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# **Classroom Use of Accessibility Resources Monitoring Form**

Student: Teacher: Grade Level:

This form is adapted from the Smarter Balanced Assessment Consortium. Refer to the [*Usability, Accessibility, and Accommodations Implementation Guide*](https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-implementation-guide.pdf) (July 2022) for more information.

Use this chart to track different aspects of how a student uses designated supports or accommodations **during classroom instruction.** This will help inform decision-making when assigning designated supports and accommodations on assessments.

To find a complete list of categorized accessibility resources, refer to the [CA Assessment Accessibility Resources Matrix](https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp) web page on the California Department of Education website. Based on the Matrix, what accessibility resources does the student use during classroom instruction? After determining what resources the student uses, list them in the chart. Finally, record your answers to the following questions in the chart:

1. What accessibility resources does the student use during classroom instruction? (e.g., masking, text-to-speech, scribe)
2. To which category does the accessibility resource belong?
3. For what task(s) is it used? (e.g., content/standards, task type)­­
4. Does the student use it for that task every time? If not, note how often and how many times per day.
5. Does the student use it alone or with assistance? (e.g., aide, peers)
6. What additional notes are there?

| **Resource** | **Accessibility Resource** | **Category** | **Task(s) Used For**  | **Use Per Day** | **Alone or Assisted** | **Notes** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |