom of the page, there are three buttons: 'Ready to Save ISAAP Files', '+ Add Student', and 'Import More'. The count of students in the list is displayed as 'Count of students in student list: 1'.

Figure 2. Student results on the *Student List* web page after selecting [Search] button

3. To redisplay all rows, select the [Show All Students] link. The count of all students in the list will be displayed, as shown in [figure 3](#).



The screenshot shows the CAASPP Student List interface with all students displayed. The search bar is empty, and the 'Show All Students' link is active. The search results show 'Count of students in student list: 3'. Below this is a table with the following data:

Complete	First Name	Last Name	SSID	Grade	School Name	Last Modified Date	Author	Actions
N	Tim	Dunkan	9999999001	01				 
N	Mark	Parker	9999999002	02				 
N	Jack	Oliver	9999999003	03				 

At the bottom of the page, there are three buttons: 'Ready to Save ISAAP Files', '+ Add Student', and 'Import More'. The count of students in the list is displayed as 'Count of students in student list: 3'.

Figure 3. Student count on the *Student List* web page from [Show All Students] link

Student List Row Icons

Each row on the *Student List* web page has an *Actions* column that contains two icons: an **[Edit Student]** pencil [✎] icon and a **[Delete]** trash can [🗑] icon.

- Select the **[Edit Student]** pencil [✎] icon to edit the student information or accessibility resources for the SSID on the row, as shown in [figure 4](#).

The screenshot shows the CAASPP Student List interface. At the top, there are logos for CAASPP and ELPAC, along with navigation links for 'ISAAP Tool 2021-22', 'About the ISAAP Process', 'User Guide', and 'Contact'. Below the navigation is a search bar with the text 'Search on First Name, Last Name, or SSID' and a 'Search' button. To the right of the search bar, it says 'Count of students in student list: 3'. The main content is a table with the following columns: Complete, First Name, Last Name, SSID, Grade, School Name, Last Modified Date, Author, and Actions. The table contains three rows of student data. The first row is for Tim Dunkan (SSID: 9999999001, Grade: 01). The second row is for Mark Parker (SSID: 9999999002, Grade: 02). The third row is for Jack Oliver (SSID: 9999999003, Grade: 03). In the Actions column for the first row, the pencil icon (representing 'Edit Student') is highlighted with a red box. Below the table, there are three buttons: 'Ready to Save ISAAP Files', '+ Add Student', and 'Import More'.

Complete	First Name	Last Name	SSID	Grade	School Name	Last Modified Date	Author	Actions
N	Tim	Dunkan	9999999001	01				[✎] [🗑]
N	Mark	Parker	9999999002	02				[✎] [🗑]
N	Jack	Oliver	9999999003	03				[✎] [🗑]

Figure 4. **[Edit Student]** icon in the *Actions* column of the *Student List* web page

- The student information will then be displayed on the *Student Detail* web page, as shown in [figure 5](#).

CAASPP Student Detail

* Required

STUDENT INFORMATION

First Name: Tim, Last Name: Dunkan, SSID: 999999001, Grade: 01

Teacher of Record, School ID, School Name

STATUS


Complete, Last Modified Date, Author, Comments

ACCESSIBILITY RESOURCES

Filter by Content Area: ELA, Math, Science, Spanish

E = Smarter Balanced for English Language Arts/Literacy (ELA), M = Smarter Balanced for Mathematics, CE = California Alternate Assessment for ELA, CM = California Alternate Assessment for Mathematics

Figure 5. Student Detail web page

- Select the **[Delete]** trash can  icon to delete the ISAAP for the SSID, as shown in [figure 6](#).

CAASPP Student List

Search on First Name, Last Name, or SSID [Search] [Show All Students](#) Count of students in student list: 3

Complete	First Name	Last Name	SSID	Grade	School Name	Last Modified Date	Author	Actions
N	Tim	Dunkan	999999001	01				
N	Mark	Parker	999999002	02				
N	Jack	Oliver	999999003	03				

Ready to Save ISAAP Files + Add Student Import More

Figure 6. [Delete] icon in the Actions tab of the Student List web page

- If the [Delete] trash can [🗑️] icon is selected, a pop-up message will be displayed for the user to confirm the deletion, as shown in [figure 7](#).

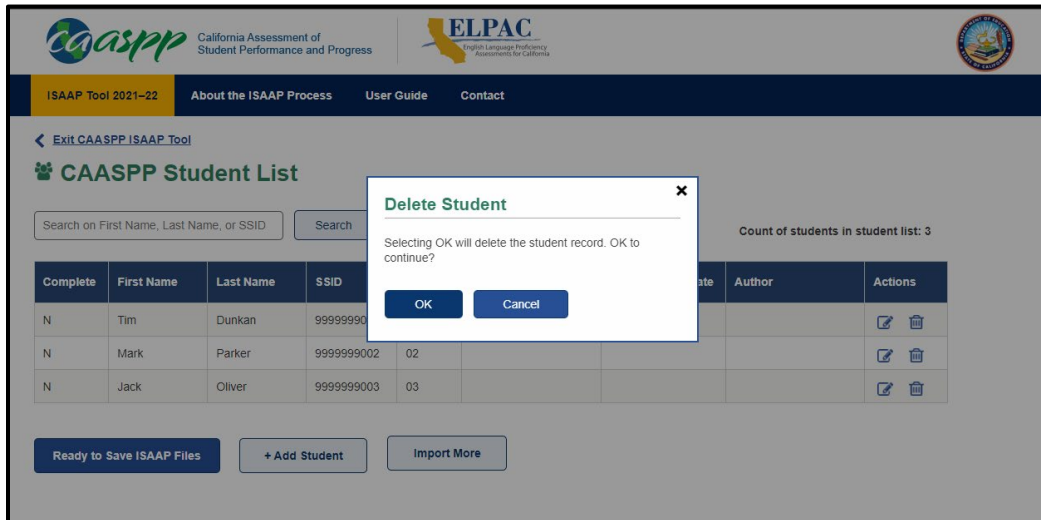


Figure 7. Delete Student dialog box on the Student List web page

- Select the [OK] button to continue with the deletion or select the [Cancel] button to cancel the delete action. Deleting a row will remove the student’s ISAAP from the list.
 - A message will indicate that one student was deleted, as shown in [figure 8](#).

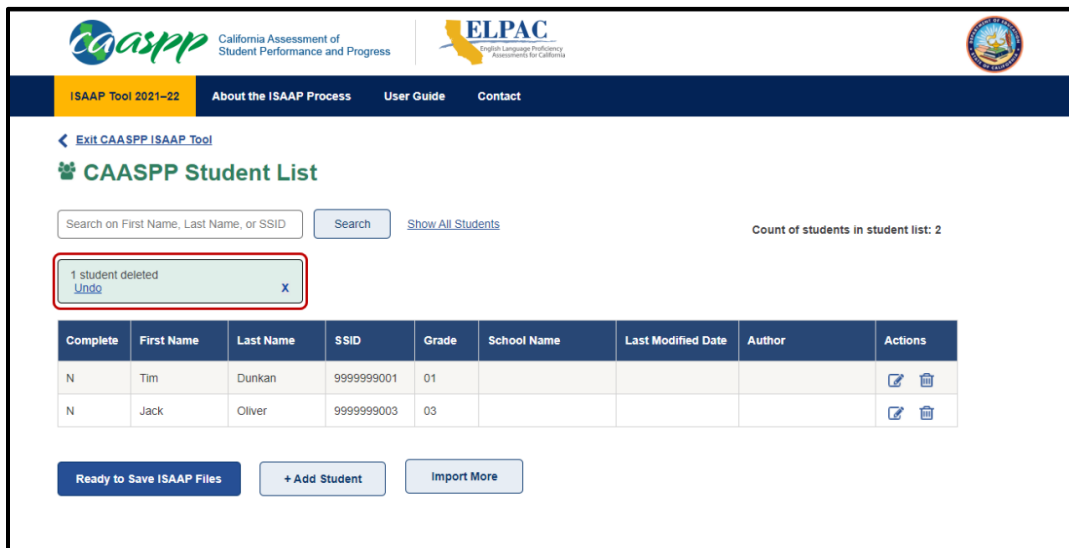


Figure 8. Student Deleted message on the Student List web page

- Immediately after being deleted, the student record can be restored if it was deleted in error.
 - Select the [Undo] link. This restores the student record to the list.

Ready to Save ISAAP Files

When all students and accessibility resources have been added and edited, or the session is over, select the **[Ready to Save ISAAP Files]** button to display the *Save ISAAP Files* web page.

Add Students

To add additional students to the list, select the **[+ Add Student]** button, as shown in [figure 9](#).

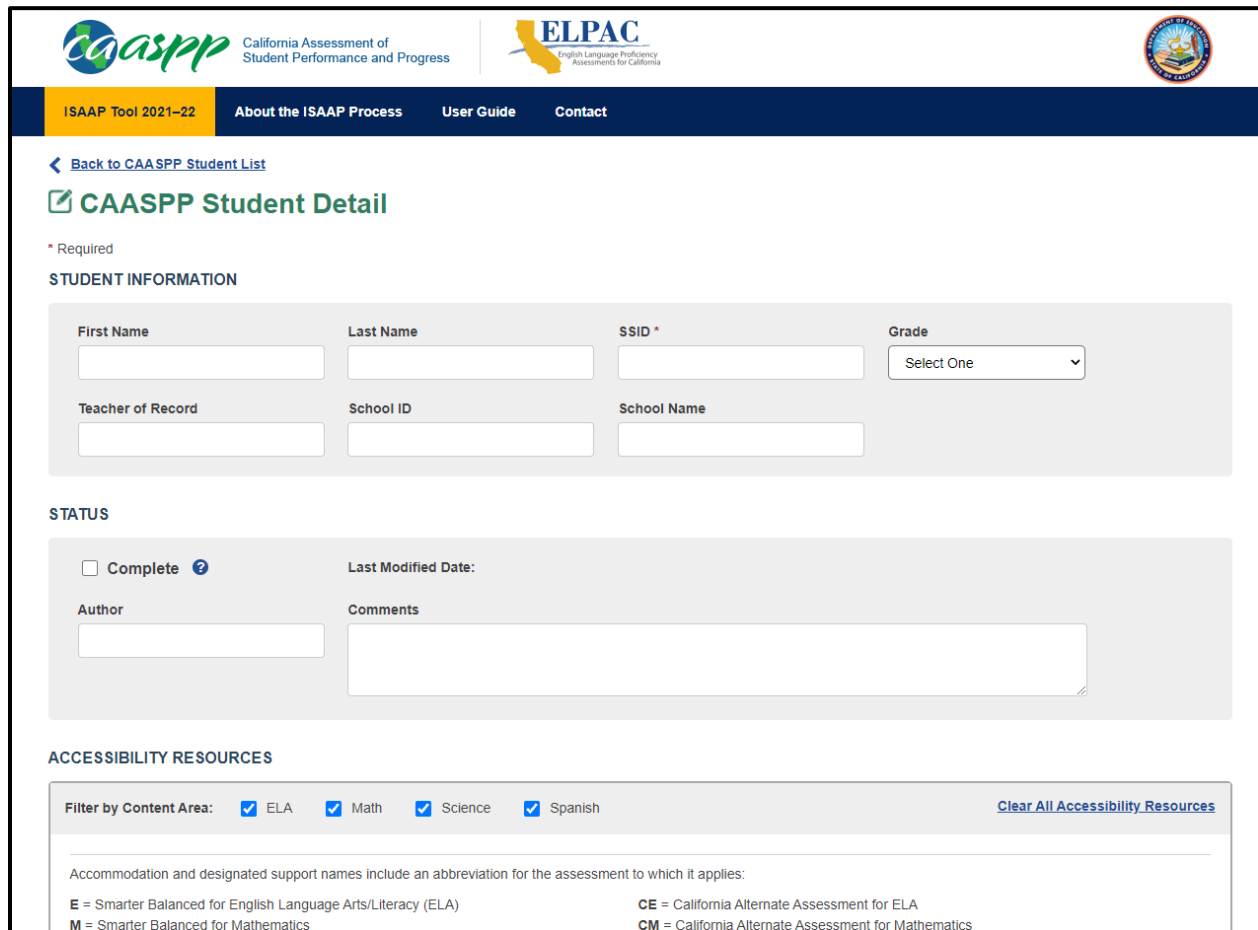
CAASPP Student List

Search on First Name, Last Name, or SSID [Show All Students](#) Count of students in student list: 2

Complete	First Name	Last Name	SSID	Grade	School Name	Last Modified Date	Author	Actions
N	Tim	Dunkan	9999999001	01				
N	Jack	Oliver	9999999003	03				

Figure 9. **[+ Add Student]** button on the *Student List* web page

The *Student Detail* web page, where new student records can be added, will then be displayed, as shown in [figure 10](#).



The screenshot shows the 'CAASPP Student Detail' web page. At the top, there are logos for CAASPP and ELPAC, and a navigation bar with links for 'ISAAP Tool 2021-22', 'About the ISAAP Process', 'User Guide', and 'Contact'. Below the navigation bar is a breadcrumb trail: '< Back to CAASPP Student List'. The main heading is 'CAASPP Student Detail'. A note indicates that fields marked with an asterisk are required. The 'STUDENT INFORMATION' section contains input fields for 'First Name', 'Last Name', 'SSID *', 'Grade' (a dropdown menu), 'Teacher of Record', 'School ID', and 'School Name'. The 'STATUS' section includes a 'Complete' checkbox, a 'Last Modified Date' field, an 'Author' input field, and a 'Comments' text area. The 'ACCESSIBILITY RESOURCES' section features a 'Filter by Content Area' section with checkboxes for ELA, Math, Science, and Spanish, and a 'Clear All Accessibility Resources' link. Below this, there is a legend for accommodation and designated support names: E = Smarter Balanced for English Language Arts/Literacy (ELA), M = Smarter Balanced for Mathematics, CE = California Alternate Assessment for ELA, and CM = California Alternate Assessment for Mathematics.

Figure 10. *Student Detail* web page with blank fields for adding student information

Import More Students

To import more student records from an external file, select the **[Import More]** button, as shown in [figure 11](#).

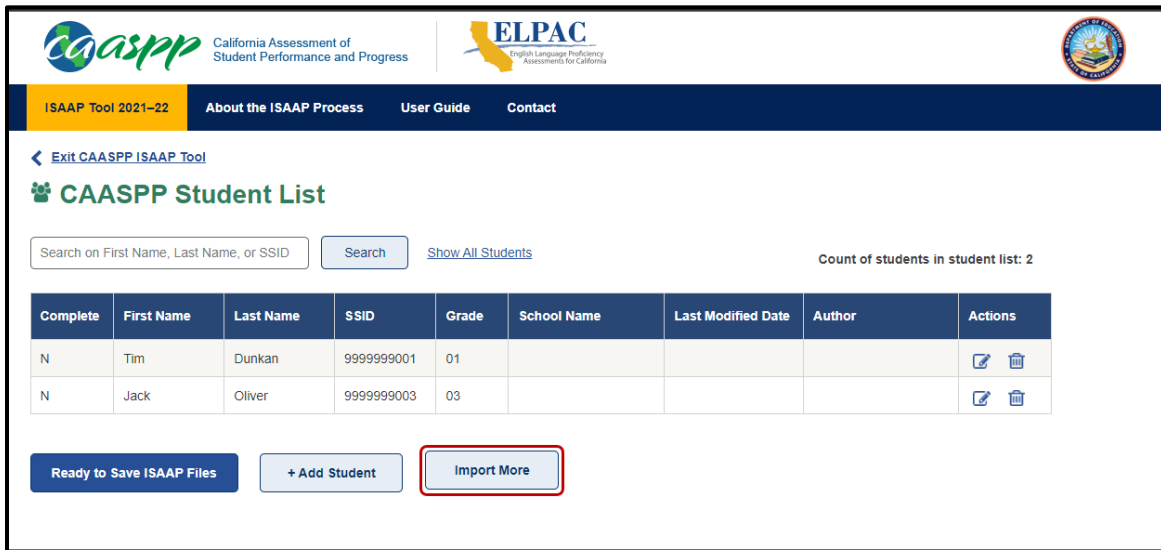


Figure 11. **[Import More]** button on the *Student List* web page

The *Import Accessibility Resources* web page will then be displayed, as shown in [figure 12](#).



Figure 12. *Import Accessibility Resources* web page

Student Detail Web Page

To return to the Student List at any time **without saving any changed data** in the student, status, or accessibility resources sections, select the [Back to Student List] link at the top of the *Student Detail* web page.

The *Student Detail* web page contains three areas of information: the Student Information section, the Status section, and the Accessibility Resources section.

Student Information Section

The *Student Information* section captures basic information about the student. The fields are for information only and freeform text can be entered, with the exception of the *SSID* and *Grade* fields. The *SSID* field is required and must be 10 numeric digits. *Grade* must be selected from the drop-down grade list.

Status Section

The *Status* section is used to capture information and comments about who is making the student updates. The following fields are available in this section:

- When all accessibility resources have been entered for a student, check the *Completion* box.
- The *Last Modified Date* field will contain the date the student record was last modified. When the record is saved, the last modified date will be updated to the current date.
- The user's name can be entered in the *Author* field.
- To save any comments about the student, enter them in the *Comments* field.

Accessibility Resources Section

The "Accessibility Resources" section allows the user to select the designated supports and accommodations for a student. The information displayed in this section of the screen depends on the program chosen on the ISAAP Tool home page. Note that there are six subsections within this section:

- Filter by Assessment
- Assessment Abbreviations
- Method of Determination for the Student Need(s)
- Student Need(s)
- Designated Supports
- Accommodations

Filter by Assessment

Use the *Filter by Assessment* checkboxes to limit the accommodations and designated supports that are displayed. When one or more filters are selected, only designated supports and accommodations associated with those filters are displayed. When the web page first appears, all filters—to show all designated supports and accommodations—are displayed.

1. For the CAASPP, the values for *Filter by Assessment* are content areas:
 - a. ELA
 - b. Math
 - c. Science
 - d. Spanish
2. For the ELPAC, the values for *Filter by Assessment* are programs:
 - a. Initial
 - b. Summative
 - c. Alternate

Assessment Abbreviations

This section of the *Student Detail* web page shows a list of program abbreviations and the corresponding full program name for reference. The accessibility resources themselves contain the following abbreviations to indicate the program to which a particular resource applies:

- E—Smarter Balanced for English Language Arts/Literacy (ELA)
- M—Smarter Balanced for Mathematics
- S—California Science Test
- CE—California Alternate Assessment for ELA
- CM—California Alternate Assessment for Mathematics
- CS—California Alternate Assessment for Science
- RO—California Spanish Assessment

Links to accessibility resources as well as accessibility resources demonstration videos can also be found on the [CAASPP Accessibility Resources](#) web page and the [ELPAC Accessibility Resources](#) web page.

Method of Determination for the Student Need(s)

Before any accessibility resources are displayed, the user must select one or more methods to indicate how it was determined that a student needs accessibility resources for testing.

- If the student has qualified for special educational services, check the *Individualized Education Program* box.
- If the student has a Section 504 plan, check the *504 Plan* box.
- If the student needs educator-recommended designated supports, check the *Educator(s) Recommendation* box.

Student Need(s)

After selecting the *Method of Determination for the Student Need(s)* checkboxes, do the following:

1. Select the *Student Need(s)* to view their associated accessibility resources.

Two types of accessibility resource lists are displayed, *Designated Supports* and *Accommodations*. The *Designated Supports* list will appear as long as one of the *Methods of Determination for the Student Need(s)* boxes is checked. *Accommodations* will only appear if the values of *IEP* or *504 Plan* boxes are checked.

2. Select from the list of *Student Need(s)* checkboxes for which the student needs accessibility resources. More than one may be selected at a time.

As the *Student Need(s)* boxes are checked, a list of associated designated supports appears on the right. If a *Method of Determination for the Student Need(s)* box of *IEP* or *Section 504 plan* is checked, the list of accommodations for the selected *Student Need(s)* appears.

Designated supports and accommodations that require a separate setting or extra time (ET) are marked with two asterisks (**). One designated support or accommodation may be associated with multiple *Student Need(s)*. As a result, when multiple *Student Need(s)* are selected and some are later deselected, not all the designated supports and accommodations changes are evident. As an example:

1. If the *Student Need(s)* value of *Support for executive functioning: attention, cognition control, and processing* box is checked, the following appear in the *Designated Supports* list:
 - Color Contrast (EMBEDDED)
(Computer—E, M, S, CE, CM, CS, RO)
 - **Color Contrast (NON-EMBEDDED)
(Computer—E, M, S, CE, CM, CS, RO)
 - Color Overlay (NON-EMBEDDED)
(Computer—E, M, S, CE, CM, CS, RO)

Student Detail Web Page |
Accessibility Resources Section

- ****Magnification (ET) (NON-EMBEDDED)**
(Computer—E, M, S, CE, CM, CS, RO)
 - Masking (EMBEDDED) (Computer—E, M, S, CE, CM, CS, RO)
 - Mouse Pointer (Size and Color) (EMBEDDED)
(Computer—E, M, S, CE, CM, CS, RO)
 - ****Noise Buffers (NON-EMBEDDED)**
(Computer—E, M, S, CE, CM, CS, RO) (Paper—E, M, S)
 - Permissive Mode (EMBEDDED)
(Computer—E, M, S, CE, CM, CS, RO)
 - Print Size (EMBEDDED) (Computer—E, M, S, CE, CM, CS, RO)
 - Separate Setting (NON-EMBEDDED)
(Computer—E, M, S, CE, CM, CS, RO) (Paper—E, M, S)
 - ****Simplified Test Directions (NON-EMBEDDED)**
(Computer—E, M, S, CE, CM, CS, RO) (Paper—E, M, S)
 - Streamline (EMBEDDED) (Computer—E, M, S, CE, CM, CS, RO)
 - ****Text-to-Speech (EMBEDDED) (Computer—E, M)**
 - ****Text-to-Speech – Item and Stimuli (EMBEDDED) (Computer—S)**
 - ****Text-to-Speech – Item and Stimuli (EMBEDDED) (Computer—RO)**
 - Turn Off Any Universal Tool(s) (EMBEDDED)
(Computer—E, M, S, CE, CM, CS, RO)
2. If an additional *Student Need(s)* value of *Support for reading-related disabilities, print disabilities, struggling readers* is now selected, the same designated supports are displayed as well as additional resources. This is because the designated supports for *Support for executive functioning: attention, cognition control, and processing* are also designated supports for *Support for reading-related disabilities, print disabilities, struggling readers*. As the list of designated supports is scrolled through, additional resources are now also displayed:
- 100s Number Table (NON-EMBEDDED) (Computer—S, CS) (Paper—S)
 - ****Read-Aloud Items (NON-EMBEDDED)**
(Computer—E, M, S, CE, CM, CS, RO) (Paper—E, M, S)
 - Science Charts [State-approved] (i.e., Periodic Table of the Elements, reference sheets) (NON-EMBEDDED) (Computer—S) (Paper—S)

- Translations (Spanish Stacked–Dual Language) and Translated Test Directions (EMBEDDED) (Computer—M)
 - Translations (Spanish Stacked–Dual Language) and Translated Test Directions (EMBEDDED) (Computer—S)
3. Finally, if the second checkbox, *Support for persistent calculation disability, dyscalculia*, is deselected, only the designated supports for the *Student Need(s)* value of *Support for executive functioning: attention, cognition control, and processing* are now displayed. These do not include designated supports, which were displayed previously, as they do not apply to the currently selected student needs.

Designated Supports

Designated supports are individual accessibility resources that do not require an IEP or Section 504 plan but do require an educator’s recommendation. As described in the *Student Need(s)* section, they are displayed when they are associated with the selected *Student Need(s)* checkboxes.

An example of a designated support is Color Contrast, as shown in [figure 13](#).

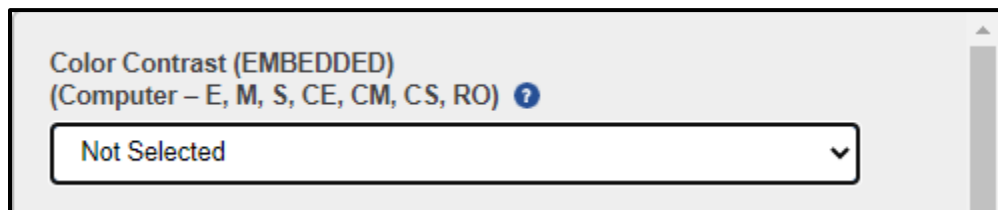


Figure 13. Color Contrast designated support

Designated supports have labels. As an example, the label for Color Contrast in [figure 13](#) is Color Contrast (EMBEDDED) (Computer—E, M, S, CE, CM, CS, RO). This label has the following meaning:

- The designated support name is Color Contrast.
- The term in the first set of parentheses, identifies the designated support as embedded (provided by the delivery system) or non-embedded (external to the delivery system). In this case it is EMBEDDED.

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- The first word in the second set of parentheses identifies whether the delivery mode is Computer or Paper. In this example it is Computer.
- A list of the program abbreviations that the designated support is applicable to, appears following the delivery mode. In this example, the applicable programs are:
 - E—Smarter Balanced for ELA
 - M—Smarter Balanced for Mathematics
 - S—California Science Test
 - CE—California Alternate Assessment for ELA
 - CM—California Alternate Assessment for Mathematics
 - CS—California Alternate Assessment for Science
 - RO—California Spanish Assessment

When the *Student Detail* web page is displayed for a new student, or for an existing student who has no accessibility resources yet chosen, the value of all designated supports is *Not Selected*. When editing a student who had values for designated supports previously chosen and saved, or when editing a student imported with values for designated supports, those values will be displayed.

To select a value for a designated support:

1. Scroll to the desired designated support.
2. Select the down arrow in the selection box.

A list of all values for the designated support will be displayed. For the Color Contrast designated support, the list of values is displayed in the following list.

- Not Selected
- Reverse Contrast
- Black on Rose
- Medium Gray on Light Gray
- Yellow on Blue
- Blue
- Light Blue
- Black on Cream
- Gray
- Light Gray
- Green
- Light Green
- Light Magenta
- White on Navy
- Yellow
- Light Yellow

3. Select the desired value from the drop-down list.

Yellow on Blue is now displayed in the selection box as the selected value, as shown in [figure 14](#).

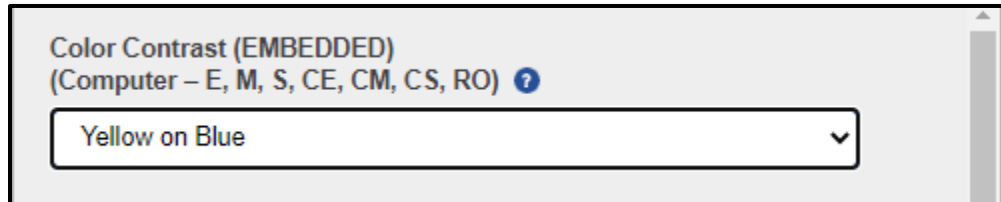


Figure 14. Color Contrast with *Yellow on Blue* selected

To change or deselect a value for a designated support previously selected:

1. Select the *Student Need(s)* checkboxes associated with the previously selected designated support. If the selected *Student Need(s)* is not known, select all student needs by selecting all the *Student Need(s)* checkboxes. This will display all the designated supports.
2. Scroll through the list of designated supports displayed to find the one to change.
3. Select the drop-down arrow in the selection box to display all the possible values.
4. To change the value, select the new value from the drop-down list.
5. To deselect the designated support, select the value of *Not Selected* in the selection box, which in effect, clears the selection.

Once a value for a designated support has been selected, that value will remain selected until it is deselected. It does not matter whether the designated support appears in the list of designated supports currently displayed based on the selected *Student Need(s)* or whether all *Methods of Determination for the Student Need(s)* have been deselected. Once a value for a designated support is chosen, the only way to remove it is to change the value for the designated support to *Not Selected*.

Videos may be available to demonstrate how to access and use a particular designated support. When videos are available for a designated support, video links are displayed directly after the designated supports' program abbreviations, as shown in [figure 15](#).

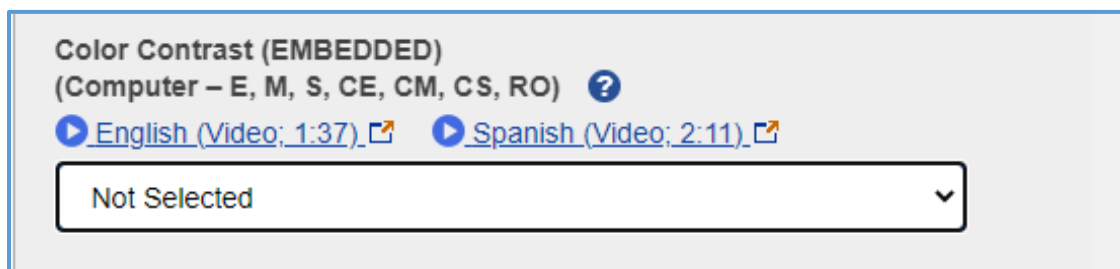


Figure 15. Videos available for a designated support

Accommodations

Accommodations are individual accessibility resources requiring the student to have an IEP or Section 504 plan. Accommodations are labeled and displayed, and values are selected and deselected in the same manner as designated supports with the following exceptions:

1. Accommodations will only be displayed when the selected *Method of Determination for the Student Need(s)* checkbox is *IEP* or *504 Plan*.
2. If a value other than *Not Selected* is chosen for any accommodation and subsequently the selected *Method of Determination for Student Need(s)* checkboxes are changed such that neither *IEP* nor *504 Plan* is selected, the values for all accommodations will be changed to *Not Selected*.

In the event that the *Method of Determination for the Student Need(s)* was incorrectly identified and needs to be changed from *IEP* to *504 Plan* or vice-versa, check the *Method of Determination for the Student Need(s)* boxes for both *IEP* and *504 Plan*, and then deselect the incorrect one. This will ensure that the selected accommodations' values will remain intact.

Videos may be available to demonstrate how to access and use a particular accommodation. When a video is available for an accommodation, the video links will be displayed directly under the program abbreviations of the accommodation, as shown in [figure 16](#).

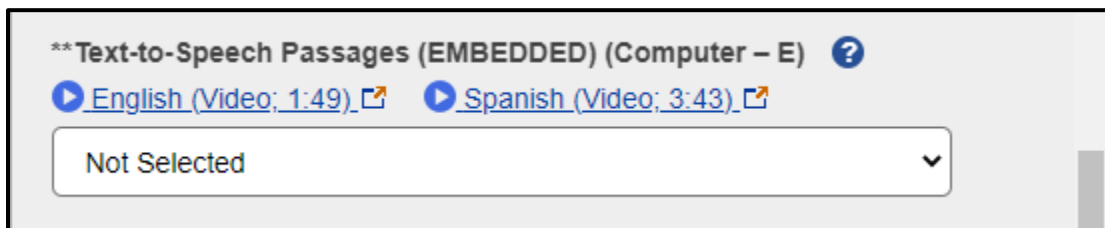


Figure 16. Videos available for an accommodation

Clear All Accessibility Resources

To start over, due to making mistakes while entering values for a student's accessibility resources, select the [Clear All Accessibility Resources] link at the top of the *Accessibilities* section.

This will accomplish the following:

- All selected *Filter by Content Area* checkboxes for CAASPP and all *Filter by Program* checkboxes selected for the ELPAC will be deselected.
- All selected *Method of Determination for the Student Need(s)* will be deselected.
- All selected *Student Need(s)* checkboxes will be deselected.

- All values currently selected for any designated support or accommodation will be deselected and reverted to a value of *Not Selected*.
- All information typed into the *Student Information* and *Status* sections will remain and not be cleared.

Save and View Student List

After selecting all the values for the accessibility resources applicable for a student, save the student's record.

- To save the record and return to the *Student List* web page, select the [**Save and View Student List**] button.
- If the student is new, the student will now appear in the list on the *Student List* web page.

Save ISAAP Files and Exit the ISAAP Tool

After the user finishes editing or adding students during the current session, the data must be saved to a file. The ISAAP Tool application does not store any data between sessions.

Saving ISAAP Files

There are three options for saving student data:

1. The first option is to save student data as an “ISAAP FOR TOOL” file in a Microsoft Excel format.
 - **No data is saved in the application from one session to another.** Always save the “ISAAP FOR TOOL” file to be able to import it again in the future.
 - This saves all the entered data in a file format that can be imported back into the ISAAP Tool.
 - This file will be saved to the default download location with a file name of “*Program Name_ISAAP_FOR_TOOL_2021_22_YYYYMMDD_hhmmss.xlsx*.”
 - The program name is CAASPP or ELPAC.
 - The current date is in the format of “YYYYMMDD” which identifies the 4-digit year, two-digit month, and two-digit day.
 - The current time is in the format of “hhmmss” which identifies the two-digit hour, two-digit minute, and two-digit second.
 - The format of the file is .xlsx.
2. The second option is to save the student data as an “ISAAP FOR TOOL” file in a caret-delimited text format.
 - **No data is saved in the application from one session to another.**
 - Always save this format of the “ISAAP FOR TOOL” file for easier viewing and editing on some devices.

- This saves all the entered data in a file format that can be imported back into the ISAAP Tool.
 - This file will be saved to the default download location with a file name of “*Program Name_ISAAP_FOR_TOOL_2021_22_YYYYMMDD_hhmmss.txt.*”
 - The program name is CAASPP or ELPAC.
 - The current date is in the format of “YYYYMMDD” which identifies the four-digit year, two-digit month, and two-digit day.
 - The current time is in the format of “hhmmss” which identifies the two-digit hour, two-digit minute, and two-digit second.
 - The format of the file is .txt.
3. The third option is to save the student data as an “ISAAP FOR TOMS” file.
- When all the accessibility resources for the students have been entered, the data can be saved in a file format acceptable for importing test settings into TOMS.
 - This saves all the entered data in a file format that can be imported into TOMS.
 - This file will be saved to the default download location with a file name of “*Program Name_ISAAP_FOR_TOMS_2021_22_YYYYMMDD_hhmmss.xlsx.*”
 - The program name is CAASPP or ELPAC.
 - The current date is in the format of “YYYYMMDD” which identifies the four-digit year, two-digit month, and two-digit day.
 - The current time is in the format of “hhmmss” which identifies the two-digit hour, two-digit minute, and two-digit second.
 - Note that only those students marked with a completion status of “Y” will be saved in this file.
 - The completion status of “Y” indicates that the entry of a student’s accessibility resources has been completed and is ready to be imported to TOMS.

Note that the format of both files is .xlsx.

Exiting the ISAAP Tool

After the files on the *Save ISAAP Files* web page have been successfully saved, there are two ways to exit the ISAAP Tool:

- If there is no other ISAAP work to complete, simply close the browser.
- Otherwise, select the [Back to (CAASPP|ELPAC) Student List] link at the top left of the *Student Detail* web page to return to the *Student List* web page.
 1. On the Student List web page, select the [Exit (CAASPP|ELPAC) ISAAP Tool] link at the top left of the page. A pop-up message contains a reminder that any unsaved data will not be saved.
 2. Select the [OK] button to continue. The ISAAP Tool home page appears, where a different program can be selected.

An ISAAP Tool session will remain active for 3 hours and 55 minutes of inactivity at which time the user will receive a *Session Timeout Warning* pop-up message indicating the session will expire in 5 minutes and all data entered will be lost if files are not saved.

- Select the [OK] button to continue.
- Select the [Exit ISAAP Tool] button to exit without saving any files.

If no action is taken, the session will expire and the user will be taken to the *Session Expired* web page.