

Appendix G
Accessibility and Accommodations
Implementation and Setup Module

Accessibility and Accommodations Training

Office of Student Assessment
School Year 2020-2021



 @EducateIN

Working Together for Student Success



Welcome

- The 2020-2021 Accessibility and Accommodations Training is for Corporation Test Coordinators (CTCs), School Test Coordinators (STCs) and Test Administrators (TAs).
- The purpose of this training is to support the management of testing accommodations and to minimize the use of inappropriate test settings during test administration.
- TAs must be familiar with student testing accommodations before test administration.



Accommodations and Accessibility Features Available on Indiana's Standardized Assessments



To access the *2020-2021 Accessibility and Accommodations Guidance*, please visit the Indiana Department of Education (IDOE)'s website:

<https://www.doe.in.gov/sites/default/files/assessment/2020-2021-accessibility-and-accommodations-guidance.pdf>





Types of Accessibility Resources

Universal Features

Universal features are available to **all** students as they access instructional or assessment content.

Designated Features

Designated features are tools that are available for use by any student for whom the need has been indicated by an educator or team of educators who are familiar with the student's characteristics and needs.

Accommodations

An accommodation is a change in the standardized testing materials or procedures that enables students with a disability or with limited English proficiency to participate in an assessment in a way that accurately measures abilities. Accommodations are provided via Individualized Education Programs (IEPs), Individual Learning Plans (ILPs), Service Plans, Choice Special Education Plans (CSEPs), or Section 504 Plans.



Universal Features Display

The screenshot displays the ILEARN Grade 5 English/Language Arts interface. At the top, a header bar shows the page title "ILEARN Grade 5 English/Language Arts (1 out of 10)", the user "Demo, Student (STN: 999999999)", and the ID "IN-6AA8-1". Below the header, a toolbar contains navigation buttons: "Back", "Next", and "Save". To the right of these are utility buttons: "Calculator", "Dictionary", "Line Reader", "Zoom Out", and "Zoom In", which are highlighted with a red box. The main content area is divided into two columns. The left column contains the text "Read the text and answer the questions." followed by the title "Cuisine and Etiquette by the Peace Corps" and the subtitle "Cuisine and Etiquette in Zambia". The right column shows a reading passage titled "2" with the text "First, read the sentence from 'Cuisine and Zambia.'" and "Zambia's staple food is maize (corn), and Zambians eat maize in several ways." Below this is the instruction "Now read the sentence from 'Cuisine and Etiquette in Uganda.'" A red box highlights a set of navigation arrows (left and right) and a menu icon in the top right of the reading area. Another red box highlights a dropdown menu in the top right of the reading area, which includes options: "Tutorial", "Mark for Review", "Notepad", "Highlight Selection", and "Strikethrough".

Items ▾ ILEARN Grade 5 English/Language Arts (1 out of 10) Demo, Student (STN: 999999999) IN-6AA8-1

Back Next Save

Calculator Dictionary Line Reader Zoom Out Zoom In

Read the text and answer the questions.

Cuisine and Etiquette
by the Peace Corps

Cuisine and Etiquette in Zambia

Zambia's staple food is maize (corn), and Zambians eat maize in several ways. When the corn is

2

GUEST, GUEST

First, read the sentence from "Cuisine and Zambia."

Zambia's staple food is maize (corn), and Zambians eat maize in several ways.

Now read the sentence from "Cuisine and Etiquette in Uganda."

Tutorial
Mark for Review
Notepad
Highlight Selection
Strikethrough



Overview of Designated Features

- **Designated features** for Indiana assessments are those **features** that are available for use by **any student** for whom the need has been indicated by an educator or team of educators, parent/guardian or the student (if appropriate) who is familiar with the student's characteristics and needs.
- Assigning a designated feature does not require documentation of need in an IEP, Service Plan, CSEP, ILP or Section 504 Plan.
- Designated features need to be identified and assigned in the Test Information and Distribution Engine (TIDE) **prior to** assessment administration. The TA can assign them in the TA interface prior to approving the student to test.
- Students should be familiar with using the designated features assigned to them.



Overview of Accommodations

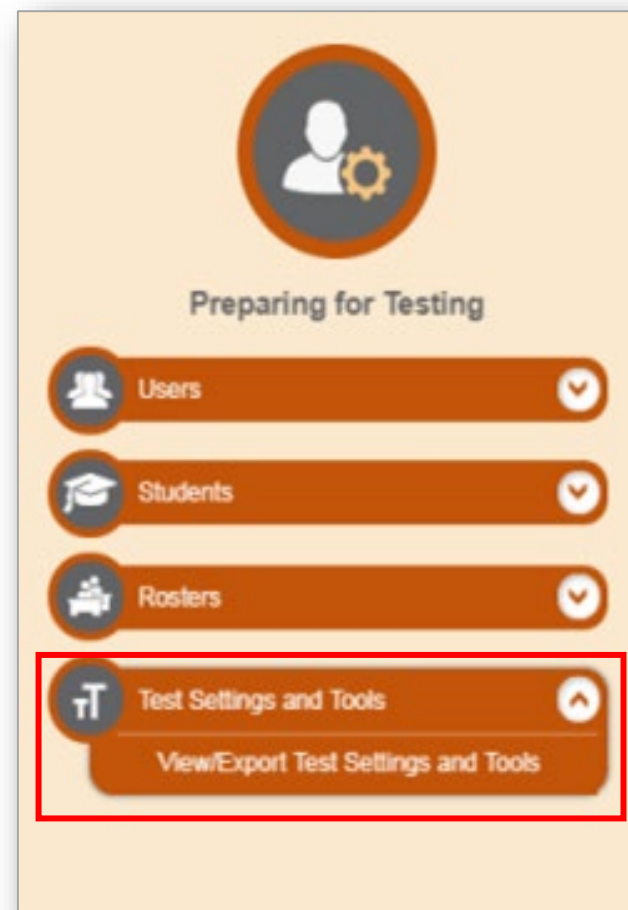
- **Accommodations** are changes in procedures or materials that increase equitable access during Indiana assessments. Assessment accommodations generate **valid** assessment results for students who need them; they allow these students to show what they know and can do.
- IDOE has identified **accommodations** for students with a need documented in their formal plan (IEP, Service Plan, CSEP, Section 504 Plan, or ILP).

Additionally, accommodations may be provided to a student with a temporary condition such as a broken arm or concussion through an Emergency/Temporary Accommodation Plan. A Non-Standard Assessment Accommodation Request must be submitted to IDOE for prior approval.

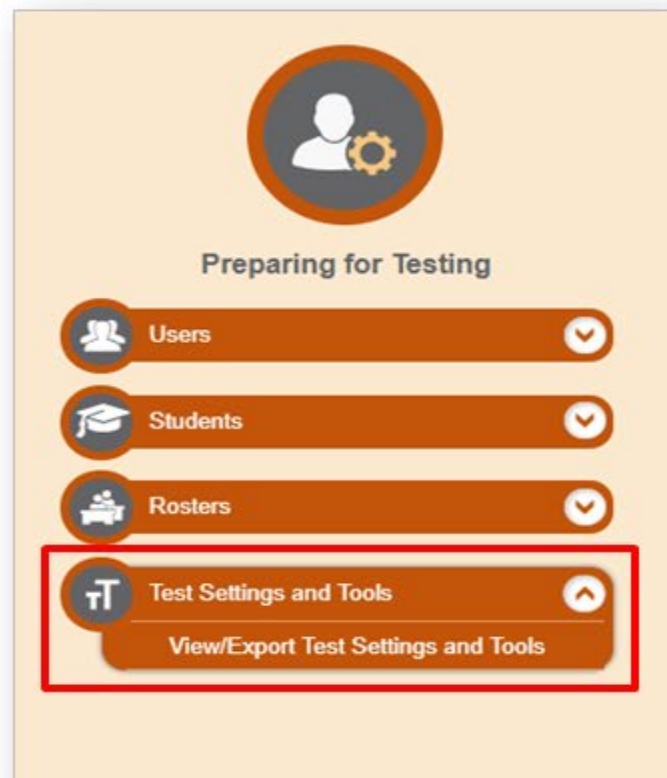


Assigning Designated Features in TIDE

- TAs must review each student's information prior to testing day to ensure that each student has the correct designated feature(s) and/or accommodation(s) set in TIDE.
- Student information including enrollment and accommodations are pulled from IDOE databases. Indiana IEP (IIEP) system and the DOE-TA collections provide accommodations data flowing into TIDE.
- The student should not test until the Designated Features and Accommodations settings are correct in TIDE.
- If students test with incorrect accommodations, test scores may be invalidated.
- Contact your Test Coordinator if settings in TIDE are incorrect.



Assigning Designated Features in TIDE



View/Export Test Settings and Tools

Use this page to view, edit, or export students and their test settings. [more info](#)

Search Students

*Corporation: Demo district 9999 - 9999

*School: All selected (3)

STN:

Student's Last Name:

Student's First Name:

Student's Middle Name:

Gender: ☐ Male ☐ Female

Date of Birth:

Grade: None selected

Advanced Search

Search Fields: Special Education

Special Education: ☐ Yes ☐ No

Additional Criteria Chosen:

☐ Special Education:

[Remove All](#) [Remove Selected](#)

[Add](#)

[Search](#)





Assigning Designated Features in TIDE

View/Export Test Settings and Tools

Use this page to view, edit, or export students and their test settings. [more info](#)






+ Search Students

Number of students found: 4053

Enter search terms to filter search results

1-50 of 4053 records | Page: **1** of 82

<input type="checkbox"/>	Edit	School Information		Student Demographics									S
		Corporation	School IRN	STN	Student's Last Name	Student's First Name	Student's Middle Name	Gender	Date of Birth	Grade	Alternate Tester	Identified English Learner	
<input type="checkbox"/>		9999 - Demo district 9999	9999_9990 - Demo inst 9990	9999999004	Balnaves	Johny		Female	09242001	05	No	Yes	Ye
<input checked="" type="checkbox"/>		9999 - Demo district 9999	9999_9990 - Demo inst 9990	995556245	EligibilityTestin	Demo Firstname 1002	Demo Middlename 1002	Female	09232001	03		Yes	
<input type="checkbox"/>		9999 - Demo district 9999	9999_9990 - Demo inst 9990	995655448	EligibilityTestin	Demo Firstname 1025	Demo Middlename 1025	Female	10162001	10	No	Yes	Ye
<input type="checkbox"/>		9999 - Demo district 9999	9999_9990 - Demo inst 9990	995656549	EligibilityTestin	Demo Firstname 1025	Demo Middlename 1025	Female	10162001	10	No	Yes	Ye



View / Edit Test Settings and Tools

View/Edit Student: Benny Adlem

Use this form to modify a student's settings. [more info](#)

[Save](#) [Cancel](#)

Go to section:

- + Student Demographics
- + IREAD-3 and ISTEP+ Retester Eligibility
- + Student Participation
- Designated Features (Embedded)

Designated Features (Embedded)	I AM	ILEARN ELA	ILEARN Mathematics	ILEARN Science	ILEARN Social Studies	IREAD-3	ISTEP+ ELA
Color Contrast	Black on White (default)	Black on White (default)	Black on White (default)	Black on White (default)	Black on White (default)	Black on White (default)	Black on White (default)
Glossaries		None	None	None	None		
Language	Spanish	English	English	English	English	English	English
Masking	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input checked="" type="checkbox"/> ON	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF
Mouse Pointer	System Default	System Default	System Default	System Default	System Default	System Default	System Default
Print Size	Level 0 - 12 pt. (No zoom)	Level 0 - 12 pt. (No zoom)	Level 0 - 12 pt. (No zoom)	Level 0 - 12 pt. (No zoom)	Level 0 - 12 pt. (No zoom)	Level 0 - 12 pt. (No zoom)	Level 0 - 12 pt. (No zoom)

Designated Features (Non-Embedded)

- + Accommodations (Embedded)
- + Accommodations (Non-Embedded)
- + Special Requests

[Save](#) [Cancel](#)



Embedded Designated Feature: Color Contrast

The screenshot displays a digital reading application with a light pink background. At the top, there is a navigation bar with a menu icon, left and right arrow icons, and a series of four numbered tabs (1, 2, 3, 4), where tab 1 is currently selected. The main content area is divided into two columns. The left column contains the text passage, and the right column contains a question and four answer choices.

Read the text and answer the questions.

Cuisine and Etiquette
by the Peace Corps

Cuisine and Etiquette in Zambia

Zambia's staple food is maize (corn), and Zambians eat maize in several ways. When the corn is ripe but still green, it can be roasted or boiled. When it is dry and hard, it can be fried or boiled. It can also be pounded slightly to remove the outside layer and boiled either by itself or mixed with beans or groundnuts (peanuts). At times the maize is ground to a size a little bigger than rice and is cooked like rice. Finally, we have the fine cornmeal, which is called mealie-meal in Zambia. This is used for making nsima, the most popular meal. Nsima is steamed cornmeal.

1
GUEST, GUEST

Which detail from "Cuisine and Etiquette in Zambia" **best** shows that the father is at the top of the social structure in a family?

- (A) In a traditional setting, boys from the age of seven eat with the man of the house.
- (B) This is because all of the children below the age of seven are under the guidance of their mother.
- (C) The mother eats with the girls and the younger boys.
- (D) Before eating, everybody washes hands in order of the status of the members of the family: father first, then mother, and others follow according to their ages.




Embedded Designated Feature: Glossaries

- Languages available:
 - Arabic
 - Burmese
 - Mandarin
 - Spanish
 - Vietnamese
- ILEARN Content Areas:
 - Mathematics
 - Science and Biology
 - Social Studies

This grid shows the location of three points.

location

Mandarin Glossary

位置 



Embedded Designated Feature: Masking

What Is a Spacesuit?

by David Hitt

A spacesuit is much more than a set of clothes astronauts wear on spacewalks. A fully equipped spacesuit is really a one-person spacecraft. The formal name for the spacesuit used on the space shuttle and International Space Station is the Extravehicular Mobility Unit, or EMU. "Extravehicular" means outside of the vehicle or spacecraft. "Mobility" means that the astronaut can move around in the suit. The spacesuit protects the astronaut from the dangers of being outside in space.

Why Do Astronauts Need Spacesuits?

Spacesuits help astronauts in several ways. Spacewalking astronauts face a wide variety of temperatures. In Earth's orbit, conditions can be as cold as minus 250 degrees Fahrenheit. In the sunlight, they can be as hot as 250 degrees. A spacesuit protects astronauts from those extreme temperatures.

Spacesuits also supply astronauts with oxygen to breathe while they are in the vacuum of space. They contain water to drink during spacewalks. They protect

1234

3

GUEST, GUEST

This question has two parts. First, answer part A. Then, answer part B.

Part A

What is **most likely** the author's intent by mentioning "A spacesuit is much more than a set of clothes astronauts wear on spacewalks" at the beginning of the text?

- (A) The author wants to inform the reader that astronauts regularly walk in space.
- (B) The author wants to describe to the reader the importance of astronauts walking in space.
- (C) The author wants to explain to the reader that astronauts wear spacesuits during flights in space.
- (D) The author wants to convince the reader that spacesuits are more important to astronauts than most people think.

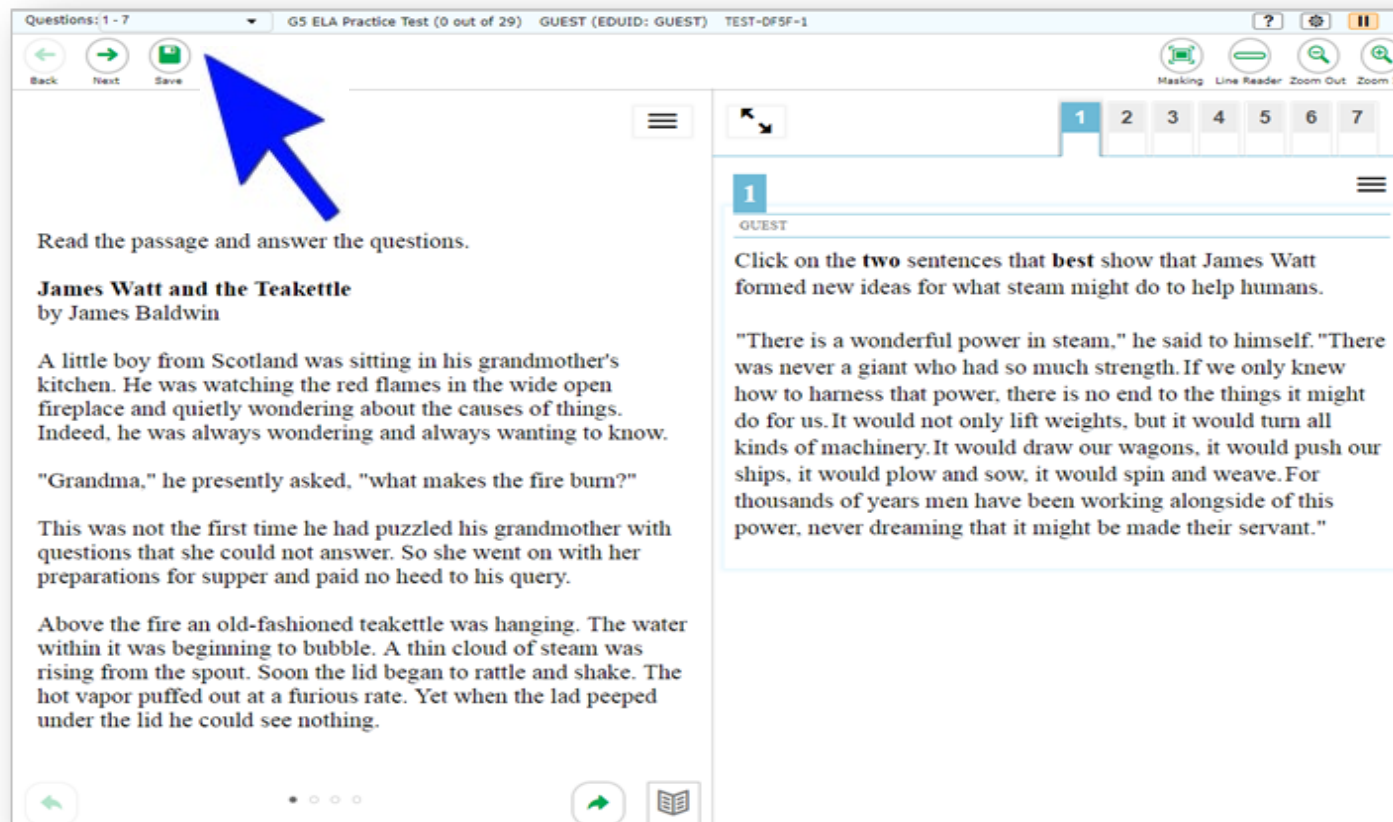
Part B

Which sentence from the text **best** illustrates the conclusion made in part A?

- (A) "The spacesuit protects the astronaut from the dangers of being outside in



Embedded Designated Feature: Mouse Pointer



Questions: 1 - 7 G5 ELA Practice Test (0 out of 29) GUEST (EDUID: GUEST) TEST-DF5F-1

Back Next Save

Read the passage and answer the questions.

James Watt and the Teakettle
by James Baldwin

A little boy from Scotland was sitting in his grandmother's kitchen. He was watching the red flames in the wide open fireplace and quietly wondering about the causes of things. Indeed, he was always wondering and always wanting to know.

"Grandma," he presently asked, "what makes the fire burn?"

This was not the first time he had puzzled his grandmother with questions that she could not answer. So she went on with her preparations for supper and paid no heed to his query.

Above the fire an old-fashioned teakettle was hanging. The water within it was beginning to bubble. A thin cloud of steam was rising from the spout. Soon the lid began to rattle and shake. The hot vapor puffed out at a furious rate. Yet when the lad peeped under the lid he could see nothing.

Masking Line Reader Zoom Out Zoom In

1 2 3 4 5 6 7

1
GUEST

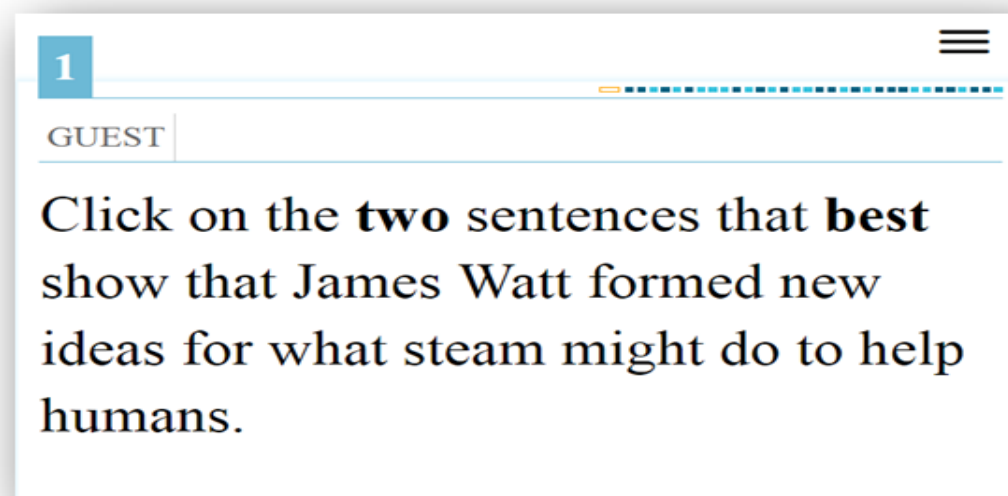
Click on the **two** sentences that **best** show that James Watt formed new ideas for what steam might do to help humans.

"There is a wonderful power in steam," he said to himself. "There was never a giant who had so much strength. If we only knew how to harness that power, there is no end to the things it might do for us. It would not only lift weights, but it would turn all kinds of machinery. It would draw our wagons, it would push our ships, it would plow and sow, it would spin and weave. For thousands of years men have been working alongside of this power, never dreaming that it might be made their servant."



Embedded Designated Feature: Print Size

- Print size allows changes to the default zoom level.
- Options are one to eight times default magnification, with options five to eight available in streamline mode.



Embedded Designated Feature: Language

Spanish Translation(Stacked)

Mathematics, Science, Social Studies



Spanish Stem



Una directora quiere saber si los estudiantes de cierta escuela secundaria están a favor de un nuevo código de vestimenta en su escuela. La directora no puede preguntar la opinión de cada estudiante de la escuela, así que necesita seleccionar una muestra apropiada de los estudiantes que represente a la escuela secundaria.

Selecciona cuál muestra de estudiantes debe seleccionar la directora.

English Stem



A principal wants to know if students at a particular high school are in favor of a new dress code at their school. The principal is not able to ask the opinion of every student at the school, so she needs to select an appropriate sample of the students to represent the high school.

Select which sample of students the principal should choose.

Spanish Answer Choice



- ☒ Estudiantes seleccionados aleatoriamente de una lista de todos los estudiantes de la escuela.
Students randomly selected from a list of all students at the school.

English Answer Choice



- ☐ Estudiantes que se sienten en mesas de la biblioteca seleccionadas aleatoriamente
Students sitting at randomly selected tables in the library.
- ☐ Estudiantes que ella seleccione en el pasillo entre las clases.
Students she selects from the hallway between classes.
- ☐ Estudiantes seleccionados por los maestros.
Students selected by the teachers.

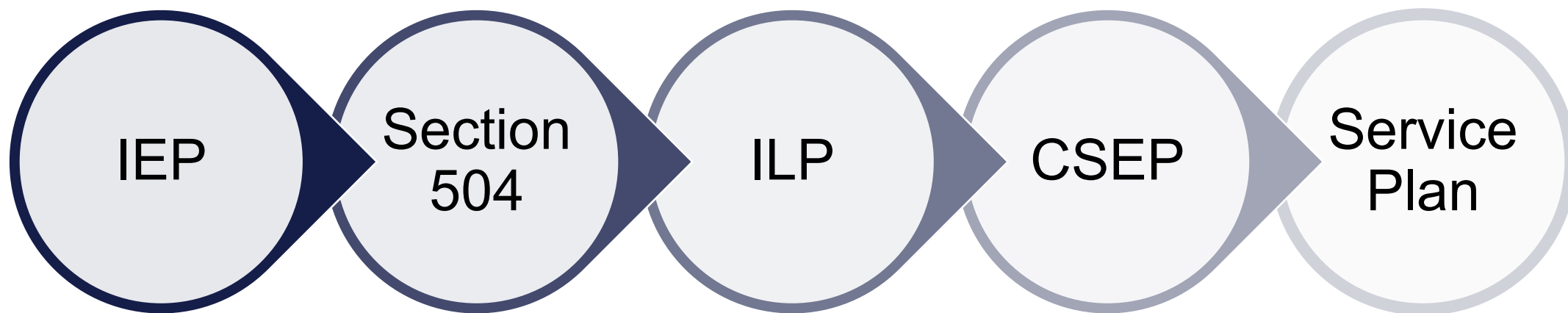


Non-Embedded Designated Features

- Assistive technology to magnify/enlarge
- Color acetate film for paper assessment
- Sound amplification system
- Special furniture or equipment for viewing test
- Special lighting conditions
- Time of day for testing altered





Accommodations




Embedded Accommodations: American Sign Language (ASL) Video

The World's Oldest Pottery

Listen to the presentation. Then answer the questions.



21

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which idea from the presentation is unclear?

- what pottery was used for
- when pottery was invented
- what people did to find food
- when people started farming

Part B

Which change should the speaker make to correct the error?

- include the ages of some ancient pieces of pottery
- include information about what people cooked in pots





Embedded Accommodations: Accommodated Fixed-Form / Hard-of-Hearing Form

ILEARN Accommodated Fixed Form

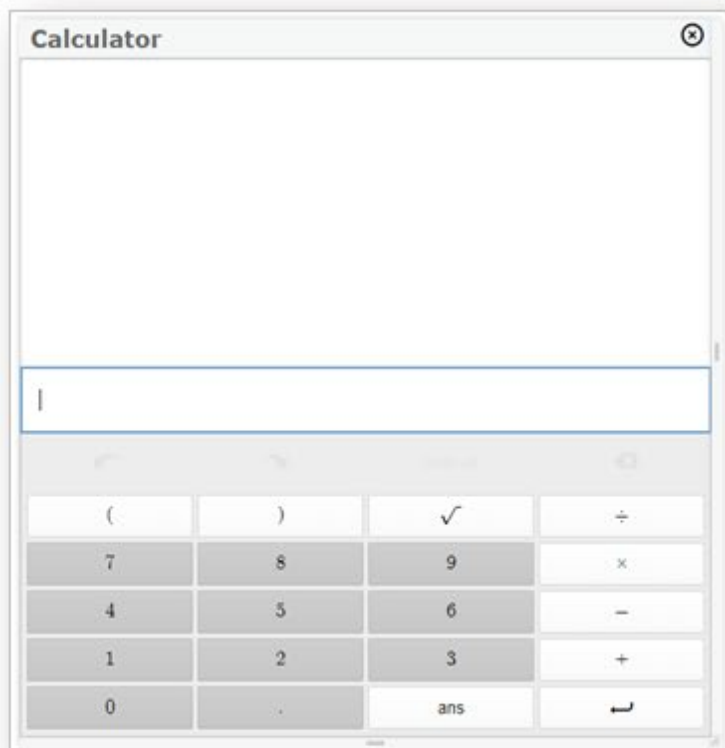
- It is an online fixed form assessment with a human reader script.
- It is for students who are deaf or hard-of hearing,
- It is available for all content areas.

IREAD-3 Hard-of-Hearing Form

- Provided for students not receiving phonics instruction due to a documented hearing impairment.
- CTCs and/or STCs must report all students needing the Hard of Hearing Form to IDOE.
- Students with a Hard of Hearing accommodation will receive a test form with the phonics items removed from the test.
- Students must test separately from peers for Segment 1.



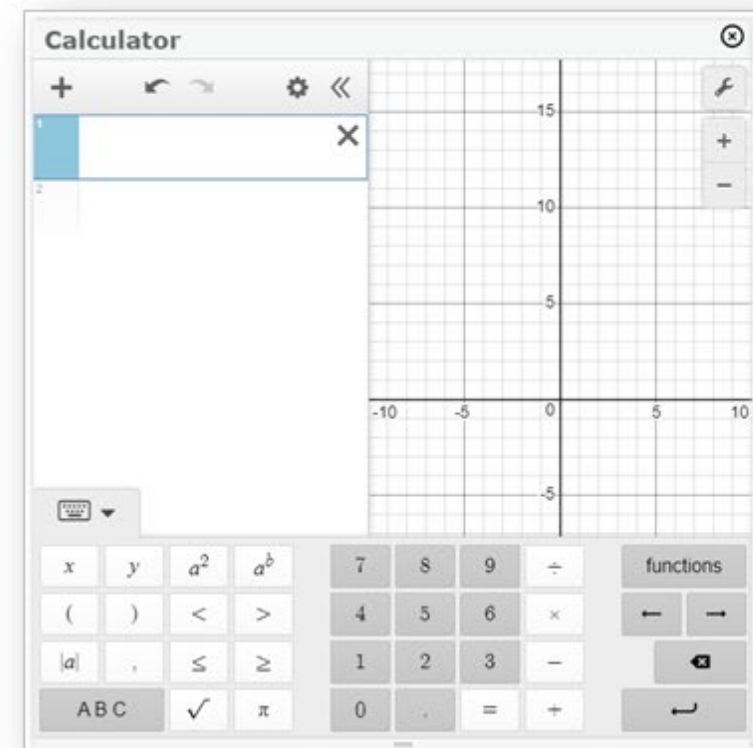
Embedded Accommodations: Online Calculator for All Mathematics Items



Four-Function Desmos
Calculator



Scientific Desmos
Calculator




Graphing Desmos
Calculator



Embedded Accommodations: Closed Captioning for Audio Items

Balloon Wranglers
Listen to the presentation. Then answer the questions.



8

Listen to the presentation and then answer the questions that follow.

GUEST, GUEST

The following question has two parts. First, answer part A. Then, answer part B

Part A

Which conclusion is supported by the presentation?

- (A) The New York parade is the largest of its kind.
- (B) The huge balloons in a parade are difficult to control.
- (C) Balloon wranglers have a harder job than others in the parade.
- (D) The main reason people like the balloons is because of who they look like.

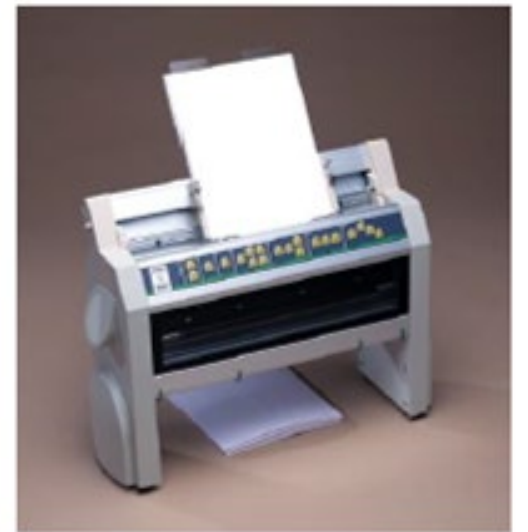
Part B

Which sentence from the presentation **best** supports your answer in part A?

- (A) Many balloons look like well-known cartoons.
- (B) They have to walk the whole 2.5 miles of the parade.



Embedded Accommodation: Refreshable Braille and Braille Embosser



Embedded Accommodations: Permissive Mode

- Permissive mode allows the use of an external device or software for the tests.
- Permissive mode must be enabled for students who require access to approved accessibility software and/or devices to interact with the test.
- Accessibility software and/or devices and external devices include magnifiers, speech-to-text, braille screen readers, and refreshable braille displays.
- Permissive mode requires that the Fidelity Assurance Form is completed ahead of testing. <https://form.jotform.com/91536578151967>
- When permissive mode is disabled, the only application that can be open on the computer is the secure browser.



Embedded Accommodations: Streamline Mode

CEREAL BOXES

A cereal company uses cereal boxes that are rectangular prisms. The boxes have the dimensions shown.

- 12 inches high
- 8 inches wide
- 2 inches deep

The managers of the company want a new size for their cereal boxes. The new boxes have to be rectangular prisms. You will evaluate one box design the company proposed. Then you will create and propose your own design for the company.

Requirements for the new boxes:

- The new boxes have to use less cardboard than the original boxes.
- The new boxes have to hold the same or a greater volume of cereal as the original boxes.

1


Determine the volume of the current cereal box with the dimensions 12 inches high, 8 inches wide, and 2 inches deep.

Find the volume, V , in cubic inches, of each box.

Volume of Original Box: $V = \underline{\hspace{1cm}}$ in³

2

Label the dimensions of the net for the current cereal box with 12 inches high, 8 inches wide, and 2 inches deep.



Cereal Boxes

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Find the volume, V , in cubic inches, of each box.


Volume of Original Box: $V = \underline{\hspace{1cm}}$ in³



Embedded Accommodations: Text-to-Speech

Text-to-Speech Sound Check


Make sure text-to-speech is working.


 Press the speaker button. You should hear a voice speak the following sentence: "This text is being read aloud."


Sound Settings

Current Voice Pack: Microsoft Anna - English (United States)

Use the sliders to adjust the available text-to-speech settings.







Volume  10

Pitch  10

Rate  10

Next Step:
If you heard the voice clearly, choose **I heard the voice**. If not, choose **I did not hear the voice**. To continue testing without checking text-to-speech, choose **Skip TTS Check**.

Items Grade 5 English/Language Arts (4 out of 10) Demo, Student (STN: 999999999) IN-1234-1 ? ⚙️ ⏸️


     






Back Next Save Line Reader Zoom Out Zoom In

5

A student is writing a report about quilting for social studies. Read the two paragraphs from the draft of the report and complete the task that follows.

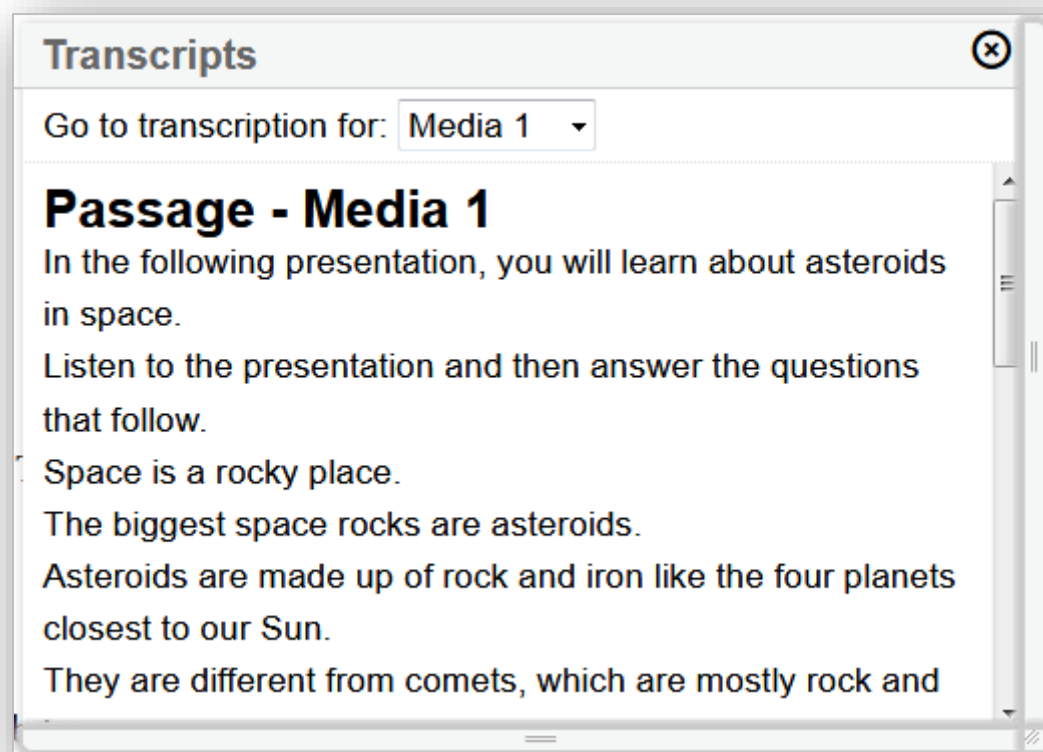
Click on the **two** sentences in the paragraphs that do **not** support the main idea.



-  Tutorial
-  Mark for Review
-  Notepad
-  Speak Question
-  Highlight Selection



Embedded Accommodations: Audio Transcriptions



The screenshot shows a window titled "Transcripts" with a close button in the top right corner. Below the title bar, there is a label "Go to transcription for:" followed by a dropdown menu currently set to "Media 1". The main content area of the window is titled "Passage - Media 1" in bold. The text within this passage reads: "In the following presentation, you will learn about asteroids in space. Listen to the presentation and then answer the questions that follow. Space is a rocky place. The biggest space rocks are asteroids. Asteroids are made up of rock and iron like the four planets closest to our Sun. They are different from comets, which are mostly rock and". The window has a scrollbar on the right side.

Transcripts

Go to transcription for: Media 1

Passage - Media 1

In the following presentation, you will learn about asteroids in space.

Listen to the presentation and then answer the questions that follow.

Space is a rocky place.

The biggest space rocks are asteroids.

Asteroids are made up of rock and iron like the four planets closest to our Sun.

They are different from comets, which are mostly rock and



Embedded Accommodations: Print-on-Demand

- The printing of items/stimuli is intended for rare instances when students cannot interact with items online due to a vision impairment or medical issue (e.g., seizures).
- The use of print-on-demand should be minimal (on ILEARN).
- Print-on-Demand requires:
 - Test security management;
 - 1:1 test administration;
 - Two devices (one for student, one for TA);
 - A printer in a secure location; and
 - Additional time.





Non-Embedded Accommodations

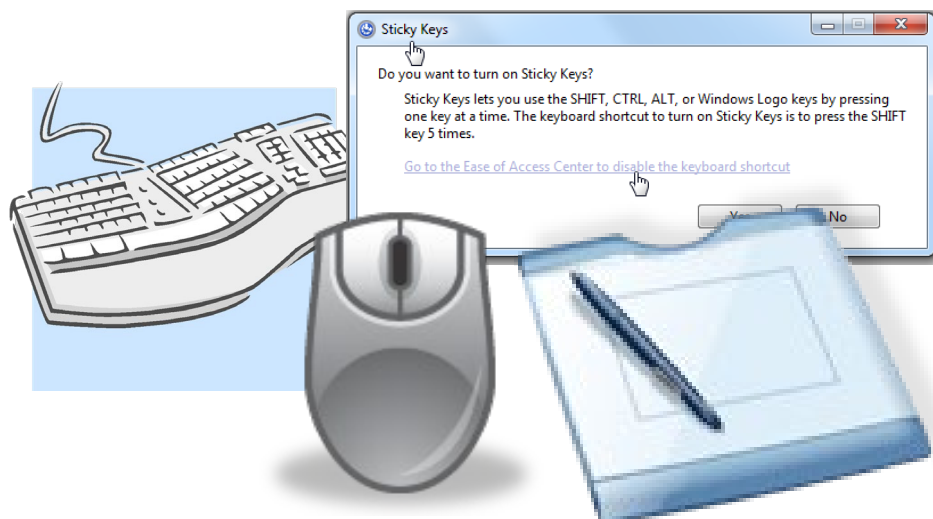
- Review Guidelines in the 2020-2021 Accessibility and Accommodations Guidance.
- Gather needed materials.
- Provide at the time of testing.
- Document locally that accommodations were provided.

Non-embedded accommodations are provided by the TA, not by the testing platform. Follow the process above to provide non-embedded accommodations with fidelity.



Non-Embedded Accommodations: Alternate Indication of Response

Alternate response accommodations allow students to use accessibility technology—such as adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches—to respond to test items.



Non-Embedded Accommodations: Braille Booklet and Braille Transcript for Audio Items

- Graphic material—such as maps, charts, graphs, diagrams, and illustrations—may be presented in a raised format (paper or thermoform).
- A braille transcript is available for closed captioning.



Non-Embedded Accommodations: Additional Breaks



Non-Embedded Accommodations: Hundreds Chart and Multiplication Table



Dr. Jennifer McCormick
Superintendent of Public Instruction
Working Together for Student Success

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Dr. Jennifer McCormick
Superintendent of Public Instruction
Working Together for Student Success

Multiplication Table

x	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81



Non-Embedded Accommodations: Interpreter for Sign Language

- The CTC must access the scripts from the appropriate testing vendor.
- The scripts must be used by interpreters and the test administration must be overseen by the TA.
- Interpreters must complete Test Security Training and read and sign the Indiana Testing Security and Integrity Agreement.



Non-Embedded Accommodations: Large Print and Print Booklet

- A paper form of the assessment can be provided to a student as long as it is formally documented in the student's educational record that the student cannot participate in online testing.
- If a student doesn't have a formal plan but a specific need has been requested for that student on state assessments, a Non-standard Accommodation Request must be submitted for IDOE approval prior to testing.
- Students without a formal plan include:
 - Students with a religious reason
 - Students in a facility without access to computers
 - Students on homebound
 - Students with an Emergency/Temporary Accommodation Plan



Non-Embedded Accommodations: Read Aloud to Self and Individual Testing

Students may read aloud to self so they can listen to themselves answer the questions. They can use a device such as a whisper phone.





Non-Embedded Accommodations: Scribe

- A human who records verbatim what students dictate.
- A scribe can be used for a student with a recent injury (such as a broken hand or arm) that makes it difficult to produce responses. A Non-Standard Accommodation Request must be filled out in this situation for prior IDOE approval.



Non-Embedded Accommodation: Low Vision Scripts

- Available only for students taking I AM.
- Low Vision Scripts are most appropriate for students who are blind or have low vision.
- Low Vision Scripts include descriptions of all visuals that are intended to be read aloud to students.
- Read aloud scripts are only available for students with a print or Human Reader accommodation.
- CTCs access these scripts through the TIDE secure inbox.



I AM Stimulus and Response Materials

- IDOE has provided approved substitutions and alternatives for stimulus and response materials for I AM.
- Suggestions are allowable based on the student's degree of vision, hearing, and/or physical mobility.
- These do not need to be formally documented.

I AM Stimulus and Response Materials





Questions

For additional information, please visit

- Indiana Assessment Portal: <http://indiana.portal.cambiumast.com>
- Indiana Assessment Help Desk
 - Toll-Free Telephone: 1-866-298-4256
 - Email: indianahelpdesk@cambiumassessment.com

Karen Davies, Accessibility Specialist, Indiana Department of Education

- Telephone Number: 317-232-2079
- Email: KDavies@doe.in.gov
- Email Indiana Assessments: INassessments@doe.in.gov

