

Resources and
 Practices Comparison Crosswalk The Crosswalk lists the resources that are currently included in the Guidelines document and assists educators and decisionmakers by providing a description of both the resource and its classroom equivalent.

No.	<i>Guidelines</i> Resource	Description (See <i>Guidelines</i> for Full Description)	Pedagogical Practices
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No.	<i>Guidelines Resource</i>	<i>Description (See Guidelines for Full Description)</i>	Pedagogical Practices	Description
				topic and then prioritize.
5.	Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color.	Highlighter	<p>A digital or physical tool for marking desired text with a color.</p> <p>Students use highlighters to distinguish useful/meaningful text when completing an assignment.</p> <p>Students can denote main ideas, supporting details, and conclusion.</p>
6.	Keyboard Navigation	Navigation throughout text can be accomplished by using a keyboard.	Students apply keyboarding skills using knowledge/skill of software.	Students use classroom software programs such as Accelerated Reader/Interactive Math, Rosetta Stone, or EDMODO to complete classroom assignments and make use of keyboarding skills in doing so.
7.	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.	Large print texts or use of magnifying devices during instruction	<p>Visually impaired students are provided large-print versions of state textbooks to enable access to curriculum.</p> <p>Students use computer screen enlargement to work in teams.</p>
8.	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	<p>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.</p> <p>Students can also circle steps within a math problem to revisit or ask questions.</p>

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No.	<i>Guidelines Resource</i>	Description (See <i>Guidelines for Full Description</i>)	Pedagogical Practices	Description
13.	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.
14.	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.
15.	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 word meanings.
			English glossaries (instructional materials)	Students use glossaries

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23.	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 noncontracted braille are available; Nemeth code is available for math.	Braille	Instructional materials and assignments are completed in braille.
24.	Calculator	A calculator can be accessed for calculator-allowed items. The student		

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29.	SeparateSetting	The test location is altered so that the student is tested in a setting different		