

- [Using Streamlined Mode \(/accessibility-guide/requirements-for-visual-impairment/testing-students-requiring-braille/#using-streamline-mode\)](#) subsection in this manual

Approved Assessment(s):

- All (computer-based assessments)

Description:

This designated support provides a streamlined interface of the test in an alternate, simplified format in which the questions are displayed below the stimuli vertically; it is designed to interact with JAWS® navigation.

This designated support includes zoom levels greater than 3× in the student interface. The sample in [figure 6](#) shows a full-screen zoom that includes navigation buttons and a question passage.

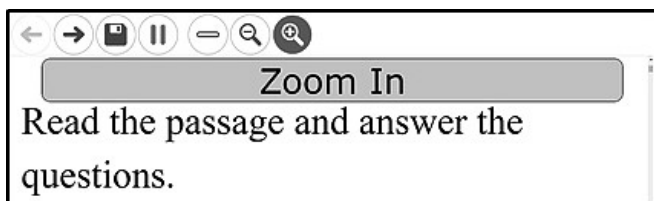


Figure 6. Streamline sample

Use:

This designated support may benefit one of a small number of students who has a specific learning disability, a reading disability, or both, in which the text is presented in a more sequential format.

Text-to-Speech

Additional Resources:



- [California Assessment Accessibility Resources: Text-to-Speech \(English\)](https://youtu.be/cLxzu_Swtng) (https://youtu.be/cLxzu_Swtng) video
- [California Assessment Accessibility Resources: Text-to-Speech \(Spanish\)](https://www.youtube.com/watch?v=r-36myKOqGA) (<https://www.youtube.com/watch?v=r-36myKOqGA>) video
- [Guidelines for Choosing Text-to-Speech or Read Aloud in Grades 3–5 \(PDF\)](https://portal.smarterbalanced.org/library/en/guidelines-for-choosing-tts-or-read-aloud-in-grades-3-5.pdf) (<https://portal.smarterbalanced.org/library/en/guidelines-for-choosing-tts-or-read-aloud-in-grades-3-5.pdf>) web document

(Refer also to the [embedded text-to-speech accommodation \(/accessibility-guide/accessibility-features-caaspp-elpac/accommodations/#embedded-text-to-speech-reading-passages\)](#) for ELA reading passages.)

Approved Assessment(s):

- Smarter Balanced for ELA (items only)
- Smarter Balanced for Mathematics (stimuli and items)
- CAST (stimuli and items)
- CSA (items)

Description:

Text for stimuli, items, or both items and stimuli—depending on the assessment type—is read aloud to the student via embedded text-to-speech technology in the TDS that uses a simulated, not a human, voice. In addition, the student can select to read a response that has been entered for a CR item.

The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.

Use:

A student who is a struggling reader may need assistance accessing the assessment by having all or portions of the assessment read aloud. To use this designated support, the student must select either *Speak Question* or *Speak Option* from the context menu (indicated in [figure 7](#)).

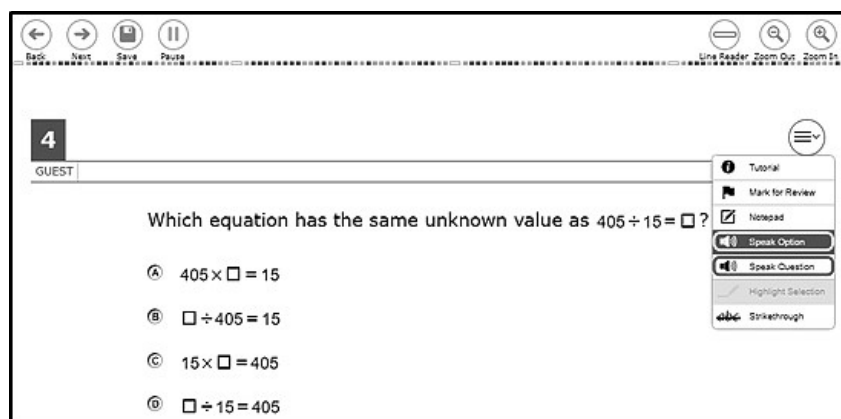


Figure 7. Text-to-speech

- This resource also may be needed by a student who
 - has a reading-related disability,
 - is a struggling reader, or
 - is blind and is advancing toward English braille proficiency.
- A student would need to use this support regularly during instruction to meaningfully benefit from it on assessments.
- Simulated voices may not provide the same emphasis and other qualities of a natural, human voice when reading.
- A student who uses text-to-speech will need headphones unless tested individually in a separate setting.
- When this resource is selected for a student in conjunction with Spanish stacked–dual language translations, text-to-speech in Spanish for mathematics items is assigned automatically.

The technical coordinator at the LEA or test site should ensure that the network bandwidth at the test site is sufficient to support the number of students who will be using this resource concurrently during testing.

Limitations:

On specific CSA multiple-choice questions, the student may be asked about a portion of the text that may need to be revised. For these questions, a student will be presented with four answer choices, each with different versions of the written text. Each answer choice will be followed by a repetition of the answer choice in context of the original excerpt. The answer choices in context are preceded by introductory statements such as, “La oración con cambio, lee” or “La definición lee.” In some instances, the student may want to navigate word-by-word or character-by-character to discern any grammatical or punctuation errors, in addition to addressing any words that may not be pronounced clearly by an assistive technology. Additional information about this portion of the test is included in the test directions.

Text-to-Speech in Spanish

Additional Resources:

- [California Assessment Accessibility Resources: Text-to-Speech \(English\)](https://youtu.be/cLxzu_Swtng) (https://youtu.be/cLxzu_Swtng) video
- [California Assessment Accessibility Resources: Text-to-Speech \(Spanish\)](https://www.youtube.com/watch?v=r-36myKOqGA) (<https://www.youtube.com/watch?v=r-36myKOqGA>) video

