OFFICE *of the* SECRETARY *of* EDUCATION

Accessibility & Accommodations Information for Statewide Assessments

2026-2027

Indiana Department of Education
Office of Student Assessment

100 N. Senate Ave.
Indianapolis, IN 46204

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Change Log

Changes from 2025-2026 to 2026-2027	Section
Updated dates throughout the document.	N/A
Updated links throughout the document.	N/A
Updated section placement from 2025-2026.	N/A
Updated table numbers.	N/A
All code values have been updated for 2026-2027.	N/A
All links to the Nonstandard Assessment Accommodation Request and Fidelity Assurance Form have been updated.	N/A
511 IAC 7-36-10 was added to Introduction.	Introduction
Reference to the new Accommodations Manager (AM) role referenced under intended audiences.	Introduction
Grade levels clarified for each assessment.	Introduction
Students who are blind/low vision may utilize braille paper, notetaking devices, or tactile graph paper with Wikki Stix.	Section 1
Speech-to-text and word completion tools, if turned on, will function within the Notepad for the ILEARN ELA and Math summative assessments.	Section 1
Clarification has been added to the line reader feature. The student may select a specific line of text with a mouse click or use the up and down arrow keys on the keyboard to move the highlight between lines of text.	Section 1
Headphones may only be connected to the testing device if also being used for text-to-speech.	Section 1
Patty paper and wax paper are not allowable as scratch paper options.	Section 1
I AM Universal Features section.	Section 1
Low Vision/Refreshable Braille presentation description added.	Section 2
NEW: Text-to-Speech for ILEARN Mathematics, Science, and Social Studies is now a Designated Feature.	Section 2
Added Low Vision/Refreshable Braille presentation.	Section 2
Dry Erase Board is now a Designated Feature and requires individual testing. Students are not permitted to use desks, tabletops, or computer screens as a dry erase surface during testing.	Section 2
Highlighters for a Paper Assessment is now a Designated Feature.	Section 2

Changes from 2025-2026 to 2026-2027	Section
Individual Testing is now a Designated Feature.	Section 2
Small Group Setting is now a Designated Feature. I AM Small Group Guidance linked in the Small Group Setting description.	Section 2
Preferential Seating is now a Designated Feature.	Section 2
ESA students do not meet EL criteria and do not participate in WIDA assessments.	Section 3
The Braille Embosser accommodation now only appears in the non-embedded accommodations section and has additional information added to the description.	Section 3
References to the Multiplication Table have been updated to clarify that a 9x9 table is permitted. A 12x12 multiplication table (or any other size exceeding 9x9) is not permitted.	Section 3
Clarification to help determine students who may require a calculator for all items on ILEARN Mathematics grades six through eight was added.	Section 3
Further clarification added to the description of Permissive Mode.	Section 3
NEW: Print on Demand is now available for I AM and IREAD.	Section 3
Clarification was added to the description of embedded Speech-to-Text (STT). Students with Spanish Toggle and embedded STT can dictate in Spanish or English.	Section 3
STT is only applicable to the ILEARN ELA and ILEARN Mathematics summative assessments.	Section 3
Clarification added to the description of Adaptive and/or Handheld Calculators for Calculator Allowed Items.	Section 3
Clarification added to the description of Adaptive and/or Handheld Calculators for All Items.	Section 3
ILEARN Mathematics, Science, and Social Studies were removed from Assessment Availability for Text-to-Speech (Except Reading Comprehension). TTS for non-ELA subjects is now a Designated Feature.	Section 3
The use of a scribe may be necessary depending on the alternate indication of response the student requires.	Section 3
NEW: Uncontracted braille is now available for IREAD.	Section 3
NEW: Paper assessments (regular, large print, and contracted braille) is now available for ILEARN U.S Government. The ILEARN U.S. Government ECA is administered online only during the Fall test window; however, students may be provided a paper form during the Spring administration.	Section 3
Students with Spanish Toggle and embedded Word Completion can type in Spanish and a list of predicted words in Spanish will appear.	Section 3
Additional clarification added to non-embedded Word Completion description.	Section 3

Changes from 2025-2026 to 2026-2027	Section
Translation of non-secure directions of any state assessment may be provided locally with IDOE approval. Sufficient rationale must be provided to IDOE and requests are approved on a case-by-case basis.	Section 4
The Bilingual Word-to-Word Dictionary has moved to ILP accommodations. This accommodation is only applicable to ILEARN Mathematics, Science, and Social Studies.	Section 4
The Manual control of item audio (MC) accommodation is only applicable to ACCESS Paper. MC is a universal tool for ACCESS Online.	Section 5, Table 11
NEW: Assistive Technology accommodation for WIDA ACCESS Online.	Section 5, Table 11
NEW: Speech-to-Text (STT) accommodation for WIDA ACCESS Online.	Section 5, Table 11
WIDA Screener Paper and WIDA Screener for Kindergarten will be available for purchase in large print formats from the WIDA Store beginning in July 2026.	Section 5, Table 11
Information regarding domain exemptions has been added and clarified to align with updated policies.	Section 5, Table 12
Information added regarding specific circumstances for WIDA assessments.	Section 5
SAT School Day Universal Features and Accommodations have been updated with new updates for 2026-2027.	Section 6
Temporary supports can also be requested in SSD Online, in the same way that other requests for accommodations and supports are submitted.	Section 6
Students with the scribe accommodation are no longer required to spell grade-level vocabulary on writing prompts or clarify homophones.	Section 7
Clarification added regarding the process of an RBT being permitted in the testing environment.	Section 8
Appendix A: Read Aloud Guidance has been updated.	Appendix A
Appendix B-G added.	N/A

Introduction

The Indiana Department of Education's (IDOE's) Accessibility and Accommodations Information for Statewide Assessments is a document intended for school-level personnel and decision-making teams as they support students with various needs throughout Indiana statewide assessment administration cycles. Information is provided for school personnel as a reference to inform guidance on accessibility considerations including universal features, designated features, and accommodations for students. Additional information regarding each Indiana statewide assessment can be found on IDOE's Assessment webpage. Consider this document as a whole and a supplement to training provided by IDOE's Office of Special Education and Office of Student Assessment (OSA) prior to informing instructional and assessment decisions. Contact IDOE's Office of Special Education for additional information or training related to Individualized Education Programs (IEPs).

Federal and state laws require that all students, including students with disabilities and English learners (ELs), participate in statewide assessments to maintain school accountability for student academic performance pursuant to Indiana Code (IC) 20-32-5.1-1 *et. seq*, and Sec.1111(b)(2)(B)(i)(II) of the Every Student Succeeds Act (ESSA) (codified at 20 U.S.C.A. § 6303b) IC Title 20. Indiana Rule 511 IAC 7-36-10 requires that a student with a disability must participate in all state and local assessment programs with appropriate accommodations and alternate assessments, if necessary, as indicated in a student's IEP. Appropriate accommodations for state assessment programs are set forth in this document for the 2026-2027 school year. The case conference committee (CCC) must select testing accommodations that the student needs in order for the assessment to reflect the student's academic achievement and select testing accommodations that would not invalidate a student's score.

The validity of assessment results depends on the utilization of accessibility features and accommodations appropriately for each student. These options include appropriate universal features, designated features, and accommodations, when needed, based on the constructs being measured by the assessment and the nature of the disability/needs of the student. Indiana statewide assessments are developed to support the fair and valid measurement of all students' knowledge and skills. IDOE implements systematic steps through item development and content presentation to ensure accessibility is interwoven throughout all stages of assessment delivery. This document describes and clarifies the appropriate application of accessibility features and accommodations for Indiana assessments ILEARN, IREAD, I AM, WIDA Assessments, Digital SAT School Day, ISPROUT, and Indiana's Kindergarten Readiness Assessment (IKRA).

This document is intended for the following users:

- Individualized Education Program (IEP), Service Plan (including ESA), Section 504 Plan, Choice Special Education Plan (CSEP), or Individual Learning Plan (ILP) teams;
- Special education teachers, EL teachers, and general education teachers; and
- Administrators, special education directors, EL directors, Corporation Test Coordinators (CTCs), Non-Public School Test Coordinators (NPSTCs), School Test Coordinators (STCs), Accommodations Managers (AMs), and Test Administrators (TAs).

- New for school year 2026-2027, schools may elect an AM, a designated staff member authorized to update and assist in overseeing student assessment accommodations in TIDE to ensure accurate testing accommodation data.

Assessment	Vendor	Contact Information
ILEARN (Grades 3-8, High School); IREAD (Grades 2-6); and I AM (Grades 3-8 & 10)	Cambium Assessment, Inc (CAI)	Email: indianahelpdesk@cambiumassessment.com Phone: (866) 298-4256
WIDA Assessments (Grades K-12)	WIDA	Email: help@wida.us Phone: (866) 276-7735
SAT School Day (Grade 11)	College Board	Email: indianatesting@collegeboard.org Phone: (866) 609-2205
ISPROUT (ages 0-5) & IKRA (Kindergarten)	John Hopkins University	Online Help Form Phone: (888) 602-8343

Indiana Accessibility Advisory Group

IDOE collaborates with expert consultants in Indiana and nationally who have distinct knowledge of specific student populations and the use of accommodations and other accessibility features. These consultants advise IDOE on these topics to ensure that intentional focus on supporting the needs of all student populations is realized throughout the assessment process. These consultants are selected for their specialized expertise in diverse student needs across various demographics. The advisory group supports the work of ensuring a high-quality assessment system by providing:

- Support and review of accessibility features and accommodations on Indiana standardized assessments;
- Information and guidance for IDOE on the use of best practices, resources, and tools; and
- Feedback or revisions on assessment materials.

IDOE welcomes feedback on the accessibility materials and tools related to assessment, which can be submitted to the Office of Student Assessment via email at INassessments@doe.in.gov.

Section 1: ILEARN, IREAD, and I AM Universal Features

Universal features are accessibility tools, supports, or resources available to **all students** as they take the assessment. No formal plans are required for students to access these features. Schools are responsible for ensuring that all non-embedded features are available to students while they take the assessment.

Universal features are intended to benefit a wide range of students and may be used by the student at their discretion during testing. Universal features will not display within the Test Information Distribution Engine (TIDE) and are grouped into two broad categories based upon how they are provided to the student:

- **Embedded**: Available via the online Test Delivery System (TDS) within the Toolbar or Context Menu. (See Table 1)
- **Non-Embedded**: Provided to the student locally by the school. (See Table 2)
- **I AM Universal Features:** Accessibility supports available for all students participating in I AM. (See Table 3)

Embedded Universal Features

Table 1. Embedded Universal Feature Descriptions for ILEARN, IREAD, and I AM Assessments

Universal Feature Name	Assessment Availability		Description
English Dictionary, Thesaurus **TIDE Name:** N/A **IDOE Special Programs Name:** N/A **SIS Name & Code Value:** N/A		I AM	Access to the Merriam-Webster English Dictionary and Thesaurus, which contains word definitions and synonyms of terms, is provided on the screen to support students in their research and writing tasks. This feature is only provided for ILEARN ELA performance tasks.
	✔	ILEARN ELA **performance tasks only*	
		ILEARN Mathematics	
		ILEARN Science	
		ILEARN Social Studies	
		IREAD	

Universal Feature Name	Assessment Availability		Description
Expandable Passages **TIDE Name:** N/A **IDOE Special Programs Name:** N/A **SIS Name & Code Value:** N/A	✔	I AM	Passages or stimuli (the prompt or information a student needs to begin their task) may be expanded to occupy a larger portion of the screen for focus or improved readability.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Universal Feature Name	Assessment Availability		Description
Notepad **TIDE Name:** N/A **IDOE Special Programs Name:** N/A **SIS Name & Code Value:** N/A		I AM	An online notepad for students to take notes on individual items during the test. The digital notepad is item-specific, and note visibility corresponds to each item. Copy and paste functions do not apply for other item types. Text entered in the notepad is not saved upon test submission. Speech-to-text and word completion tools, if turned on, will function within the Notepad for the ILEARN ELA and Math summative assessments.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Universal Feature Name	Assessment Availability		Description
Highlighter **TIDE Name:** N/A **IDOE Special Programs Name:** N/A **SIS Name & Code Value:** N/A	✔	I AM	Used for marking desired text, item questions, and item answers in transparent colors on the screen.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Universal Feature Name	Assessment Availability		Description
Line Reader **TIDE Name:** N/A **IDOE Special Programs Name:** N/A **SIS Name & Code Value:** N/A	✔	I AM	Allows the student to highlight one line of text at a time for reading support. The student may select a specific line of text with a mouse click or use the up and down arrow keys on the keyboard to move the highlight between lines of text.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Universal Feature Name	Assessment Availability		Description
Mark for Review **TIDE Name:** N/A **IDOE Special Programs Name:** N/A **SIS Name & Code Value:** N/A	✔	I AM	Students can flag an item for future review. On the test's review page, an icon will appear next to flagged items so students can easily navigate back to them for review.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Universal Feature Name	Assessment Availability		Description
Online Calculator for <u>All Items</u> **TIDE Name:** N/A **IDOE Special Programs Name:** N/A **SIS Name & Code Value:** N/A	✔	I AM	An online calculator for all items is provided for I AM and ILEARN Science. *Desmos four-function calculator:* ● I AM Grades 3 through 8 and 10 Mathematics; ● I AM Grades 4 and 6 Science and Biology; and ● ILEARN Grades 4 and 6 Science *Desmos scientific calculator:* ● ILEARN Biology
		ILEARN ELA	
		ILEARN Mathematics	
	✔	ILEARN Science	
		ILEARN Social Studies	
		IREAD	

Universal Feature Name	Assessment Availability		Description
Online Calculator for <u>Allowable Items</u> **TIDE Name:** N/A **IDOE Special Programs Name:** N/A **SIS Name & Code Value:** N/A		I AM	An online calculator is available for specific items on specific tests. *Desmos four-function calculator:* ● ILEARN Grade 6 Mathematics *Desmos scientific calculator:* ● ILEARN Grades 7 and 8 Mathematics
		ILEARN ELA	
	✔	ILEARN Mathematics **Grades 6-8 only*	
		ILEARN Science	
		ILEARN Social Studies	
		IREAD	

Universal Feature Name	Assessment Availability		Description
Rich Text Writing Tools **TIDE Name:** N/A **IDOE Special Programs Name:** N/A **SIS Name & Code Value:** N/A		I AM	Bold, italic, undo/redo, and spell check are available for student-generated responses on ILEARN ELA performance tasks (writing prompts) only.
	✔	ILEARN ELA **performance tasks only*	
		ILEARN Mathematics	
		ILEARN Science	
		ILEARN Social Studies	
		IREAD	

Universal Feature Name	Assessment Availability		Description
Strikethrough **TIDE Name:** N/A **IDOE Special Programs Name:** N/A **SIS Name & Code Value:** N/A	✔	I AM	Allows students to cross out answer options on multiple-choice and multiple-select items that do not appear correct to the student. Crossing out answer options are a visual aid only and are not captured or considered in scoring.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Universal Feature Name	Assessment Availability		Description
Tutorials **TIDE Name:** N/A **IDOE Special Programs Name:** N/A **SIS Name & Code Value:** N/A	✔	I AM	Item-specific animations show the student how to interact with the item.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Universal Feature Name	Assessment Availability		Description
Zoom **TIDE Name:** N/A **IDOE Special Programs Name:** N/A **SIS Name & Code Value:** N/A	✔	I AM	Makes text or other graphics in a window or frame appear larger on the screen.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Non-Embedded Universal Features

Table 2. Non-Embedded Universal Feature Descriptions for ILEARN, IREAD, and I AM Assessments

Universal Feature Name	Assessment Availability		Description
Adaptive and/or Handheld Calculator for <u>All Items</u> **TIDE Name:** N/A **IDOE Special Programs Name:** I AM: Student is provided adaptive/handheld calculator for all items (universal feature) ILEARN Science: Student is provided adaptive/handheld calculator for all items on science **SIS Name & Code Value:** Student is provided adaptive/handheld calculator for all items (universal feature) (NEA_HHHAC_SC_ALT) Student is provided adaptive/handheld calculator for all items on science (NEA_HHHAC_SC)	✔	I AM	A non-embedded calculator for all students can be used on ILEARN Science, Biology, and I AM assessments. This calculator may be adaptive, handheld, or both adaptive and handheld. An adapted calculator may include a talking calculator, braille calculator, voice-activated calculator, or a device with high-contrast or enlarged buttons, and the use of a specific calculator application on an iPad is also permissible. Unallowable features or any feature that provides mathematical assistance beyond basic calculation (i.e., problem-solving/step by step prompts) may not be used and must be disabled prior to testing. If a student requires the use of an audible or talking calculator, individual testing is required to ensure a secure and distraction free testing environment. Memory storage must be deleted following testing by the TA and verified by the proctor.
		ILEARN ELA	
		ILEARN Mathematics	
	✔	ILEARN Science	
		ILEARN Social Studies	
		IREAD	

Universal Feature Name	Assessment Availability		Description
English Dictionary, Thesaurus **TIDE Name:** N/A **IDOE Special Programs Name:** N/A **SIS Name & Code Value:** N/A		I AM	An English dictionary and thesaurus may be used for the ILEARN ELA paper-and-pencil or online performance task.
	✔	ILEARN ELA **performance task only*	
		ILEARN Mathematics	
		ILEARN Science	
		ILEARN Social Studies	
		IREAD	

Universal Feature Name	Assessment Availability		Description
Headphones or Noise Buffers **TIDE Name:** N/A **IDOE Special Programs Name:** Student is provided headphones to block out distractions (headphones are sound dampening only) (universal feature) **SIS Name & Code Value:** N/A	✔	I AM	Headphones or noise buffers may be used to block out distractions. Headphones may not be connected to a device (e.g., a phone) and . may not play music, white noise, or other audio tracks. Headphones may only be connected to the testing device if also being used for text-to-speech. Students may provide their own headphones or headphones can be provided locally by the school. Whisper phones may be used if a student is testing individually.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Universal Feature Name	Assessment Availability		Description
Scratch/Blank Paper **TIDE Name:** N/A **IDOE Special Programs Name:** N/A **SIS Name & Code Value:** N/A	✔	I AM	Students may be provided scratch, blank, lined, and/or graph paper to record responses or solve mathematics problems before entering their answers into TDS. Sticky notes, patty paper, and wax paper are not allowable. Students who are blind/low vision may utilize braille paper, notetaking devices, or tactile graph paper with Wikki Stix. If utilizing a notetaking device, a Fidelity Assurance Form must be submitted if access to the internet is unable to be disabled.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

I AM Universal Features

There are several supports that function as embedded and non-embedded universal features for the I AM assessment. These universal features are accessibility tools, supports, or resources available to all students as they participate in testing. These universal features do not display in TIDE. All non-embedded universal features for I AM are available to select in a student's IEP or Service Plan in IDOE Special Programs. Selection of non-embedded universal features ensures the alternate tester flag is turned on in TIDE.

Table 3. I AM Universal Features

Embedded Universal Features for I AM	Non-Embedded Universal Features for I AM
• Text-to-Speech (for all items) • Online Calculator (for all items)	• Adaptive and/or Handheld Calculator (for all items) • Additional Breaks • Individual Testing • Read Aloud to Self

Section 2: ILEARN, IREAD, and I AM Designated Features

Designated features are available for use by **any student** for whom the need has been indicated by an educator (or team of educators), parents/guardians, the student (if appropriate), or other personnel who are familiar with the student's characteristics and needs. No formal plan (i.e., IEP, Service Plan, Section 504 Plan, etc) is required to access designated features. Schools are responsible for ensuring that all non-embedded features are available to students while they take the assessment.

Decisions must reflect supports that the student requires and uses during instruction and classroom assessments. Student input in determining designated features, particularly for older students, is recommended. Students should be familiar with using the designated features assigned to them through regular instructional practices and the practice test prior to accessing the operational test.

Designated features must be identified and assigned in TIDE prior to assessment administration. Designated features not selected in TIDE may be selected within the TA Interface prior to testing.

Designated features are grouped into two broad categories based upon how they are provided to the student:

- **Embedded**: Available via the online Test Delivery System. (See Table 4)
- **Non-Embedded**: Provided to the student locally by the school. (See Table 5)

Embedded Designated Features

Table 4. Embedded Designated Features Descriptions for ILEARN, IREAD, and I AM Assessments

Designated Feature Name	Assessment Availability		Description
Color Contrast **TIDE Name:** Designated Features (Embedded) → Color Contrast → Dropdown List of Options	✔	I AM	Sets the screen background and font colors to a setting other than default (black text on a white background). **The TA must set the color contrast feature in TIDE prior to testing.** Available choices are: ● Black on white (default) ● Yellow (dark and light) ● Blue (dark and light)
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	

IDOE Special Programs Name: Student is provided a color contrast feature for the online assessment (designated feature) **SIS Name & Code Value:** Student is provided a color contrast feature for the online assessment (designated feature) (NonTide5)	✔	ILEARN Social Studies	• Magenta (dark and light) • Gray (dark and light) • Green (dark and light) • Yellow on blue • Reverse contrast (white on black) • Medium gray on light gray • White on navy • White on red • Red on white • Yellow on black
	✔	IREAD	

Designated Feature Name	Assessment Availability		Description
Low Vision/Refreshable Braille Presentation **TIDE Name:** Designated Features (Embedded) → Presentation → Dropdown Options → Refreshable Braille or Low Vision **IDOE Special Programs Name:** Student is provided the low vision/refreshable braille presentation (designated feature) **SIS Name & Code Value:** Student is provided the low		I AM	The Low Vision/Refreshable Braille presentation allows students to access appropriate items for the required presentation. Students who have Refreshable Braille as an accommodation must have this presentation set in TIDE.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
		IREAD	

vision/refreshable braille presentation (designated feature) (NEDS_LV)			

Designated Feature Name	Assessment Availability		Description
Masking **TIDE Name:** Designated Features (Embedded) → Masking **IDOE Special Programs Name:** N/A **SIS Name & Code Value:** N/A	✔	I AM	Allows students to block content that is not of immediate need or that may be distracting to the student. The content can be revealed at any point by selecting the “x” in the top-right corner of the block.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Designated Feature Name	Assessment Availability		Description
Mouse Pointer **TIDE Name:** Designated Features (Embedded) → Mouse Pointer → Dropdown List of Options **IDOE Special Programs Name:** Student requires a change in size and/or color of the mouse pointer for the	✔	I AM	Allows changes to size (large and extra large) and color (black, green, red, yellow, and white) of the mouse pointer. **The TA must select applicable mouse pointer settings prior to testing.**
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	

online assessment (designated feature) **SIS Name & Code Value:** Student requires a change in size and/or color of the mouse pointer for the online assessment (designated feature) (NonTide6)	✔	IREAD	

Designated Feature Name	Assessment Availability		Description
Text Size **TIDE Name:** Designated Features (Embedded) → Text Size → Dropdown List of Options **IDOE Special Programs Name:** Student requires a larger online text size (designated feature) **SIS Name & Code Value:** Student requires a larger online text size (designated feature) (NonTide1)	✔	I AM	The online text size can be set to 24 pt., 31 pt., 41 pt., or 51 pt. with larger options available when also using streamline format. **This designated feature is set for the student prior to testing and cannot be changed once students have logged in to their assessment.**
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Designated Feature Name	Assessment Availability		Description
Text-to-Speech **TIDE Name:** Accommodations (Embedded) → Text-to-Speech **IDOE Special Programs Name:** Student has text read aloud via text-to-speech (designated feature) **SIS Name & Code Value:** Student has text read aloud via text-to-speech (designated feature) (TTS_XRD_DF)		I AM	Text is read aloud to the student via embedded TTS software for all content, including items and stimuli. TTS will not read text students type into the Notepad or into constructed response answer boxes. TTS tracking will automatically apply to ILEARN assessments and cannot be turned off. While text-to-speech is a designated feature for ILEARN mathematics, science, and social studies, it will remain listed under Accommodations in TIDE due to system functionality requirements. Staff assigned the Accommodations Manager role will be able to directly edit this feature within TIDE. TAs will also be able to enable or adjust the feature in the TA Interface if needed prior to approving a student to test. If a large number of students require this designated feature set in TIDE, schools can reach out to the Indiana Assessment Help Desk for assistance in setting the feature. Refer to the Text-to-Speech Supplemental Information Sheet on the Indiana Assessment Portal for more information.
		ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
		IREAD	

Designated Feature Name	Assessment Availability		Description
Text-to-Speech Tracking **TIDE Name:** Designated Features (Embedded) → I AM → Text-to-Speech Tracking	✔	I AM	Works in conjunction with the embedded TTS feature. As TTS reads text aloud, TDS highlights both the word and row of the spoken text. TTS Tracking is automatically defaulted “on” in TIDE for students.This feature may be turned off locally before testing for I AM assessments.
		ILEARN ELA	
		ILEARN Mathematics	

IDOE Special Programs Name: Student is provided text-to-speech tracking **SIS Name & Code Value:** Student is provided text-to-speech tracking (TDS_TTSTracking1)		ILEARN Science	TTS Tracking is automatically enabled for ILEARN assessments and is not able to be turned off.
		ILEARN Social Studies	
		IREAD	

Designated Feature Name	Assessment Availability		Description
Visual Human Reader **TIDE Name:** Designated Features (Embedded) → IREAD → Visual Human Reader **IDOE Special Programs Name:** Student is provided a visual human reader (designated feature) **SIS Name & Code Value:** Student is provided a visual human reader (designated feature) (TDS_AddDir_All)		I AM	Allows students participating in IREAD to view an embedded video of a human reading the phonics items in Segment 1 out loud. This designated feature may be beneficial for students who receive speech services and prefer to watch the human reader speak the phonics items. If a large number of students require this designated feature set in TIDE, schools can reach out to the Indiana Assessment Help Desk for assistance in setting the feature.
		ILEARN ELA	
		ILEARN Mathematics	
		ILEARN Science	
		ILEARN Social Studies	
	✔	IREAD	

Non-Embedded Designated Features

Table 5. Non-Embedded Designated Features Descriptions for ILEARN, IREAD, and I AM Assessments

Designated Feature Name	Assessment Availability		Description
Access to Sound Amplification System **TIDE Name:** Designated Features (Non-Embedded) → Access to sound amplification system **IDOE Special Programs Name:** Student is provided access to sound amplification system (designated feature) **SIS Name & Code Value:** Student is provided access to sound amplification system (designated feature) (NEDS_SoundAmp)	✔	I AM	The student adjusts the volume control beyond the computer's built-in settings using headphones or other non-embedded devices. Students may utilize appropriate hearing assistive technology (HATS) that aligns with devices and systems used daily. Examples include but are not limited to, headphones, FM systems, and hearing aids. Permissive mode is not required for Bluetooth devices.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Designated Feature Name	Assessment Availability		Description
Assistive Technology to Magnify/Enlarge **TIDE Name:** Designated Features (Non-Embedded) →	✔	I AM	An assistive technology device or software provided to the student which allows them to adjust the size of specific areas of the screen beyond what is provided by the universal zoom feature.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	

Assistive technology to magnify/enlarge **IDOE Special Programs Name:** Student is provided assistive technology to magnify/enlarge (designated feature) **SIS Name & Code Value:** Student is provided assistive technology to magnify/enlarge (designated feature) (NEDS_Mag)	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Designated Feature Name	Assessment Availability		Description
Color Acetate Film for Paper Assessment **TIDE Name:** Designated Features (Non-Embedded) → Color acetate film for paper assessment **IDOE Special Programs Name:** Student is provided acetate film for paper assessments (designated feature) **SIS Name & Code Value:** Student is provided acetate film for paper assessments	✔	I AM	Color transparencies that are placed over paper-based assessments.This feature is not available on the ILEARN Checkpoints as checkpoints are exclusively available online.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

(designated feature) (NEDS_ColorPaper)			

Designated Feature Name	Assessment Availability		Description
Dry Erase Board **TIDE Name:** Designated Features (Non-Embedded) → Dry Erase Board **IDOE Special Programs Name:** Student is provided a dry erase board in place of scratch paper (designated feature) **SIS Name & Code Value:** Student is provided a dry erase board in place of scratch paper (designated feature) (NEDS_DryEraseBoard)	✔	I AM	Students may use a dry erase board in place of scratch paper if testing individually. TAs must ensure that all notes are erased from dry erase boards after administration. Students who require a dry erase board must be tested individually or in a small group setting where appropriate distance between students is provided. Students are not permitted to use desks, tabletops, or computer screens as a dry erase surface during testing.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Designated Feature Name	Assessment Availability		Description
Highlighters for Paper Assessments **TIDE Name:** Designated Features (Non-Embedded) → Highlighters for Paper	✔	I AM	Students can mark desired text, item questions, item answers, or parts of these with a transparent color. **Students must always mark their answers using pencil in the answer space provided to ensure scoring can occur.**
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	

Assessments **IDOE Special Programs Name:** Student is provided a highlighter for paper assessments (designated feature) **SIS Name & Code Value:** Student is provided a highlighter for paper assessments (designated feature) (NEDS_HighLighter)	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Designated Feature Name	Assessment Availability		Description
Human Reader (All Items) **TIDE Name:** Designated Features (Non-Embedded) → Human Reader for all items including items testing Reading Comprehension **IDOE Special Programs Name:** Student has text read aloud by a human reader (designated feature) **SIS Name & Code Value:** Student has text read aloud by a human reader (designated feature) (NEDS_HR3)	✔	I AM	Text is read aloud to the student by a human reader for the I AM paper fixed-form or online assessment. Human Reader for All Items is available as a designated feature for I AM only. ILEARN and IREAD students must have a formal accommodation to have content read aloud by a human reader during testing.
		ILEARN ELA	
		ILEARN Mathematics	
		ILEARN Science	
		ILEARN Social Studies	
		IREAD	

Designated Feature Name	Assessment Availability		Description
Individual Testing **TIDE Name:** Designated Features (Non-Embedded) → Individual Testing **IDOE Special Programs Name:** Student is tested individually (designated feature) **SIS Name & Code Value:** Student is tested individually (designated feature) (NEA_TI)	✔	I AM **Universal feature*	Students are tested in a separate, 1:1 setting from peers based on individual needs. Individual testing may occur because of scheduling constraints during make-up testing or IREAD summer administrations. In these specific cases, individual testing is not considered an accessibility support. Individual testing on IREAD must consist of a TA and proctor. *Most I AM students are tested individually; however, if there are students who are capable of completing the test independently, a small number of students (up to 3) could be tested together.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Designated Feature Name	Assessment Availability		Description
Preferential Seating **TIDE Name:** Designated Features (Non-Embedded) → Preferential Seating **IDOE Special Programs Name:** Student is provided preferential seating (designated feature) **SIS Name & Code Value:** Student is provided	✔	I AM	Seating arrangements are determined by the TA based on the best surroundings for the student. Some factors include lighting conditions, behaviors, and proximity to doors or windows.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

preferential seating (designated feature) (NEDS_PrefSeating)			

Designated Feature Name	Assessment Availability		Description
Small Group Setting **TIDE Name:** Designated Features (Non-Embedded) → Small Group Testing **IDOE Special Programs Name:** Student is tested in a small group (designated feature) **SIS Name & Code Value:** Student is tested in a small group (designated feature) (NEDS_SmallGroup_)		I AM	Students may be assessed in smaller groups. The size of the small group is determined locally; however, a small group setting must include more than one student. Testing a single student is considered individual testing. All I AM students are expected to be tested individually; however, if there are students who are capable of completing the test independently, a small number of students could be tested together, depending on additional accommodations that may be required by a student. Schools should refer to the I AM Small Group Guidance for support in determining whether small group testing of three students or less is appropriate for alternate testers.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Designated Feature Name	Assessment Availability		Description
Special Furniture or Equipment for Viewing Test **TIDE Name:** Designated Features (Non-Embedded) → Special furniture or equipment for viewing test	✔	I AM	Allows the student to use adaptive/specialized furniture or equipment when engaging in the assessment.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	

IDOE Special Programs Name: Student is provided use of special furniture or equipment for viewing test (designated feature) **SIS Name & Code Value:** Student is provided use of special furniture or equipment for viewing test (designated feature) (NEDS_SpecialFurn)	✔	ILEARN Social Studies	
	✔	IREAD	

Designated Feature Name	Assessment Availability		Description
Special Lighting Conditions **TIDE Name:** Designated Features (Non-Embedded) → Special lighting conditions **IDOE Special Programs Name:** Student is provided special lighting conditions (designated feature) **SIS Name & Code Value:** Student is provided special lighting conditions (designated feature) (NEDS_SpecialLight)	✔	I AM	Allows the student to view their test with the lighting conditions they use daily.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Designated Feature Name	Assessment Availability		Description
Time Of Day For Testing Altered **TIDE Name:** Designated Features (Non-Embedded) → Time of day for testing altered **IDOE Special Programs Name:** Time of day for testing altered (Student is tested during a specific time of day based on individual needs) (designated feature) **SIS Name & Code Value:** Time of day for testing altered (Student is tested during a specific time of day based on individual needs) (designated feature) (NEDS_TimeAlter)	✔	I AM	Tests are administered during a specific time of day based on the student's individual needs.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Section 3: ILEARN, IREAD, and I AM Accommodations

An accommodation is a change in the standardized testing materials or procedures that allows students with an IEP, Section 504 Plan, ILP, Service Plan, and/or CSEP to participate in an assessment while measuring the knowledge and skills required by academic standards. Schools are responsible for ensuring that all non-embedded features are available to students while they take the assessment.

Accommodations must be documented formally in one of the following ways:

Public Schools

- IEP: For students with disabilities served under the Individuals with Disabilities Education Act (IDEA) receiving special education services.
- Section 504 Plan: Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA.
- ILP: Information pertaining to ILP accommodations can be found in Section 4.

Non-Public Schools

- Service Plan: A non-public school student with a disability receives special education and related services from the public school in accordance with a Service Plan. A Service Plan is similar to an IEP but does not contain all components of an IEP and does not ensure free appropriate public education. For more information regarding Service Plans, please refer to **Article 7: 511 IAC 7-34-5 *Decisions regarding services provided by the public agency and service plans*.**
- ESA Service Plan: Participating students in Indiana's Education Scholarship Account (ESA) program must take the state test or the assessment dictated by their special education service plan. ESA students do not meet EL criteria and do not participate in WIDA assessments.
- Non-Public School Section 504 Accommodation Plan: If the student does not have a Service Plan, the non-public school may develop a Section 504 Accommodation Plan *if the student qualifies as a student with a disability under Section 504.*
- CSEP: Students whose Choice scholarships include special education funds have a CSEP that is developed by the non-public school per current guidance.
- ILP: Information pertaining to ILP accommodations can be found in Section 4.

Accommodations are grouped into two broad categories based upon how they are provided to the student:

- **Embedded**: Available through the online Test Delivery System. (See Table 6)
- **Non-Embedded**: Provided to the student locally by the school. (See Table 7)

Embedded Accommodations

Table 6. Embedded Accommodations Descriptions for ILEARN, IREAD, and I AM Assessments

Accommodation Name	Assessment Availability		Description
Audio Transcriptions **TIDE Name:** Accommodations (Embedded) → ILEARN ELA → Audio Transcriptions **IDOE Special Programs Name:** Student is provided audio transcriptions **SIS Name & Code Value:** Student is provided audio transcriptions (TDS_AudioScript1)		I AM	Audio transcriptions of test content that may be read by the student or a braille device. The text transcribed from the audio content in the item will display in a separate window. The text in the transcripts may be read by compatible screen readers. Audio transcriptions can deliver content directly to the student or on a braille device. Audio transcriptions are helpful to those who are deaf/hard of hearing and need to read what was said in audio content. These transcriptions can be provided in Braille for those who need a transcription but are blind or low vision. This accommodation is different from closed captioning. Audio transcriptions are available only on ILEARN ELA assessments due to ELA containing items that measure listening comprehension. Non-ELA subjects do not have listening items that require audio transcriptions.
	✔	ILEARN ELA	
		ILEARN Mathematics	
		ILEARN Science	
		ILEARN Social Studies	
		IREAD	

Accommodation Name	Assessment Availability		Description
Closed Captioning for Online Audio Items		I AM	Text transcription appears on the computer screen as audio/visual materials are played. Closed captioning is available on ILEARN ELA tests due to ELA containing items that measure listening
	✔	ILEARN ELA	

TIDE Name: Accommodations (Embedded) → ILEARN ELA → Closed Captioning **IDOE Special Programs Name:** Student is provided Closed Captioning for online audio items **SIS Name & Code Value:** Student is provided Closed Captioning for online audio items (TDS_ClosedCap1)		ILEARN Mathematics	comprehension. Non-ELA subjects do not have listening items that require closed captioning. This accommodation is only appropriate for students who are deaf or hard of hearing and do not know American Sign Language.
		ILEARN Science	
		ILEARN Social Studies	
		IREAD	

Accommodation Name	Assessment Availability		Description
Hard of Hearing Feature **TIDE Name:** Accommodations (Embedded) → Hard of Hearing **IDOE Special Programs Name:** Student is provided a hard of hearing feature on the online assessment **SIS Name & Code Value:** Student is provided a hard of hearing feature on the online assessment (HHF)		I AM	Students with a documented hearing loss and a formalized plan (i.e., IEP, CSEP, Section 504 Plan, or a Service Plan) may benefit from this accommodation on ILEARN Science (i.e., grades four and six) and ILEARN ELA (i.e., grades three through eight). Students who receive the hard of hearing feature accommodation for ILEARN Science and ILEARN ELA will not receive items that may be sensitive to students who are deaf or hard of hearing (e.g., items that require a student to write a narrative about how music makes them feel or items requesting students draw upon experiences pertaining to sound and/or music). ILEARN Science contains some items that require students to interact with sound in animations or with content related to sound waves. Students with the hard of hearing feature enabled will only receive items that do not require sound interactions, but will still receive items that discuss sound waves in ways consistent with instructional practice for students who are deaf or hard of hearing.
	✔	ILEARN ELA	
		ILEARN Mathematics	
	✔	ILEARN Science	
		ILEARN Social Studies	
		IREAD	

			Students with the hard of hearing feature accommodation on ELA will still receive listening items/audio components. There are various accommodations available that may be provided to the student to make these audio items accessible (i.e., audio transcriptions, closed captioning, sign language interpreter, & online ASL videos for listening items).

Accommodation Name	Assessment Availability		Description
Hard of Hearing (HoH) Form **TIDE Name:** Accommodations (Embedded) → IREAD → Hard of Hearing **IDOE Special Programs Name:** Student is provided a hard of hearing form **SIS Name & Code Value:** Student is provided a hard of hearing form (HOH)		I AM	Students with documented hearing loss and a formalized plan (e.g., IEP, CSEP, Section 504 Plan, or a Service Plan) may be assigned the HoH form if indicated within their formal plan. On the IREAD assessment, students assigned the HoH form will not respond to auditory items measuring phonics skills; however, students must still respond to items in Segment 1 that do **not** measure phonics skills.
		ILEARN ELA	
		ILEARN Mathematics	
		ILEARN Science	
		ILEARN Social Studies	
	✔	IREAD	

Accommodation Name	Assessment Availability		Description
Hundreds Chart **TIDE Name:** Accommodations (Embedded) → Hundreds Chart	✔	I AM	An embedded 1-100 chart may be accessed and used within TDS.
		ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	

IDOE Special Programs Name: Student is provided an embedded hundreds chart **SIS Name & Code Value:** Student is provided an embedded hundreds chart (EA_NumbTbl)		ILEARN Social Studies	
		IREAD	

Accommodation Name	Assessment Availability		Description
9x9 Multiplication Table **TIDE Name:** Accommodations (Embedded) → Multiplication Table **IDOE Special Programs Name:** Student is provided a 9x9 embedded multiplication table **SIS Name & Code Value:** Student is provided an 9x9 embedded multiplication table (EA_MT)	✔	I AM	An embedded, online 9x9 multiplication table may be accessed and used within TDS. Students are not permitted to use a 12x12 (or any other size exceeding 9x9) multiplication table on ILEARN and I AM assessments.
		ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
		ILEARN Social Studies	
		IREAD	

Accommodation Name	Assessment Availability		Description
Online American Sign Language (ASL) Video for Listening Items		I AM	The audio portions of items measuring listening skills are presented in ASL through embedded videos. This accommodation is available on ILEARN ELA assessments due to items that measure listening
	✔	ILEARN ELA	

TIDE Name: Accommodations (Embedded) → ILEARN ELA → American Sign Language **IDOE Special Programs Name:** Student is provided ASL videos to interpret audio items **SIS Name & Code Value:** Student is provided ASL videos to interpret audio items (TDS_ASL1)		ILEARN Mathematics	comprehension. Non-ELA subjects do not have listening items that require ASL videos.
		ILEARN Science	
		ILEARN Social Studies	
		IREAD	

Accommodation Name	Assessment Availability		Description
Online Calculator for <u>All Items</u> **TIDE Name:** Accommodations (Embedded) → ILEARN Mathematics → Online Calculator for ALL Items **IDOE Special Programs Name:** **Grade 6**: Student is provided the online basic calculator for all mathematics items **Grades 7-8:** Student is provided the online scientific calculator for all mathematics	✔	I AM **Universal feature*	An online calculator for all items is available for specific tests. Local evidence and data must indicate the student has a lifelong inability to compute and reason using general numerical principles (e.g., number sense) without support as indicated by challenges with long-term application of computational strategies or additional long-term deficits. *Desmos four-function calculator* ● ILEARN Grade 6 Mathematics *Desmos scientific calculator* ● ILEARN Grades 7 and 8 Mathematics *An online calculator for all items is provided for all students for I AM Mathematics and Science and ILEARN Science.
		ILEARN ELA	
	✔	ILEARN Mathematics **Grades 6-8 only*	
	✔	ILEARN Science **Universal feature*	
		ILEARN Social Studies	
		IREAD	

items **SIS Name & Code Value:** **Grade 6:** Student is provided the online basic calculator for all mathematics items (TDS_DC_Basic_SBAC) **Grades 7-8:** Student is provided the online scientific calculator for all mathematics items (TDS_DC_Sci_SBAC)			

Accommodation Name	Assessment Availability		Description
Permissive Mode **TIDE Name:** Accommodations (Embedded) → Permissive Mode **IDOE Special Programs Name:** Permissive mode to access assistive technology device(s) **SIS Name & Code Value:** Permissive mode to access assistive technology device(s) (TDS_PM1)	✔	I AM	Permissive mode allows specific supported third-party software to run on student devices while they are locked for testing via the Secure Browser. Permissive mode enables the Secure Browser's security settings to lower partially to allow students to use tools that would otherwise be blocked. Students may switch between the Secure Browser and the approved accessibility application while testing. Examples of assistive technologies include refreshable braille and sound magnification for frequency modulation (DM) devices. Offered on MacOS and Windows only, students testing in permissive mode can have moderated access to the system outside of the Secure Browser. This accommodation should only be used by students who use the third-party software as part of their daily learning. Third-party accessibility software must be certified for use with TDS, and forbidden applications will remain blocked. For information about supported operating systems, see the Assistive Technology Manual available on the Indiana Assessment Portal.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Accommodation Name	Assessment Availability		Description
Print on Demand **TIDE Name:** Accommodations (Embedded) → Print on Demand **IDOE Special Programs Name:** Student is provided print on demand for the online assessment **SIS Name & Code Value:** Student is provided print on demand for the online assessment (TDS_PoD_Stim&TDS_PoD_Item)	✔	I AM	Specific test items or stimuli may be printed during online testing as needed. Students with specific visual needs may review the printed content before responding to the item in the Secure Browser. Permissive mode is required for print on demand to function. Students who need specific types of content (e.g., graphs only) presented on paper should receive this accommodation. Students who need all content presented on paper should receive the accommodation "Print Booklet" (if applicable to the specific assessment).
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Accommodation Name	Assessment Availability		Description
Refreshable Braille **TIDE Name:** Designated Features (Embedded) —> Presentation → Low Vision/Refreshable Braille **IDOE Special Programs Name:** Student is provided		I AM	TDS provides the required software to view test content through refreshable braille displays. Schools provide the refreshable braille displays, which provide access to information on a computer screen by electronically raising and lowering different combinations of pins in braille cells (American Foundation for the Blind). Permissive mode is required for refreshable braille to function.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	

refreshable Braille and an embosser for the online assessment **SIS Name & Code Value:** Student is provided refreshable Braille and an embosser for the online assessment (ENU-Braille)		IREAD	

Accommodation Name	Assessment Availability		Description
Speech-to-Text (STT) **TIDE Name:** Accommodations (Embedded) → Speech-to-Text **IDOE Special Programs Name:** Student is provided access to embedded speech-to-text **SIS Name & Code Value:** Student is provided access to embedded speech-to-text (TDS_Dictation_1)		I AM	Students who have motor or processing disabilities (such as dyslexia) that make it difficult to produce text or commands using computer keys may benefit from this accommodation. The Secure Browser provides software that listens to a student's verbal response and transforms it to text for open-ended items. STT is only available for assessments that have constructed response or essay items. Students with Spanish Toggle can dictate their response in Spanish or English. The student must select either Espanol or English before dictating. Students using STT require a one-on-one testing environment.
	✔	ILEARN ELA **Summative only*	
	✔	ILEARN Mathematics **Summative only*	
		ILEARN Science	
		ILEARN Social Studies	
		IREAD	

Accommodation Name	Assessment Availability		Description
Streamline Format **TIDE Name:** Accommodations (Embedded) → Streamline Format **IDOE Special Programs Name:** Student is provided streamline format of the online assessment **SIS Name & Code Value:** Student is provided streamline format of the online assessment (TDS_SLM1)	✔	I AM	Streamline format displays test content vertically and left-aligned for enhanced accessibility. It provides the assessment in an alternate, simplified format where items are displayed below the stimuli on the test interface. Two-column scrolling is not present in streamline format.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Accommodation Name	Assessment Availability		Description
Text-to-Speech (Except Reading Comprehension) **TIDE Name:** Accommodations (Embedded) → Text-to-Speech **IDOE Special Programs Name:** Student has text read aloud (except items testing reading comprehension) via text-to-speech		I AM	Text is read aloud to the student via embedded TTS software for content except items testing reading comprehension. Students who use TTS will need headphones unless testing individually in a separate setting. For ILEARN ELA, items that measure reading comprehension are not read aloud and will display the “Do Not Speak/Sign” icon. Students are able to use this icon as a visual clue to help identify which items will be read aloud by the TTS software. TTS except items testing reading comprehension is applicable to all ILEARN subject areas, and is the only TTS accommodation for non-ELA subjects. Non-ELA subjects will have all items and stimuli read aloud to students. Refer to the
	✔	ILEARN ELA	
		ILEARN Mathematics **designated feature*	
		ILEARN Science **designated feature*	
		ILEARN Social Studies **designated feature*	

SIS Name & Code Value: Student has text read aloud (except items testing reading comprehension) via text-to-speech (TTS_XRD)	✔	IREAD	Text-to-Speech Supplemental Information Sheet on the Indiana Assessment Portal for more information. TTS will not read text students type into the Notepad or into constructed response answer boxes. TTS tracking will automatically apply to ILEARN assessments. It is not possible to remove TTS tracking from ILEARN assessments. All items on IREAD measure reading comprehension; therefore only the directions are read aloud for IREAD. Text-to-Speech for ILEARN Mathematics, Science and Social Studies is now a designated feature.

Accommodation Name	Assessment Availability		Description
Text-to-Speech (Including Reading Comprehension) **TIDE Name:** Accommodations (Embedded) → - Text-to-Speech - Text-to-Speech for all items including reading comprehension - Text-to-Speech for all passages including reading comprehension **IDOE Special Programs Name:** Student has text read aloud including items testing reading comprehension via text-to-speech	✔	I AM **Universal feature*	Text is read aloud to the student including items testing reading comprehension via embedded TTS software. Students who use TTS will need headphones unless testing individually in a separate setting. Students who require TTS for all items will have all items and passages read aloud, including those that contain reading comprehension content. TTS including items testing reading comprehension is applicable to ILEARN ELA assessments. **Some items measuring spelling or grammar will not be read aloud to avoid confusion or clueing.** TTS will not read text students type into the Notepad or into constructed response answer boxes. Text-to-speech tracking works in conjunction with the embedded TTS feature. As TTS reads text aloud, TDS highlights both the word and row of the spoken text. Refer to the Text-to-Speech Supplemental Information Sheet on the Indiana Assessment Portal for more information. Guidelines to help drive decision-making of TTS for all items are located in **Appendix A** of this document.
	✔	ILEARN ELA	
		ILEARN Mathematics	
		ILEARN Science	
		ILEARN Social Studies	
		IREAD	

SIS Name & Code Value: Student has text read aloud including items testing reading comprehension via text-to-speech (TTS_ALL)			

Accommodation Name	Assessment Availability		Description
Word Completion **TIDE Name:** Integration with Assistive Technology → Word Completion **IDOE Special Programs Name:** Student is provided embedded word completion **SIS Name & Code Value:** Student is provided embedded word completion (TDS_CoWriter1)		I AM	The word completion tool is available on all supported operating systems. Students type letters or words and a list of predicted words appear. The word completion tool is only available on constructed response and essay items. Color contrast and zoom features will not apply to this embedded software. Students with Spanish Toggle can type in Spanish and a list of predicted words in Spanish will appear. ILEARN Checkpoints, ILEARN Science, and ILEARN Social Studies do not include item types that require the use of word completion, however, students are able to use the word completion tool on the notepad tool. Students who have both STT and word completion accommodations will have access to both features on open-ended questions, but will not be able to use STT and word completion at the same time. For example, a student with both accommodations would be able to dictate their initial response using STT and then make additional typed adjustments using word completion. If a student also receives the Text-to-Speech accommodation, a text-to-speech speaker icon will be available when using the tool to allow students to have the completion options read to them.
	✔	ILEARN ELA **Summative only*	
	✔	ILEARN Mathematics **Summative only*	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
		IREAD	

Non-Embedded Accommodations

Table 7. Non-Embedded Accommodations for ILEARN, IREAD, and I AM Assessments

Accommodation Name	Assessment Availability		Description
Abacus **TIDE Name:** Accommodations (Non-Embedded) → Abacus **IDOE Special Programs Name:** Student is provided access to an abacus **SIS Name & Code Value:** Student is provided access to an abacus (NEA_Abacus)		I AM	A non-embedded abacus may be provided in place of scratch paper for students who may be visually impaired or have a documented processing impairment.
		ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
		ILEARN Social Studies	
		IREAD	

Accommodation Name	Assessment Availability		Description
Access to Own Resources **TIDE Name:** Accommodations (Non-Embedded) → Access to Own Resources **IDOE Special Programs Name:** Student is provided access to own resources (i.e., abacus, bold print protractor,	✔	I AM	Students can use their own resources, such as an abacus, tactile symbols, and raised lined graph paper.
		ILEARN ELA	
		ILEARN Mathematics	
		ILEARN Science	
		ILEARN Social Studies	
		IREAD	

real coins, bold/raised line graph paper, bold/raised line writing paper) **SIS Name & Code Value:** Student is provided access to own resources (i.e., abacus, bold print protractor, real coins, bold/raised line graph paper, bold/raised line writing paper) (NEA_IndividualResources)			

Accommodation Name	Assessment Availability		Description
Adaptive and/or Handheld Calculator for Calculator Allowed Items **TIDE Name:** Accommodations (Non-Embedded) → Adaptive and/or Handheld Calculator for calculator allowed items **IDOE Special Programs Name:** Student is provided an adaptive and/or handheld calculator for calculator allowed items on mathematics **SIS Name & Code Value:** Student is provided an adaptive and/or handheld calculator for calculator allowed items on mathematics		I AM	A non-embedded calculator for students that require a handheld or an adaptive calculator can be used on calculator-allowed items. This calculator may be adaptive, handheld, or both adaptive and handheld. Students who require an adaptive calculator must also regularly use this tool during instruction and local assessments. An adapted calculator may include a talking calculator, braille calculator, voice-activated calculator, or a device with high-contrast or enlarged buttons, and the use of a specific calculator application on an iPad is also permissible. Unallowable features or any feature that provides mathematical assistance beyond basic calculation (i.e., problem-solving/step by step prompts) may not be used and must be disabled prior to testing. If a student requires the use of an audible or talking calculator, individual testing is required to ensure a secure and distraction free testing environment. Memory storage must be deleted following testing by the TA and verified by the proctor. All paper testers for grades six through eight must be provided a non-embedded calculator to use on designated calculator allowed
		ILEARN ELA	
	✔	ILEARN Mathematics **Grades 6-8 only*	
		ILEARN Science	
		ILEARN Social Studies	
		IREAD	

(NEA_Calc)			segments. Calculators must not be provided outside of the calculator allowed segments. More information regarding the use of non-embedded calculators can be found in Appendix D: Assessment Calculator Policy.

Accommodation Name	Assessment Availability		Description
Adaptive and/or Handheld Calculator for All Items **TIDE Name:** Accommodations (Non-Embedded) → Adaptive and/or Handheld Calculator for all Mathematics items **IDOE Special Programs Name:** Student is provided an adaptive and/or handheld calculator for all mathematics items **SIS Name & Code Value:** Student is provided an adaptive and/or handheld calculator for all mathematics items (NEA_HHHAC_MA)	✔	I AM **Universal feature*	A non-embedded calculator for students that require a handheld or adaptive calculator for all items can be used on ILEARN Grades 6-8 Mathematics. This calculator may be adaptive, handheld, or both. Students who require an adaptive calculator must also regularly use this tool during instruction and local assessments. An adapted calculator may include a talking calculator, braille calculator, voice-activated calculator, or a device with high-contrast or enlarged buttons, and the use of a specific calculator application on an iPad is also permissible. Unallowable features or any feature that provides mathematical assistance beyond basic calculation (i.e., problem-solving/step by step prompts) may not be used and must be disabled prior to testing. If a student requires the use of an audible or talking calculator, individual testing is required to ensure a secure and distraction free testing environment. Memory storage must be deleted following testing by the TA and verified by the proctor. An adaptive and/or handheld calculator for all items is a universal feature for students taking I AM Grades 3-8 and 10 Mathematics, I AM Grades 4 and 6 Science and Biology, ILEARN Science Grades 4 and 6 and ILEARN Biology. More information regarding the use of non-embedded calculators can be found in Appendix D: Assessment Calculator Policy.
		ILEARN ELA	
	✔	ILEARN Mathematics **Grades 6-8 only*	
	✔	ILEARN Science **Universal feature*	
		ILEARN Social Studies	
		IREAD	

Accommodation Name	Assessment Availability		Description
Additional Breaks **TIDE Name:** Accommodations (Non-Embedded) → Additional Breaks **IDOE Special Programs Name:** Student is provided with additional breaks **SIS Name & Code Value:** Student is provided with additional breaks (NEA_FreBreak)	✔	I AM **Universal feature*	Students are allowed additional breaks during testing. The number of breaks is flexible based on the individual student's need. Some students may need to take a break due to the existence or sudden onset of a temporary or long-term medical condition, or to refocus due to attention concerns. If this occurs, the student's testing time is suspended during the break and is resumed upon the student's return. Schools must keep pause rules in mind. On the ILEARN computer-adaptive test (CAT) and I AM assessments, students who pause their test for longer than 20 minutes will not be able to go back and change answers to items they have already responded to. The 20 minute pause rule does not apply to ILEARN performance tasks (PT). There is a 10 minute pause rule in place on IREAD which prohibits students from moving backwards to change previous answers if their test has been paused for longer than 10 minutes. Refer to specific assessment test administrator's manuals on the Indiana Assessment Portal for more information regarding the pause rule. *All I AM students may be provided additional breaks, as needed.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Accommodation Name	Assessment Availability		Description
Alternate Indication of Response **TIDE Name:** Accommodations (Non-Embedded) → Alternate Indication of Response	✔	I AM	Alternate response options include, but are not limited to: • facial expressions • gestures (pointing) • finger spelling • circling/stating • large keyboard/adapted keyboards
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	

IDOE Special Programs Name: Student is allowed to use alternative indication of response (i.e., circle, point to, state, or use assistive technology device to indicate answer choice) **SIS Name & Code Value:** Student is allowed to use alternative indication of response (i.e., circle, point to, state, or use assistive technology device to indicate answer choice) (NEA_AR)	✔	ILEARN Science	• StickyKeys • FilterKeys • adapted mouse • communication board • choice boards • symbol boards • head wand • switches • Augmentative and Alternative Communication (AAC) app on a tablet Some alternate response options require external devices that must be plugged in and be compatible with TDS. In this case, permissive mode is required. If utilizing an alternate indication of response that requires active connection to the internet or contains prohibited features that cannot be disabled, a Fidelity Assurance Form is required to be submitted. The use of a scribe may be necessary depending on the alternate indication of response the student requires. A 1:1 testing environment is required for any alternate response option that may require voice output as it could cause disruptions to a group testing environment.
	✔	ILEARN Social Studies	
	✔	IREAD	

Accommodation Name	Assessment Availability		Description
Braille Booklet **TIDE Name:** Accommodations (Non-Embedded) → Braille Booklet	✔	I AM	A raised-dot code that students read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). This accommodation may be appropriate for blind or low-vision students who use Braille regularly in the classroom.
	✔	ILEARN ELA **Summative only*	
	✔	ILEARN Mathematics **Summative only*	

IDOE Special Programs Name: I AM, ILEARN (Non-ELA subjects) & IREAD: Student is provided a Braille paper test format ILEARN ELA & Mathematics Summative: Student is provided a Braille paper test format for the summative assessment **SIS Name & Code Value:** Student is provided a Braille paper test format (NEA_Braille) Student is provided a Braille paper test format for the summative assessment (NEA_Braille_EL_MA)	✔	ILEARN Science	All braille booklets are produced using contracted UEB braille across all subject areas. IREAD is produced in both contracted and uncontracted braille. ILEARN and I AM mathematics and science assessments are produced using UEB with Nemeth Code. Braille booklet orders must be placed within the Additional Order window of each assessment. A braille booklet is not available on the ILEARN Checkpoints as the checkpoints are exclusively available online.The ILEARN U.S. Government ECA is administered online only during the Fall test window; however, students may be provided a paper form during the Spring administration.
	✔	ILEARN Social Studies	
	✔	IREAD	

Accommodation Name	Assessment Availability		Description
Braille Embosser **TIDE Name:** Accommodations (Non-Embedded) → Braille Embosser **IDOE Special Programs Name:** Student is provided refreshable Braille and an		I AM	TDS provides the required files and software (print on demand) needed, but local schools provide access to the braille embosser. The braille embosser creates materials (e.g., maps, charts, graphs, diagrams, and illustrations) in a raised format (paper or thermoform). Braille embossers can emboss single-sided or double-sided (interpoint) and can produce six or eight dot braille. Speed of printing, line width, and weight of braille paper are all differentiating factors for embossers. Items will be printed one by one.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	

embosser for the online assessment **SIS Name & Code Value:** Student is provided refreshable Braille and an embosser for the online assessment (ENU_Braille)		IREAD	**Braille embossers can only function if permissive mode and print on demand are also selected. Failure to select all three will result in the braille embosser not functioning on the assessment.** Braille files are provided in either Braille Ready Format (BRF) or Printer Output File (PRN) format, depending on the item in question. PRN files are commonly used for items with graphics and charts, while BRF files are used for items that are text. BRF files may be embossed with Duxbury Braille Translator or BrailleBlaster. PRN files may be embossed with either Tiger Viewer or Tiger Designer. However, Tiger Designer is the recommended software, as it also allows you to convert file types if necessary. BRF files can be printed using any braille embosser, whereas PRN files are each formatted for a specific embosser. Regardless of the embosser type, users will still be able to print both types of files. Errors while attempting to open and print a PRN file indicate an embosser incompatibility. Save the file as a different type that is compatible with the embosser. The embosser will then be able to print the file. Dot height plays an important role in creating clear and meaningful tactile graphics. Different heights help distinguish textures and features by touch, something single-height braille embossers can't provide. Without these variations, important details may be harder for tactile readers to interpret accurately.

Accommodation Name	Assessment Availability		Description
Braille Transcription for Audio Items **TIDE Name:** Accommodations (Non-Embedded) → ILEARN ELA → Braille Transcriptions		I AM	A braille transcript of the closed captioning is available for the listening audio presentations.
	✔	ILEARN ELA	
		ILEARN Mathematics	
		ILEARN Science	

for Audio Items **IDOE Special Programs Name:** Student is provided Braille transcript for online audio items **SIS Name & Code Value:** Student is provided Braille transcript for online audio items (NEA_BT)		ILEARN Social Studies	
		IREAD	

Accommodation Name	Assessment Availability		Description
Human Reader Except Items Testing Reading Comprehension **TIDE Name:** Accommodations (Non-Embedded) → ILEARN ELA → Human Reader Except items testing Reading Comprehension Accommodations (Non-Embedded) → ILEARN Mathematics, Science, & Social Studies → Human Reader Accommodations (Non-Embedded) → IREAD → Human Reader for Paper Assessment Except items		I AM	Text is read aloud to the student by a human reader. *ILEARN* Students who require a human reader except items testing reading comprehension on ELA will only have items and passages read aloud that do not measure reading comprehension. TDS and paper fixed-forms will display a “Do Not Speak” icon on items and passages that cannot be read aloud to the student. The protocol for administering the online CAT with a human reader is located in section 6. If the human reader accommodation is required for a large group of students, the CTC may request to administer the paper fixed-form test to accommodate logistics of test administration. Additional guidance can be located in the appropriate TAM on the ILEARN portal. Students who require a human reader for non-ELA subjects will receive all items and stimuli read aloud. This accommodation is applicable to ELA, Math, Science, and Social Studies. *IREAD*
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

testing Reading Comprehension **IDOE Special Programs Name:** Student has text read aloud (except items testing reading comprehension) by a human reader **SIS Name & Code Value:** Student has text read aloud (except items testing reading comprehension) by a human reader (HR_XRD)			Due to the nature of IREAD (a foundational reading assessment), only some specific directional text is read aloud to students. A human reader would not be able to identify this text on the online CAT. Therefore, the human reader accommodation **must** be provided via paper only (with accompanying read aloud script) for IREAD. For IREAD, TAs must use the Paper Read Aloud Script (secure) and Secure Segment 1 Script when administering the human reader accommodation. The required scripts must be ordered or downloaded ahead of time in TIDE for IREAD, and the human reader must follow the script verbatim if administering the read aloud accommodation for paper testing. TAs/proctors may review the Paper Read Aloud Script for IREAD paper assessments no more than 24 hours before administering the human reader accommodation to ensure proper administration. **Providing the human reader accommodation on the IREAD online assessment will result in a test irregularity and invalid test score.**

Accommodation Name	Assessment Availability		Description
Human Reader Including Items Testing Reading Comprehension **TIDE Name:** Accommodations (Non-Embedded) → ILEARN ELA → Human Reader for all items including Reading Comprehension **IDOE Special Programs Name:** Student has text read aloud (including items testing reading comprehension) by a human reader		I AM	Text is read aloud to the student by a human reader for the online CAT or paper fixed-forms. All items are read aloud including items testing reading comprehension. Students with this accommodation will not display a “Do Not Speak/Sign” icon on items and passages. This accommodation is only applicable to ILEARN ELA. Protocol for administering the online CAT with a human reader is located in section 6. Additional guidance can be located in the ILEARN TAM on the ILEARN portal. Guidelines to help drive decision-making of a human reader for all items including items testing reading comprehension is located in **Appendix A** of this document. This accommodation is only applicable to ELA because only ELA measures reading comprehension.
	✔	ILEARN ELA	
		ILEARN Mathematics	
		ILEARN Science	
		ILEARN Social Studies	
		IREAD	

SIS Name & Code Value: Student has text read aloud (including items testing reading comprehension) by a human reader (HR_ALL)			

Accommodation Name	Assessment Availability		Description
Hundreds Chart **TIDE Name:** Accommodations (Non-Embedded) → Hundreds Chart **IDOE Special Programs Name:** Student is provided a non-embedded hundreds chart **SIS Name & Code Value:** Student is provided a non-embedded hundreds chart (NEA_NumTbl)	✔	I AM	A 1-100 chart may be accessed and used. An example of an allowable hundreds chart can be found here.
		ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
		ILEARN Social Studies	
		IREAD	

Accommodation Name	Assessment Availability		Description
Large Print Booklet **TIDE Name:** Accommodations (Non-Embedded) → Large Print Booklet	✔	I AM	Large print assessment booklets are printed in 18 pt. font.* *The online print size may be changed to 24 pt., 31 pt., 41 pt., or 51 pt. with larger options available when also using streamline format. Adjusting the online print size may be more appropriate than using a large print booklet.
	✔	ILEARN ELA **Summative only*	
	✔	ILEARN Mathematics	

IDOE Special Programs Name: I AM, ILEARN (Non-ELA subjects, & IREAD: Student is provided a large print paper test format ILEARN ELA & Mathematics Summative: Student is provided a large print paper test format for the summative assessment **SIS Name & Code Value:** Student is provided a large print paper test format (NEA_LP) Student is provided a large print paper test format for the summative assessment (LPP_MA_EL)		**Summative only*	A large print booklet is not available on the ILEARN Checkpoints as the checkpoints are available exclusively online. The ILEARN U.S. Government ECA is administered online only during the Fall test window; however, students may be provided a paper form during the Spring administration.
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Accommodation Name	Assessment Availability		Description
9x9 Multiplication Table **TIDE Name:** Accommodations (Non-Embedded) → Multiplication Table **IDOE Special Programs Name:** Student is provided a	✔	I AM	A 9x9 multiplication table may be accessed and used. Students are not permitted to use a 12x12 multiplication table (or any other size exceeding 9x9) on ILEARN and I AM assessments. An example of an allowable 9x9 multiplication table can be found here.
		ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
		ILEARN Social Studies	

non-embedded 9x9 multiplication table **SIS Name & Code Value:** Student is provided a non-embedded 9x9 multiplication table (NEA_MT)		IREAD	

Accommodation Name	Assessment Availability		Description
Print Booklet **TIDE Name:** Accommodations (Non-Embedded) → Print Booklet **IDOE Special Programs Name:** I AM, ILEARN (Non-ELA subjects, & IREAD: Student is provided a paper test format ILEARN ELA & Mathematics Summative: Student is provided a paper test format for the summative assessment **SIS Name & Code Value:** I AM, ILEARN (Non-ELA subjects, & IREAD: Student is provided a paper test format (NEA_SP) ILEARN ELA & Mathematics	✔	I AM	A paper form of the assessment may be provided to a student. The print booklet is a fixed-form test and is not adaptive. A print booklet is not available on the ILEARN Checkpoints as the checkpoints are exclusively available online. The ILEARN U.S. Government ECA is administered online only during the Fall test window; however, students may be provided a paper form during the Spring administration.
	✔	ILEARN ELA **Summative only*	
	✔	ILEARN Mathematics **Summative only*	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Summative: Student is provided a paper test format for the summative assessment (NEA_SP_EL_MA)			

Accommodation Name	Assessment Availability		Description
Read Aloud to Self **TIDE Name:** Accommodations (Non-Embedded) → Read Aloud to Self **IDOE Special Programs Name:** Student is permitted to read aloud to self **SIS Name & Code Value:** Student is permitted to read aloud to self (NEA_RA_Self)	✔	I AM **Universal feature*	Students may read aloud to themselves so they can listen to themselves as they answer the questions. Students can use a device such as a whisper phone. This accommodation requires students to be tested individually due to testing security and potential distractions. *All I AM students may read aloud to themselves if being tested individually.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Accommodation Name	Assessment Availability		Description
Refreshable Braille **TIDE Name:** Accommodations (Non-Embedded) → Refreshable Braille **IDOE Special Programs**		I AM	TDS delivers the assessment in a manner compatible with refreshable braille devices (RBDs), but local schools provide access to the refreshable braille device. A refreshable braille device is a mechanical device for displaying braille characters. Students who are blind or have low vision may use refreshable braille devices to read text output.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	

Name: Student is provided refreshable Braille and an embosser for the online assessment **SIS Name & Code Value:** Student is provided refreshable Braille and an embosser for the online assessment (ENU_Braille)	✔	ILEARN Social Studies	Students receiving Low Vision/Refreshable Braille presentation will also receive Streamline Format within the test. This provides additional zoom levels within the test to improve visibility of items as needed. Permissive mode must be indicated as an accommodation to use refreshable braille. Refreshable braille is available for students taking ILEARN.
		IREAD	

Accommodation Name	Assessment Availability		Description
Scribe **TIDE Name:** Accommodations (Non-Embedded) → Scribe **IDOE Special Programs Name:** Student is provided access to a scribe **SIS Name & Code Value:** Student is provided access to a scribe (NEA_Scribe)	✔	I AM	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses. Students dictate their responses to a human who records the response verbatim in the response area. The scribe protocol is found in Section 7. For students participating in the ILEARN Checkpoints who are unable to participate in the online assessment due to religious purposes, a Nonstandard Assessment Accommodation request may be submitted for the use of a scribe. More information pertaining to Nonstandard Assessment Accommodation requests is found in Section 8.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Accommodation Name	Assessment Availability		Description
Sign Language Interpreter Except Items Testing Reading Comprehension **TIDE Name:** ILEARN ELA: Accommodations (Non-Embedded) → Sign Language Interpreter for directions and items Except items testing Reading Comprehension ILEARN ELA: Accommodations (Embedded) → Human Reader or Sign Language Interpreter for Reading Comprehension Items → Reading Comprehension Items are NOT Read Aloud by Human Reader or Signed by Sign Language Interpreter ILEARN (Non-ELA Subjects): Accommodations (Non-Embedded) → Interpreter for Sign Language IREAD: Accommodations (Non-Embedded) → Sign Language Interpreter for directions and items Except items testing Reading		I AM	A student who is deaf or hard of hearing may require the use of a sign language interpreter. The interpreter must use the appropriate protocol to sign test content based on the student's accommodation. *ILEARN ELA* Students who require a sign language interpreter **except** items testing reading comprehension on ILEARN ELA will only have items and passages signed that do not measure reading comprehension. TDS and the paper assessment will display a "Do Not Speak/Sign" icon on items and passages that cannot be signed to the student. *IREAD* Students who only require general directions from the IREAD Online Test Script, which does not contain secure test information, are able to participate in the online IREAD assessment and would not require a sign language interpreter assessment accommodation or paper assessment. The information signed to the student from the Online Test Script includes directions provided to all students and does not contain secure information. Students who require a sign language interpreter for items except items testing reading comprehension on secure test directions are required to test paper-and-pencil and must have both accommodations indicated in their current formal plan. Sign language interpreters and TAs must use the IREAD Paper Testing Script for Read Aloud Accommodation and Secure Segment 1 Script for students. The TA and sign language interpreter must follow the script verbatim if administering the sign language interpreter accommodation for paper testing. TAs/sign language interpreters may review the script for IREAD paper assessments no more than 24 hours before administering the sign language interpreter accommodation to ensure proper administration. The TA must oversee the interpreter.
	✔	ILEARN ELA	
	✔	ILEARN Mathematics	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Comprehension **IDOE Special Programs Name:** Student is provided access to a sign language interpreter for directions and items except items testing reading comprehension **SIS Name & Code Value:** Student is provided access to a sign language interpreter for directions and items except items testing reading comprehension (SLL_XRD)			Parents/guardians are not allowed to serve as an interpreter during state testing. Interpreters must be school employees or individuals contracted by the school who have signed the Testing Security and Integrity Agreement.

Accommodation Name	Assessment Availability		Description
Sign Language Interpreter Including Items Testing Reading Comprehension **TIDE Name:** ILEARN ELA: Accommodations (Non-Embedded) → Sign Language Interpreter for directions and all items including items testing Reading Comprehension ILEARN ELA: Accommodations (Embedded) → Human Reader or Sign Language Interpreter for	✔	I AM	A student who is deaf or hard of hearing may require the use of a sign language interpreter. The interpreter must use the appropriate protocol to sign test content based on the student's accommodation. Students who require a sign language interpreter for all items **including** reading comprehension on ILEARN ELA assessments will have text signed by an interpreter for the CAT or paper fixed-form on ILEARN ELA. Tests with this accommodation will not display a "Do Not Speak/Sign" icon on items and passages.
	✔	ILEARN ELA	
		ILEARN Mathematics	
		ILEARN Science	
		ILEARN Social Studies	
		IREAD	

Reading Comprehension Items → Reading Comprehension Items are Read Aloud or Signed by Sign Language Interpreter I AM: Accommodations (Non-Embedded) → Sign Language Interpreter for directions and all items including items testing Reading Comprehension **IDOE Special Programs Name:** Student is provided access to a sign language interpreter for directions and all items including items testing reading comprehension **SIS Name & Code Value:** Student is provided access to a sign language interpreter for directions and all items including items testing reading comprehension (SLL_ALL)			

Accommodation Name	Assessment Availability		Description
Speech-to-Text **TIDE Name:** Accommodations (Non-Embedded) → Speech-to-Text		I AM	Students who have motor or processing disabilities (such as dyslexia) that make it difficult to produce text or commands using computer keys may benefit from this accommodation. TDS provides STT technology within the secure browser. Some limited cases may require the use of a non-embedded, third-party add on. In such cases, permissive mode is
	✔	ILEARN ELA **Summative only*	
	✔	ILEARN Mathematics	

IDOE Special Programs Name: Student is provided access to non-embedded speech-to-text **SIS Name & Code Value:** Student is provided access to non-embedded speech-to-text (NEA_STT)		**Summative only*	also required, and the third-party add on must be approved for use. Refer to the Assistive Technology Manual for more information. Speech-to-text is only available for assessments that have constructed response or essay items. Students using STT require a one-on-one testing environment.
		ILEARN Science	
		ILEARN Social Studies	
		IREAD	

Accommodation Name	Assessment Availability		Description
Word Completion **TIDE Name:** Accommodations (Non-Embedded) → Word Completion **IDOE Special Programs Name:** Student is provided word completion via a non-embedded software program **SIS Name & Code Value:** Student is provided word completion via a non-embedded software program (NEA_WordPred)		I AM	Word completion is an assistive technology tool that suggests words while students type. TDS provides word completion technology within the secure browser. Some limited cases may require the use of a non-embedded, third-party add on. In such cases, permissive mode is also required, and the third-party add on must be approved for use. Refer to the Assistive Technology Manual for more information regarding accepted third-party software for word prediction. Students who require a word completion accommodation for ILEARN Checkpoints, ILEARN Science, or ILEARN Social Studies must use the embedded word completion tool. These assessments do not include item types that necessitate non-embedded word completion, and the embedded word completion feature is fully functional within the notepad. Non-embedded word completion software, however, does not operate on the notepad.
	✔	ILEARN ELA **Summative only*	
	✔	ILEARN Mathematics **Summative only*	
	✔	ILEARN Science	
	✔	ILEARN Social Studies	
	✔	IREAD	

Section 4: Multilingual Features and Accommodations for ILEARN, IREAD, and I AM

Students identified as ELs can have accommodations indicated in their ILPs on Indiana statewide assessments except WIDA ACCESS (Table 8).* Note: ESA students do not meet the criteria to be identified as EL. Identified ELs are students who:

- Are enrolled in Indiana schools in kindergarten through grade 13;
- Have a non-English language indicated on the Home Language Survey and in state reporting;
- Have met Indiana's entrance criteria;
- Have not yet met Indiana's exit criteria to be reclassified as fluent; and
- Are between the ages of three and 21 years old on Thursday, October 1, 2026.

Clarifying test directions in a student's home language is not an allowable accommodation or support in Indiana. Translation of non-secure directions of any state assessment may be provided locally with IDOE approval. Sufficient rationale must be provided to IDOE and requests are approved on a case-by-case basis. Students who respond to open-ended or essay items in Spanish for ILEARN Mathematics, Science, and Social Studies assessments will have written responses scored. Responses must be indicated in English to be scored on ILEARN ELA.

*Paper testing is not an allowable accommodation in an ILP.

Table 8. ILP Designated Features & Accommodations

Designated Features	Assessment Availability	
Bilingual Word-to-Word Dictionary **TIDE Name:** Accommodations (Non-Embedded) → Bilingual Word-to-Word Dictionary **IDOE Special Programs Name:** Bilingual word-to-word dictionary **SIS Name & Code Value:** Bilingual word-to-word dictionary (NEA_BD_EL)		I AM
		ILEARN ELA
	✔	ILEARN Mathematics
	✔	ILEARN Science
	✔	ILEARN Social Studies
		IREAD

Designated Feature	Assessment Availability	
Individual Testing **TIDE Name:** Designated Feature (Non-Embedded) → Individual Testing **IDOE Special Programs Name:** Testing Individually **SIS Name & Code Value:** Testing Individually (NEA_TI_EL)		I AM
	✔	ILEARN ELA
	✔	ILEARN Mathematics
	✔	ILEARN Science
	✔	ILEARN Social Studies
	✔	IREAD

Designated Feature	Assessment Availability	
Spanish Toggle **TIDE Name:** Designated Feature (Embedded) → Presentation → Spanish Toggle **IDOE Special Programs Name:** Spanish Toggle: Only Available for ILEARN Mathematics, Science, and Social Studies **SIS Name & Code Value:** Spanish Toggle: Only Available for ILEARN Mathematics, Science, and Social Studies (ESN_EL)		I AM
		ILEARN ELA
	✔	ILEARN Mathematics
	✔	ILEARN Science
	✔	ILEARN Social Studies
		IREAD

Accommodation/Designated Feature	Assessment Availability	
Text-to-Speech **TIDE Name:** Accommodations (Embedded) → Text-to-Speech*		I AM
	✔	ILEARN ELA
	✔	ILEARN Mathematics

While text-to-speech is a designated feature for ILEARN mathematics, science, and social studies, it will remain listed under Accommodations in TIDE due to system functionality requirements.* **IDOE Special Programs Name: Text-to-speech except reading comprehension **SIS Name & Code Value:** Text-to-speech except reading comprehension (TTS_XRD_EL)	✔	ILEARN Science
	✔	ILEARN Social Studies
	✔	IREAD

Accommodation	Assessment Availability	
Additional Breaks **TIDE Name:** Accommodations (Non-Embedded) → Additional Breaks **IDOE Special Programs Name:** Additional breaks during testing **SIS Name & Code Value:** Additional breaks during testing (NEA_FreBreak_EL)		I AM
	✔	ILEARN ELA
	✔	ILEARN Mathematics
	✔	ILEARN Science
	✔	ILEARN Social Studies
	✔	IREAD

Accommodation	Assessment Availability	
Read Aloud to Self **TIDE Name:** Accommodations (Non-Embedded) → Read Aloud to Self **IDOE Special Programs Name:** Read aloud to self **SIS Name & Code Value:** Read aloud to self (NEA_RA_Self_EL)		I AM
	✔	ILEARN ELA
	✔	ILEARN Mathematics
	✔	ILEARN Science
	✔	ILEARN Social Studies

	✔	IREAD
Accommodation	**Assessment Availability**	
Human Reader Except Reading Comprehension*		I AM
TIDE Name: Accommodations (Non-Embedded) → ILEARN ELA → Human Reader Except items testing Reading Comprehension Accommodations (Embedded) → ILEARN ELA → Reading Comprehension Items are NOT Read Aloud by Human Reader or Signed by Sign Language Interpreter Accommodations (Non-Embedded) → ILEARN Mathematics, Science, & Social Studies → Human Reader Accommodations (Non-Embedded) → IREAD → Human Reader for Paper Assessment Except items testing Reading Comprehension **IDOE Special Programs Name:** Human Reader except items testing reading comprehension **SIS Name & Code Value:** Human Reader except items testing reading comprehension (HR_XRD_EL)	✔	ILEARN ELA
	✔	ILEARN Mathematics
	✔	ILEARN Science
	✔	ILEARN Social Studies
	✔	IREAD

* Test item prompts and responses must never be translated for a student, as this would impact the validity of the assessment. Students participating in IREAD may only receive a human reader ILP accommodation if also receiving a paper accommodation per an IEP, Section 504 Plan, or Service Plan.

Spanish Toggle

Eligible students who are literate in Spanish (see below) may benefit from Spanish Toggle for Mathematics, Science, Social Studies, Biology, and U.S. Government. This designated feature provides the student with two presentations of an item, one in English and one in Spanish. A student can toggle between these presentations using the global icon to the top right of the student testing site. If a student also has TTS as an accommodation, TTS will only read aloud the English portion of any displayed text. If a student is viewing an item in Spanish, TTS will not be listed as an accommodation until the student toggles to English. Once a student starts an assessment with Spanish Toggle, the test form will remain as such, even if the feature is turned off in TIDE. If Spanish Toggle is turned off during a test

session, a new test attempt will be generated. Students with Spanish Toggle will have the prior instructions/Is This You? page, help guides, and audio/video checks in Spanish before accessing test content.

Eligible Students

Spanish Toggle may be appropriate for ELs, former ELs, and non-EL students who are multilingual. School staff familiar with the student's academic and linguistic background should determine appropriate language supports, taking the following student characteristics into account:

- WIDA Screener or ACCESS composite proficiency levels;
- Formal education experiences;
- Native language literacy skills;
- Current language of instruction; and
- Presence of a disability.

The decision to use a designated feature should be made based on the individual's specific needs and not for entire student groups.

Bilingual Dictionaries for ELs

IDOE permits word-to-word bilingual dictionaries for use on ILEARN assessments as an accommodation for ELs. However, use of a bilingual dictionary is not appropriate for all EL students. Students must meet the following requirements for a bilingual dictionary to be appropriate for use on state assessments:

- The student must be capable of reading in their native language;
- The student must be capable of reading words in English; and
- The student's ILP must document use of a bilingual word-to-word dictionary as an accommodation.

Schools must assure locally that bilingual dictionaries used by ELs on state standardized tests meet specific criteria. Schools are not required to seek formal approval from IDOE for use. The criteria require that the dictionaries:

- Contain word-to-word translations only;
- Do not contain definitions and/or examples of English phrases; and
- Do not contain any additional information (e.g., visuals, grammar, list of irregular verbs).

All schools are subject to possible monitoring of appropriate assessment practices by IDOE. Therefore, schools must be prepared to provide evidence that appropriate bilingual dictionaries were utilized. For guidance on choosing appropriate dictionaries, the following are examples that meet the criteria:

Language: Dutch **Title:** Dutch-English/English-Dutch Concise Dictionary **Publisher:** Hippocrene **ISBN-10:** 0870529102 **ISBN-13:** 978-0870529108	**Language:** French **Title:** English-French & French-English Word-to-Word Dictionary **Publisher:** Bilingual Dictionaries, Inc. **ISBN-10:** 0933146361 **ISBN-13:** 978-0933146365
Language: Kinyarwanda **Title:** English-Kinyarwanda Dictionary: Kinyarwanda-English (Kinyarwanda and English Edition) **Publisher:** CreateSpace Independent **ISBN-10:** 0870529102 **ISBN-13:** 978-0870529108	**Language:** Spanish **Title:** Word-for-Word English-Spanish Spanish-English Dictionary **Publisher:** Harper Collins **ISBN-10:** 0061774375 **ISBN-13:** 978-0061774379

The Chin language, commonly spoken by students from Myanmar (Burma), does not have a widely published word-to-word bilingual dictionary. If you need a Chin dictionary, please contact MSD Perry Township EL Department at 317-789-3700.

Contact IDOE's Office of Student Assessment if you need a dictionary and cannot locate an appropriate option, have questions or concerns, or need additional guidance.

Section 5: WIDA Administrative Considerations and Accommodations

WIDA provides the English language proficiency (ELP) assessments in Indiana, including WIDA Screener (placement) assessments and WIDA ACCESS (annual) assessments. WIDA shares extensive guidance regarding accessibility and accommodations for use on WIDA assessments. WIDA's Accessibility and Accommodations Manual includes detailed information regarding WIDA's Accessibility and Accommodations Framework, which includes administrative considerations, universal tools, and accommodations. Appendix E of that manual contains accommodations checklists for each WIDA assessment. To ensure compliance with Indiana policy and guidance, please refer to this Indiana-specific list of approved accommodations and supports.

This section details the administrative considerations, universal tools, and accommodations available for WIDA assessments. Eligibility for these considerations should be determined by an educator (or team of educators) familiar with the student's characteristics and needs, provided that all standardized testing and security requirements are met.

Clarifying and providing test directions in the student's home language is not an allowable accommodation or support in Indiana for specific test questions and/or content. Translation of directions for any state assessment is only permissible when utilizing an approved script.

Administrative Considerations

Administrative considerations are available to any student who might benefit from some personalization of standard test procedures. The following individualized administration procedures provide flexibility to corporations and schools in determining the conditions under which WIDA assessments may be administered most effectively.

Table 9. WIDA Administrative Considerations

WIDA Administrative Considerations		
Category	**Administrative Consideration**	**Description**
Test Timing and Scheduling	**Supervised Breaks**	Students may take a break at any point, as needed. Breaks may be planned in advance based upon student-specific needs. Students should be kept in the testing environment during breaks, when possible.
	Short Segments	In circumstances when a student needs longer breaks in testing, a test can be administered across multiple, short administration sessions. This should be predetermined based on the student's needs for breaks during instruction. WIDA recommends using the paper-format test with this administration format.
	Extended Testing Time	WIDA assessments are untimed. Timing guidance is provided, but there is not a strict limit. Any student who is actively engaged in testing can be allowed to

		continue working beyond the recommended timing guidance.
	Extended Testing of a Test Domain over Multiple Days (EM) ***Note:*** *EM is listed as an accommodation by WIDA. IDOE no longer recognizes EM as an accommodation. EM does not need to be indicated in the student's WIDA AMS profile.*	For ACCESS Online and Paper, the Listening, Reading, and Speaking domain tests can be completed across multiple days. IDOE approval is not required. However, Indiana policy requires that the Writing domain test be completed on the same day it is started. EM is not allowed for the Writing domain.
Test Environment	**Adaptive and Specialized Equipment or Furniture**	Students who routinely use adaptive and specialized equipment or furniture (e.g., special seating, weighted vests, fidget tools, adaptive keyboards) should have access to those during testing.
	Alternative Microphone	Students who are uncomfortable using a headset may use an alternative microphone (external or the testing device's built-in microphone, in conjunction with external or the device's speakers).
	Familiar Test Administrator	The TA can be any staff member the student is familiar with, provided the certification and training requirements have been met.
	Individual or Small Group Setting	Students may be tested individually or in a small group setting.
	Medical Device	Students who use an electronic device for medical purposes (e.g., glucose monitor, hearing aid) may have access to the device during testing. The device should only support the student for medical reasons and the TA must closely monitor use of the device to maintain test security.
	Specific Seating	Students may be seated any place in the testing environment that helps them hear, see, focus, or otherwise engage with the test. Seating arrangements must ensure the student can access test materials, hear the TA and any recorded audio, and be monitored by the TA. Note: A student must not be allowed to test in an individual/private room without a TA present within that same room.
Test Content Presentation	**Redirection**	TAs may quietly redirect a student's attention back to the test when the student is demonstrating off-task

		behavior. Verbal redirection may be given in English or the student's home language. This must be done without disturbing other test takers.
	Encouragement	TAs can provide verbal praise for on-task behavior. Encouragement must not be tied to the student's test performance and must not disturb other test takers.
	Read Aloud to Self	Students may read any part of the test aloud to themselves. Arrange an individual test administration if a student will not be using a whisper phone and/or will be a distraction to other test takers.
Test Item Responses	**Monitor Placement of Responses**	TAs may monitor students to ensure answers are marked in the correct places in a test booklet or the online test platform. TAs must not confirm or correct a student's responses, provide or change a student's response, or answer questions about content or language.

Universal Tools

Universal tools are available to all students participating in WIDA assessments to address individual accessibility needs. Universal tools may be embedded in the online test system or provided by TAs during testing.

Table 10. Universal Tools for WIDA Assessments

Universal Tools: WIDA		
Universal Tool	**Description**	**Test Mode**
Audio Aids	Tools the student can use to amplify or diminish sound, such as amplification devices, noise buffers, and white noise machines. Students with hearing aids or cochlear implants may utilize Bluetooth functions between their personal amplification device and the testing device, if compatible. Refer to the Supported Systems Requirements for WIDA ACCESS and WIDA Screener guide for more information.	Online and Paper
Color Preferences	Transparent color overlays can be used to alter how students see the test content on the screen or in a test booklet. Note: A variety of defined color adjustment options are available in the	Online and Paper

	online test platform. The options include black on white, black on cream, dark gray on light gray, and brown on pink.	
Highlighters, Colored Pencils, or Crayons	Tools the student can use to mark specific text. For paper tests, responses must be marked with pencil only.	Online (embedded highlighter tool) and Paper
Keyboard Navigation	The keyboard can be used instead of the mouse to move from screen to screen and make selections in the online test platform. Note: Keyboard navigation does not allow students to manipulate interactive items or the embedded universal tools. Keyboard navigation has limited functionality for the Writing domain screens with items that have tabbed input within the stimulus.	Online
Line Guide or Tracking Tool	Tracking tools may be used to guide students' eyes while reading. A line guide tool is embedded in the online test platform. Non-embedded tracking tools, such as note cards or bookmarks, must not contain any text or notation in any language.	Online and Paper
Low-Vision Aids or Magnification Devices	Tools the student can use to increase the size of graphics and text. A magnifier tool is embedded in the online test platform. A large monitor can also be provided. A low-vision device can be used for paper testing.	Online and Paper
MC: Manual control of item audio*	MC allows a student to indicate when they are ready to hear recorded audio during testing. This universal tool may support students who need additional time for language processing, attention, or focus needs. **Manual control of item audio for online assessments is no longer an accommodation. It is a universal tool for WIDA ACCESS Online and WIDA Screener Online. All students now control the Play button at their own discretion. Manual control of item audio*	Online

	remains an accommodation for paper tests	
Scratch Paper and Notepad	Blank scratch paper may be provided for students to make notes, draft text, or sketch diagrams during the Listening, Reading, and Writing domain tests. A notepad tool is embedded in the online test platform for the Writing test. Per Indiana assessment policy, scratch paper cannot be used during the Speaking domain test, as students reading a prepared response is not an accurate reflection of their natural speaking ability and fluency. Note: Used scratch paper is considered secure test material. It must be collected and securely destroyed following test administration.	Online and Paper

Accommodations

Accommodations on WIDA assessments are intended only for ELs with disabilities, as specified in an IEP, Service Plan, CSEP, or Section 504 Plan. Accommodations may be embedded within the online test platform or delivered locally by the TA. Paper-based test forms, including standard print, large print, and braille, are available if the accommodation is documented in the student's formal plan (excludes ILP*).

*ILP accommodations do not apply to WIDA ACCESS assessments. In general, only ELs with disabilities can have accommodations on WIDA assessments, per their formal plan.

Table 11. WIDA-Specific Accommodations (Allowable in Indiana)

WIDA-Specific Accommodations			
Accommodation Code and Name	**Description**	**Test Domains**	**WIDA Assessment**
AT: Assistive Technology	Allows students to use their external devices, equipment, or software with the online test. There are numerous types of non-embedded AT, including devices such as Augmentative and Alternative Communication (AAC) devices, external keyboards, or mouse. The accommodation now supports the use of Smyle Mouse (head	Listening Reading Speaking Writing	Screener Online ACCESS Online

	tracking), Tobii PC Eye (eye tracking), and Tobii Dynavox I-Series (eye tracking).		
STT: Speech-to-Text	Allows third-party software to use voice recognition to convert speech into written text. Voice recognition can be used to navigate and to compose text.	Writing	Screener Online ACCESS Online
BR: Braille	BR provides access to the assessment for a braille-proficient EL who is blind. Note: Braille test materials can only be acquired via an Additional Materials Order (AMO). AMOs for braille require IDOE approval. Unified English Braille (UEB) is available for grades one through five. Both UEB with Nemeth and UEB Math/Science are available for grades six through 12. Specify UEB type, as well as contracted or uncontracted braille, when ordering materials.	Listening Reading Speaking Writing	ACCESS Paper
ES: Extended speaking test response time	ES provides additional time for cognitive processing or motor planning for speaking. For online test administrations, the online test platform allows twice the standard response time for each Speaking task. For paper test administrations, the TA pauses the audio to allow the student time to respond.	Speaking	Screener for Kindergarten Screener Online Screener Paper ACCESS Online ACCESS Paper
IR: In-person human reader	IR may support students with a documented need for an in-person human reader. This accommodation only applies to text. TAs can read labels or captions, but never describe images. Answer choices may only be read aloud only for the Listening domain test. TAs must utilize the Human Reader Accommodation Script for paper test administrations. A special script is not needed for online test administrations; TAs only	Listening Speaking Writing	Screener Online Screener Paper ACCESS Online ACCESS Paper

	supplement the pre-recorded audio. Additional information regarding IR is detailed below this chart.		
RP: Repeat in-person human reader	RP follows the same guidelines as the IR accommodation. TAs providing this accommodation can repeat anything they read aloud. For the Listening domain test, TAs can repeat each Listening passage and the associated test questions only one additional time. Additional information regarding RP is detailed below this chart.	Listening (1x) Speaking Writing	Screener Online Screener Paper ACCESS Online ACCESS Paper
SD: Interpreter signs test directions in ASL	SD allows an interpreter to sign test logistics, directions, and practice items into ASL or another signed system. Translation of actual test items is not allowed. Videos are available to deliver the ACCESS Online Grades 1-3 and Grades 4-12 Test Administrator Script directions in ASL. Videos are located in the WIDA Secure Portal. The ASL videos can be used to provide SD for ACCESS Online.	Listening Reading Speaking Writing	Screener for Kindergarten Screener Online and Paper Kindergarten ACCESS ACCESS Online and Paper Alternate ACCESS
LP: Large Print	LP provides access to a large print (18-point font) version of the test. Student responses must be transcribed verbatim into the standard-size scannable test booklet. Only the transcription test booklet will be scanned and scored. Requests for transcriptions by Data Recognition Corporation (DRC) after test materials are returned cannot be approved. See Appendix B of WIDA's Accessibility and Accommodations Manual for transcription guidance. Note: WIDA Alternate Screener and WIDA Alternate ACCESS are already printed in 18-point font or larger, and separate large-print versions are not available. WIDA Screener for Kindergarten and	Listening Reading Speaking Writing	Screener for Kindergarten Screener Paper Kindergarten ACCESS ACCESS Paper

	WIDA Screener Paper large-print test materials are printed minimally in 20-point font on 14 x 18 paper. Materials can be further enlarged locally, if needed.		
LV: Low Vision Test Administrator Script	LV provides a Low Vision Test Administrator Script that promotes standardization of the testing experience for kindergarten students with low vision needs. The script provides test administrators with additional scripting, specialized graphics, and picture descriptions to support students with low vision. Note: LV is not available for kindergarten students participating in Alternate ACCESS.	Listening Reading Speaking Writing	Kindergarten ACCESS
MC: Manual control of item audio	MC allows a student to indicate when they are ready to hear recorded audio during testing. This accommodation may support students who need additional time for language processing, attention, or focus needs.	Listening Speaking Writing	Screener Paper ACCESS Paper *MC is now a universal tool for ACCESS Online*
RA: Repeat item audio	RA allows a student to hear recorded audio again. This accommodation may support students who need repetition for language processing, attention, or focus needs. Audio on the Listening test can be replayed one time. Audio on the Speaking and Writing tests can be replayed as many times as needed.	Listening (1x) Speaking Writing	Screener Online Screener Paper ACCESS Online ACCESS Paper
SR: Scribed response	SR is provided to students who are unable to write or type due to a disability or temporary medical condition (e.g., broken arm). The TA responds in the online test platform or in a test booklet, as directed by a student. Individual test administration is required. Note: The test administrator already scribes student responses for WIDA ACCESS for Kindergarten and	Listening Reading Writing	Screener for Kindergarten Screener Online Screener Paper Kindergarten ACCESS ACCESS Online ACCESS Paper Alternate ACCESS

	WIDA Alternate ACCESS for Listening and Reading domains. See Appendix C of WIDA's Accessibility and Accommodations Manual for scribing guidance.		
RD: Recording device and transcription	RD allows the student to respond to test tasks by speaking into a recording device and then transcribing the recorded responses into the online test platform or a test booklet. Individual test administration is required to provide this accommodation. Note: The student may edit the response when transcribing only if the transcription is completed within the same test session. Otherwise, the response must be transcribed verbatim.	Writing	Screener for Kindergarten Screener Online Screener Paper Kindergarten ACCESS ACCESS Online ACCESS Paper Alternate ACCESS
NS: Test administered in a non-school setting	NS is intended for students who are enrolled but unable to attend school due to hospitalization or other extended absence during the test window.	Listening Reading Speaking Writing	Screener for Kindergarten Screener Online Screener Paper Kindergarten ACCESS ACCESS Online ACCESS Paper Alternate ACCESS
WD: Word processor or similar keyboarding device	WD is for students with a documented need to use a standalone word processor or other keyboarding device that is not compatible with the online test platform or testing device. The device must not be connected to the internet. Spell check, grammar check, dictionary, and thesaurus tools must be disabled. Transcription must occur as soon as possible following the completion of the domain test. See Appendix B of WIDA's Accessibility and Accommodations Manual for transcription guidance.	Listening Reading Writing	Screener for Kindergarten Screener Online and Paper Kindergarten ACCESS ACCESS Online and Paper Alternate ACCESS

Additional Information Regarding IR and RP Accommodations

The IR and RP accommodations may support students with a documented need for an in-person human reader. These accommodations apply only to text. Additional information regarding the IR and RP accommodations is detailed below.

- IR and RP accommodations do not apply to the Reading domain test.
- For online test administrations with IR, the TA can read aloud labels and captions as they appear on screen, but never describe images. Labels and captions can be repeated, as needed, with IR and RP.
- Text answer choices may be read aloud only for Listening domain tests with IR.
- For Listening domain tests with IR and RP, each Listening passage and the associated test questions can only be read aloud one additional time. For online test administrations, the student will initially hear the Listening passage and test questions once from the online platform, and then the TA can repeat those one additional time.
- For ACCESS Online Writing domain tests with IR, the TA can read all text that appears on the screen for grades 4-12 Writing tasks. The TA will follow the standard Test Administrator Script for grades 1-3.
- For ACCESS Paper, the Human Reader Accommodation Script is required. This script is used instead of the standard Test Administrator Script for all test domains and replaces the pre-recorded audio for Listening and Speaking. This script must be requested by contacting DRC Customer Service during the Additional Materials Ordering (AMO) window.
- RP is the human reader replacement for the RA accommodation. A student should not be assigned both RP and RA accommodations.
- Students with the IR and RP accommodations must be administered testing in an individual test setting. For ACCESS Online, external speakers and a microphone, rather than a headset, should be used so the TA knows when to supplement the pre-recorded audio.

Specific Circumstances

The following information is provided to support thoughtful consideration of domain exemptions. Before requesting a domain exemption for a student, it is essential to thoroughly review the student's proficiency in each domain and ensure that all appropriate accommodations have been implemented and utilized. Refer to Appendix D in WIDA's Accessibility and Accommodations Manual for more information on administering WIDA screeners to students who are blind/visually impaired and/or deaf or hard of hearing.

Deaf or Hard of Hearing Students

When planning English language proficiency testing for students who are deaf or hard of hearing, decisions should be based on individual student needs. Students who primarily use ASL may still participate in Reading and Writing domains with minimal or no accommodations. The In-Person Human Reader accommodation may be appropriate for students who rely on speech reading as part of their communication system. WIDA recommends the paper-based assessment for many deaf or hard of hearing students because it provides more opportunities for speech reading, especially during Listening and it eliminates the need to submit incomplete domains or override tier

placement. However, test mode decisions should be made in advance based on what best supports the student.

Blind or Visually Impaired Students

Students with visual impairments should be provided access to testing formats and tools that best support their needs. Students with low vision may participate in online testing using large displays and/or built-in magnification tools. If determined appropriate by the CCC, paper testing may be used along with assistive technology, such as document cameras or CCTV for enlarged test content or large print formats can be ordered and used.

Students who use braille can participate in all test domains (Listening, Reading, Writing, Speaking) in braille format, including an embossed Speaking booklet. The embossed Speaking form is appropriate for students who are proficient in braille.

Speech Disabilities

Students with a speech disability or impairment can still meaningfully participate in the Speaking domain of WIDA assessments when appropriate, allowable accommodations are provided, such as extended speaking response time. In some cases, paper-based testing may be most appropriate, though it is important to note that trained WIDA raters are prepared to evaluate a range of linguistic responses, and speech or language impairments are not themselves scored as part of the Speaking domain. If a student with a speech disability or impairment uses an AAC device, the student is considered to have an available means of communication and therefore is not eligible for a Speaking domain exemption; instead, the student should participate in the Speaking domain with appropriate, allowable accommodations.

Indiana-Specific Accommodations

Table 12 details Indiana-specific accommodations approved for WIDA ACCESS assessments. These accommodations cannot be indicated in a student's WIDA AMS profile, but do require manual action to be taken in WIDA AMS by a District or School Coordinator user.

Table 12. Indiana-Specific Accommodations for WIDA ACCESS

Accommodation and Description	Required Actions
Handwriting for ACCESS Online Writing Domain, Grades 4-12 A student accesses Writing test items via the online test platform and handwrites responses in a paper Writing Response Booklet.	1. Ensure the Handwriting accommodation is documented in the student's formal plan. 2. IDOE will extract a report via IDOE Special Programs prior to the testing window to verify that the accommodation is indicated in a student's current IEP or Service Plan. 3. Remove the student from the standard online Writing test registration in WIDA AMS. 4. Register the student for the Online Writing "HW" (Handwriting) test in WIDA AMS. 5. Place an AMO for the appropriate Writing

	Response Booklet. IDOE will provide approval for these requests.
ACCESS Paper Grades 1-12 A student is unable to access or participate in online testing and instead participates in ACCESS Paper. Examples include, but are not limited to: ● A student with paper testing as an accommodation. ● A student with limited or no exposure to technology (i.e., refugee). ● A student with religious objections for technology use. ● A student with a temporary medical condition (e.g., concussion). ● A student in a facility without internet access (e.g, correctional facility, hospital).	1. Ensure participation in ACCESS Paper is documented in the student's formal plan. 2. For ELs who do not have an accommodation for paper testing, but are not able to test online, submit the Nonstandard Assessment Accommodation Request Form for approval. 3. Remove the student from online test registrations if assigned in error. 4. Determine tier assignment (Tier A or B/C) and place an AMO for ACCESS Paper materials, if needed. Only Tier B/C will be included in initial materials orders.

Guidance for Domain Exemptions

Requests to exempt a student from participation in one or more domains must be in response to the student's inability to access the specific domain test(s), even with the use of accessibility supports and accommodations. Requests should not be made and will not be approved based solely on low performance in the specified domain(s). All requests for domain exemptions must be submitted to IDOE for review and approval. The request must include documentation of the student's needs and evidence that all appropriate accommodations have been implemented. Requests will be evaluated on a case-by-case basis to ensure compliance with state and federal requirements. Further guidance and the formal request form will be made available early Fall.

Evidence that supports the student's inability to access the domain test(s) must be documented in the student's formal plan. Examples of why a student may be unable to access a specific domain test include but are not limited to the following:

- A student who is deaf may be unable to participate in Listening.
- A student who is blind and cannot read braille may be unable to participate in Reading.
- A student who is nonverbal and does not use an augmentative/alternative communication (AAC) device may be unable to participate in Speaking.
- A student who is nonverbal and has an orthopedic impairment may be unable to participate in Writing.

Students must participate in at least two domains to meet accountability requirements, to meet state reporting requirements, and to be eligible to meet exit criteria. It is never appropriate for a standard ACCESS tester to be exempt from more than two domains. If more than two standard ACCESS domain tests are not accessible, even with accessibility supports and accommodations, participation in Alternate ACCESS should be considered.

- To be considered for a domain exemption, the student's disability must **always** prevent meaningful participation in the specified domain. For example, a student with a communication disorder who is not non-verbal can participate in the Speaking domain. Students are not penalized in scoring for speech impediments.

- In order for an imputed Overall composite scale score and proficiency level to be calculated:
    - The steps outlined in Table 12 must be completed.
    - The student must participate in two or three test domains.

- For ACCESS Online, completion of the Listening and Reading domain tests generates tier placement for the Speaking and Writing domain tests. For online testers with Listening and/or Reading domain exemptions, IDOE must end the incomplete tests in WIDA AMS prior to the student being administered the Speaking and Writing domains. This will occur based upon IDOE verification of domain exemptions from IDOE Special Programs and the WIDA ACCESS Domain Exemption Form submissions. Do not remove students from the exempt online test registrations in WIDA AMS.

- Imputed Overall composite scale scores and proficiency levels for students with approved domain exemptions who participate in two or three domains will populate in DRC's initial reporting.
    - Exempt domain scores and associated composite scores (excluding overall composite scores) will report as NA.
    - During pre-reporting data validation, IDOE must provide a data file to indicate the students who are eligible and approved to receive Less than Four Domains (LT4D) calculations. The steps outlined in Table 12 must be completed prior to the test window closing to ensure impacted students receive overall scale scores and proficiency levels in DRC's reporting.

No EL is exempt from participating in the annual ELP assessment, including ELs with disabilities. Just as there is no opt-out provision for students without disabilities, there is also no provision that allows a student's parent or case conference committee (CCC) to determine a student with disabilities will not participate in a particular assessment. Schools are federally required to assess 100 percent of identified ELs.

- No Kindergarten ACCESS, ACCESS Online, or ACCESS Paper tester should be exempt from all four domains. If the CCC determines that a standard ACCESS tester should be exempt from all four domains, then participation in Alternate ACCESS should be considered for that student.
- The majority of Alternate ACCESS testers will be able to participate in the entire assessment. Alternate ACCESS is designed for ELs with the most significant cognitive disabilities. Each domain test has built in stopping points after three consecutive "No Response" and/or "Incorrect" task scores. Only in very rare and unique circumstances will a student be approved to be exempt from more than two domains of Alternate ACCESS. A student who participates in only one domain will receive a score for only that specific domain. An EL not participating in any testing will negatively impact the LEA's participation rate, even if the student is exempt from all four domains.
- If a student does not participate in any domains (i.e., test administration is not even attempted), then Do Not Score SPD codes should be marked for all test domains. The Individual Characteristics Questionnaire (ICQ) in the student's test booklet must still be completed by the TA. ICQ information will be reported on the Individual Student Report for educators.

Accommodated Test Forms

The following ACCESS Paper test forms are available for ELs with paper testing, LP, or BR accommodations:

- **ACCESS Paper:** Standard ACCESS Paper is available for ELs in grades one through 12 who are unable to access or participate in online testing. Tier B/C is the only version of ACCESS Paper in which a student can meet Indiana exit criteria and be reclassified as fluent.
- **Large Print:** Large print ACCESS is available for ELs in kindergarten through grade 12 with the LP accommodation. Test materials are printed in 18-point font on 11x17 inch paper. The large print kit also includes a scannable standard-size test booklet, in which student responses must be transcribed verbatim for scoring. Responses that are not transcribed into the scannable test booklet will not be scored.
- **Braille:** Unified English Braille (UEB) is available for grades one through five. Both UEB with Nemeth and UEB Math/Science are available for grades six through 12. Specify UEB type, as well as contracted or uncontracted braille, when ordering materials. Braille materials are not shipped with initial materials orders. AMOs for braille materials require IDOE approval. Braille is available for all four domains.

Use of Communication Device

An augmentative/alternative communication (AAC) device is considered the voice of a student who is unable to produce functional speech. Use of an AAC during testing should be consistent with the student's day-to-day instruction and communication methods and is not considered an accommodation. Students who use a communication device can use it on WIDA assessments and cannot be provided an exemption from the Speaking domain. A Fidelity Assurance Form must be submitted for IDOE documentation.

Unallowable Accommodations and Supports

The following modifications would alter the set of knowledge, skills, and abilities WIDA assessments measure and are never allowed during test administration:

- Reading aloud items on the Reading domain test.
- Providing oral or written translations of items into a language other than English.
- Allowing student responses in a language other than English.
- Allowing the use of a bilingual word-to-word dictionary.
- Signing items, passages, or response options.
- Allowing the use of scratch paper on the Speaking domain test.

Section 6: SAT School Day Universal Features and Accommodations

The Digital SAT School Day is administered to high school students during their junior year as Indiana's high school accountability assessment. Students who take the Digital SAT School Day will also receive a college-reportable score with the ability to distribute this score to up to four colleges and universities paid for by the state of Indiana. Students may participate in the Digital SAT School Day with accommodations approved by College Board and receive a college-reportable score. Most accommodations and supports are approved by College Board, but certain accommodations listed are state-approved only (listed as State-Allowed Accommodations (SAAs) on page 88). Students who require an SAA will receive a score for accountability, but the score will not be reportable to colleges.

Universal Tools

Universal Tools are available to all students. These tools are available to all test takers and do not require a formal plan.

Table 13. Universal Tools

Universal Tools
Highlight and Notes: Students may use the highlights and notes tool to highlight text from a question or to leave a note.
Desmos Calculator: For tests with math items, a built-in graphing calculator is provided. Students can drag the calculator anywhere on the screen.
Line Reader: The line reader feature uses highlighting to guide students as they read.
Mark for Review: Students may use the bookmark icon to flag any question they want to review before submitting the test.
Option Eliminator: Students can cross out and undo answer choices.
Question Menu: Students can see which questions were skipped or marked for review, and navigate to any question in the section.
Reference Sheet: A reference sheet with commonly used formulas will appear on all tests with math items.
Testing Timer: A timer will let students know how much time is remaining in each part of the test. The timer is able to be hidden until five minutes remain. Students will receive an alert at five minutes.
Zoom: Students may use keyboard shortcuts on laptops or pinch and zoom on tablets to get a closer look at any part of an item.

Accommodations and EL Supports

Students with documented disabilities and EL students may be eligible for supports and accommodations that enable additional embedded accessibility tools available directly in Bluebook,

the use of external assistive technology within Bluebook's secure testing environment, and/or other, non-embedded accommodations.

However, a student must be approved for accommodations in College Board's Services for Students with Disabilities (SSD) Online before testing. This includes temporary accommodations potentially needed due to conditions incurred close to the testing date. Requests must be submitted in accord with timelines and instructions provided in the fall before spring testing. Temporary supports can also be requested in SSD Online, in the same way that other requests for accommodations and supports are submitted.

Accommodations must be documented per stated timelines (at least seven weeks before testing) and processed to be approved prior to testing. Accommodations are requested in SSD Online by the school's designated SSD Coordinator. Upon appointment, SSD Coordinators must submit a request form after which they will be able to gain access to SSD Online from their College Board professional account. Prior to submitting an accommodation request, SSD Coordinators must have guardian permission to do so (or permission of the student if 18 or over). Such consent must be affirmed in SSD Online, but it does not need to be submitted, only retained in writing by the school. An example consent form from College Board may be used but is not required. Once approved in SSD Online, accommodations will be reflected in Test Day Toolkit and Bluebook and can be used on all SAT Suite of Assessments.

Accommodations cannot be waived. Students must assess with the accommodations outlined in their formal plan (i.e., IEP, Section 504, Service Plan). Though some College Board documentation indicates that accommodations can be waived by the student, that does not apply to the statewide Digital SAT School Day for Indiana high school accountability. If a parent, student, or educator does not feel a specific accommodation is warranted on the Digital SAT School Day, then the proper course of action is to modify the student's plan to reflect the appropriate set of accommodations on the Digital SAT School Day.

College Board Forms

- Accommodations Request/Consent Forms and How to Use Them
- Accommodations and Supports Handbook

College Board provides many different types of accommodations to students with disabilities, along with EL supports for certain assessments. Information regarding common accommodations and supports is listed below.

Table 14 outlines commonly requested and approved accommodations with brief descriptions for each. Please note that this list is not exhaustive; consult College Board's Accommodations and Support Handbook published every winter. Furthermore, College Board frequently receives requests for non-standard accommodations which, although they may require additional documentation and clinical review, will be considered for approval. Table 15 provides the same outline for EL Supports.

Table 14. Commonly Approved Accommodations and their Description

Accommodation	Description
Extended Time	Students receive approved extended time within the digital test and extra breaks. ● Up to time and one-half (50%) ● Up to double time (100%) Students may move forward once standard time has passed and are not required to use all extended time. Students are permitted to eat snacks during the break between the Reading/Writing and Math sections but there is no “lunch break/service” during the SAT.
Breaks as Needed	Students can pause the test as needed using the pause feature below the timer.
Extended Breaks	Students receive twice the time of regularly scheduled breaks.
Extra Breaks	Students receive an additional 5-minute break between Module 1 and Module 2 in each section.
Extra and Extended Breaks	Students receive twice the time of regularly scheduled breaks and extra breaks.
Refreshable Braille	Students test digitally using their own refreshable braille display.
Braille Paper Testing – UEB with Nemeth Code	Students test with a paper braille test using Unified English Braille (UEB) for literary text and Nemeth Code for math.
Braille Paper Testing – UEB with Technical Math	Students test with a paper braille test using UEB for both literary text and math.
Raised Line Drawings	Students take the digital test and use a raised line drawings supplement.
Braille Writer	For digital testing, braille writing software can be used.
Text-to-Speech (Embedded)	Students use Bluebook’s built-in text-to-speech tool. It reads all text and provides short descriptions of graphics/images. TTS for the entire test or TTS for Math sections only options apply based on approval.

Screen Reader (Non-Embedded)	Students use their device's operating system screen reader or their own software. This is not a Bluebook tool. The screen reader reads all text and properties on the page (i.e., headers, footers, punctuations) and detailed descriptions of graphics/images. TTS for the entire test or TTS for Math sections only options apply based on approval. Math-only options apply based on approval.
Human Reader for Digital Tests	Most students transition to embedded TTS or screen reader. In rare cases, a human reader may be approved. Digital human reader testing includes time-and-one-half extended time.
Writer/Scribe or Dictation for Digital Tests	Students use speech-to-text through their device operating system or their own software. In rare cases, a human scribe may be approved.
Use of Computer for Essays	All students test on a computer; this accommodation is standard in digital testing.
Assistive Technology	Students may use approved assistive technology software during digital testing.
Limited Time	Students test digitally and may test over multiple days if approved time requires.
Auditory Amplification/FM System	Students may use their FM system and headphones.
4-Function Calculator	A calculator is built into the digital test and permitted for all sections.
Large-Print Test/Answer Sheet	Zoom functionality is available through the device operating system.
Magnification Device	Students may use electronic or non-electronic magnification devices.
Color Overlay/Color Contrast	Students may use device color settings or plastic overlays attached to the screen.

Table 15. EL Supports and their Description

Support	Description
Approved Word-to-Word Bilingual Dictionaries	Any dictionary listed here may automatically be used as an EL support and does not require College Board approval.

Translated Directions	Available in here PDF format, schools may print and provide these test directions to students, no approval request required. Directions are available in Spanish, Albanian, Arabic, Bengali, Gujarati, French, Portuguese, Polish, Chinese/Mandarin, Haitian-Creole, Hindi, Russian, Urdu, Pashto, Ukrainian, Vietnamese, Hmong, Navajo.
EL Up to Time and One-Half Extended Time *(SSD Online Request Required)*	This EL support must be entered in SSD Online by the identified deadline. While documentation does not need to be submitted to College Board, schools will be asked during the submission process to verify that the student meets certain criteria. Student scores will be reportable for colleges, universities, or scholarships.
Text-to-Speech for Math Only (Embedded) *(SSD Online Request Required)*	This EL support must be entered in SSD Online by the identified deadline. While documentation does not need to be submitted to College Board, schools will be asked during the submission process to verify that the student meets certain criteria. Student scores will be reportable for colleges, universities, or scholarships.

Special Considerations from IDOE

Self-Pacing

Students approved for extended time will be able to end their extended time early if they would like. This is available for all assessments in Bluebook and all variations of extended time. All students must still sit for the standard time for each module, and break times will not change. Students approved for multi-day testing will still test over two or more days, and the division of sections or days will be the same. Students will be able to move ahead at the module level once standard time has expired, but they will not be able to go back once they have moved forward into the next module, even if time is remaining.

Reading/Seeing Accommodations

When requesting accommodations for a student with a visual disability, remember to request both the reading/seeing accommodation (e.g., human reader or large print) and an accommodation for recording responses (e.g., large-print answer sheet, writer/scribe), as needed. Students approved for these accommodations will test with a digital exam as noted in the accommodations section. If a student is unable to test using the digital exam, requests in SSD Online must be made for Paper/Pencil Testing.

Extended Time and Lunch

While students are permitted to eat snacks during the break between the Reading/Writing and Math sections, students are not allowed to take a lunch break during the Digital SAT School Day. This has

special implications for students who are designated to take time and one-half (50%) extended time on the Digital SAT School Day, which requires a single full day of testing without a lunch break.

TTS in ILPs

College Board's policy is that students can only qualify for TTS with a formally-diagnosed disability or as an EL Support (math only) as per an ILP. Certain Indiana students have TTS for reading/writing designated in their ILPs, though they do not have a diagnosed disability or require TTS for math only. Since one purpose of the SAT is to obtain a college-reportable score on a nationally-recognized college entrance exam paid for by the state, IDOE policy indicates that students with TTS for reading/writing designated in their ILP should test without the accommodation, if able, in order to retain their college-reportable score that can provide access to colleges and scholarships. If the student is unable to test without the accommodation, then TTS for reading/writing is available as a State-Allowed Accommodation.

State-Allowed Accommodations (SAAs)

SAAs are available for schools testing in statewide contracts. When using SAAs, students, schools, and the state will receive scores; however, the scores are **not** accepted by colleges, universities, or scholarship programs. These accommodations must be requested for each state administration and are only available for the specific test administration they are approved for. SSD Coordinators can request SAAs within SSD Online beginning in January for the upcoming spring assessment. No documentation is required for approval, but requests must be made to administer a test with SAAs. Because students who obtain SAAs are choosing to forgo their opportunity at using these scores for colleges, universities, or scholarships, SSD Coordinators should confirm that students and parents are fully aware of the consequences of testing with one of the available SAAs, and may wish to locally document the approval.

The following SAAs are the only three approved by IDOE:

- SAAs sign the Reading and Writing test content using American Sign Language (ASL) or Pidgin Signed English (PSE). The sign language interpreter may sign test questions and answer choices. The student may also sign their answer responses to the interpreter.
- SAAs sign the Mathematics test content using American Sign Language (ASL) or Pidgin Signed English (PSE). The sign language interpreter may sign test questions and answer choices. The student may also sign their answer responses to the interpreter.
- SAAs provide TTS to students with the designation in their ILP for the entire assessment (Reading/Writing and Math).

Ensuring Students Receive Approved Accommodations

The Test Coordinator at each school administering the SAT will utilize College Board's Test Day Toolkit and State Data Management System (SDMS) to manage the administration of the test. Test Day Toolkit and SDMS provides Test Coordinators with a roster of students registered for their school. If a student has accommodations for the digital SAT, the accommodations will appear in the student roster.

If a student's SDMS registration data does not exactly match their demographic data in SSD Online, the student's approved accommodations will not appear in SDMS, Test Day Toolkit, or Bluebook.

If the school test coordinator or SSD Coordinator is certain the student in SDMS is the same student associated with a particular SSD ID in SSD Online, one of them may "force match" these students by: Clicking Student Roster → Selecting the designated student → And entering the SSD ID from SSD Online into the SSD ID field in SDMS.

Test Coordinators will need to check the student roster in Test Day Toolkit to determine how to assign students to testing rooms based on their accommodations and/or if alternative testing (e.g., linear paper tests) is required. Any embedded accommodations will be automatically configured in the Bluebook testing platform for students.

Section 7: Specific Testing Protocol for ILEARN, IREAD, and I AM

Protocol for Administering the Sign Language Interpreter and/or the Human Reader Accommodation on ILEARN and I AM

ILEARN

If the IEP case conference committee determines a student requires a sign language interpreter or human reader accommodation, TAs must follow IDOE's administration protocol.

- The sign language interpreter and/or human reader accommodation must be administered one-on-one for the ILEARN CAT, and the student must have this accommodation listed in their IEP, Service Plan, CSEP, Section 504 Plan, or ILP. Ideally, TAs and/or sign language interpreters will have worked with the student(s) previously.
- A one-on-one administration is required because the CAT administers different items to each student. No exceptions are available. If the human reader or sign language interpreter accommodation is required for a large group of students, the CTC may request to administer the paper fixed form to accommodate logistics of test administration.
- Two types of human reader and sign language interpreter accommodations are available for ILEARN ELA assessments (including reading comprehension or except reading comprehension). TDS and paper assessments will display a "Do Not Speak/Sign" icon on items and passages that cannot be read or signed to the student based on their assigned accommodation. Do not read or sign any items or passages labeled with the "Do Not Speak/Sign" icon. Images and additional guidance are provided in each applicable program's TAM.
- The sign language interpreter may display the "say boxes" from the appropriate test script (i.e., Paper Testing Script, Online Testing Script) if determined necessary for the student during administration.
- The sign language interpreter must instruct the student on how to request signed interpretation support prior to test administration and what to expect in the test environment before test administration.

I AM

- The sign language interpreter and/or human reader support must be administered one-on-one for I AM. The student must have the sign language interpreter accommodation listed in their IEP, Service Plan, or CSEP. A human reader is a designated feature available for students for whom the need has been indicated.
- The sign language interpreter may display the say boxes from the appropriate test script (i.e., Online & Paper Testing Script) and the Test Administrator's Manual (TAM) if determined necessary for the student during administration. Sign language interpreters must not display secure scripts.
- The sign language interpreter must instruct the student on how to request signed interpretation support prior to test administration and what to expect in the test environment before test administration.

During test administration for ILEARN and I AM assessments

- Sign language interpreters/human readers will:
  - Administer the assessment using the appropriate test script.
  - Sit with the student and sign and/or say the item and answer options from the student's screen or paper assessment to the student as the items are administered.
  - TAs/sign language interpreters should be attentive when reading items and/or passages so that students are not inadvertently clued as to a correct or incorrect response.
  - TAs/sign language interpreters may reread the directions, questions, and response options at the student's request only.
  - Adhere to all of the following procedures to maintain standardization and avoid cueing:
    - Say/sign numbers (including decimals) without indicating place value.
      - Example: Say/sign 45,000 as "four five zero zero zero" and <u>not</u> as "forty-five thousand."
      - Example: Say/sign 6.7 as "six point seven" and <u>not</u> as "six and seven tenths."
      - If the number is a date in context (e.g., "In 1876…") say/sign as typical to indicate a date.
    - Say/sign table and graph headers, keys, and labels, but do not interpret the graph by signing its contents. Do not say/sign or interpret the range of a graph or number line.
    - Say/sign map titles, keys, and labels exactly as they are displayed. Do not interpret labels. The human reader/interpreter may instruct the student to point to text if they would like it signed/spoken.
      - Example: If the label is abbreviated (such as IN for Indiana), say/sign the abbreviation, do <u>not</u> interpret the abbreviation for the student.
    - Say/sign equation symbols when they are present, but do not say/sign implicit mathematical steps.
      - Example: 4(3x + 2) should be said/signed "four open parenthesis three x plus two close parenthesis" and should <u>not</u> be said/signed "four times the quantity three x plus two" or "four times three x plus two." Adding the "times" or "times the quantity" interprets the equation for the student.
    - Text or labels on images may be signed/read.
- Sign language interpreters and human readers must not provide additional instructions or guidance to the student beyond the item, its answer options, or system message/tool names exactly as displayed on the screen.
- Sign language interpreters and human readers must not provide content support to the student during testing.
- Sign language interpreters and human readers administering the read aloud accommodation should be attentive when reading/signing directions and/or content to avoid inadvertently signaling a response option as correct or incorrect.

    - American Sign Language (ASL) naturally incorporates facial expressions, body movement, and visual emphasis as essential elements of communication. During assessment administration, interpreters should be especially mindful of maintaining a neutral and consistent delivery. This helps ensure that no unintentional expressions, emphasis, or signing choices provide clues about whether a response may be correct or incorrect, supporting a fair and secure testing experience for all students.
- Sign language interpreters and human readers may reread/sign the directions, questions, and response options at the student's request only.
- Sign language interpreters may correct themselves when signing incorrectly. If the sign language interpreter provides an answer to a question in error, the sign language interpreter must notify the TA immediately.
- The sign language interpreter must sign directions and/or content to the student using the information displayed on the student's screen. The interpreter must use literal translation methods. (Direct word-to-word translation is not appropriate to convey the meaning.)

The Role of TA

- The TA must understand that the role of the interpreter is to solely provide the sign language interpreter accommodation during test administration.
- The TA must communicate with the sign language interpreter prior to test administration to discuss protocol for addressing possible test irregularities.
    - It is the responsibility of the TA to contact the STC and/or CTC regarding test security or irregularity concerns, including if a sign language interpreter reports having provided an answer to a question in error.
- The TA must provide clear direction to the sign language interpreter if the student poses a question based on test content. Sign language interpreters do not assist in answering questions pertaining to the test.

Scribing Protocol

Scribing is an accommodation used with students who are unable to provide written responses on paper or enter answers into the online system. When a student's formal plan indicates that a response is to be scribed, the school must conduct a **one-on-one** test administration. This is to eliminate interference with the standardized testing of other students.

A scribe is a certified TA, Proctor, or translator who takes student dictation (e.g., speech, ASL, braille, assistive communication device, etc.) and records that dictation exactly into the paper or online assessment. The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content. Unless the student is also eligible to have the assessment read to them, the student must read the test directions, questions, and response options on their own.

Before Testing

- Scribes must complete IDOE's annual Test Security & Integrity Training and read and sign the Testing Security and Integrity Agreement, located in the Indiana Assessments Policy Manual.

- Scribes must familiarize themselves with the test format prior to the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. This includes reviewing the TAM and any appropriate scripts for the student.

Scribe Procedure for Multiple-Choice or Technology-Enhanced Items

- The student must indicate the desired response option using their regular means of communication. This may include speaking the answer option, pointing to the answer option, or otherwise indicating the desired response option through eye gaze or similar response.
- Once the student makes their selection, the scribe will mark the indicated answer choice by selecting the answer (for online assessments) or bubbling the answer in the test book (for paper assessments).
- The student will confirm the selected answer and indicate to the scribe when they are ready to move on to the next item.

Open-Ended Responses

- The student will dictate the answer to the scribe.
- The scribe will correctly spell all words as dictated.
- The scribe will input work directly in view of the student.

The scribe will **not** capitalize words or punctuate text. The student will prompt the scribe to use capitalization and punctuation during dictation or during proofreading.

The scribe must not coach or correct the student on:

- The meaning of a word; or
- The punctuation of a sentence.
    - Capitalization or punctuation should not be included in written responses unless instructed to do so by the student.
    - No presumption should be made as to whether the pause is indicative of a comma or other mark of punctuation unless instructed by the student.
    - When the student has finished dictating, the written text is presented to the student for review. The student can indicate any necessary punctuation or capitalization.
    - The student may instruct the scribe to make other changes or additions (e.g., moving a sentence into another paragraph, adding an additional word or phrase, or correcting a spelling error).

Scribing with Sign Language

- The scribe must be proficient in the sign system utilized (e.g., ASL, Signed Exact English, or Pidgin), or the scribe should be working with an interpreter proficient in the sign system. Prior to test administration, the interpreter must also complete IDOE's Test Security & Integrity Training and read and sign the Testing Security and Integrity Agreement, located in

the Indiana Assessments Policy Manual. **Interpreters must be employed or contracted by the school.**

- When an open-ended response is required, interpreters should convey the meaning behind the student's indicated response, such as stating the student's response aloud to the TA while the TA scribes the interpreter's words.
- The interpreter/scribe must show the student the written response, but ***not*** sign the response to the student.
    - Probing or clarifying is allowed in the case of classifiers for students using ASL or other sign systems.
- Students may review the written or typed response on paper or on the computer screen and indicate any changes or revisions to the scribe.

Scribing with Braille

- The scribe must be proficient in reading (visually and/or tactually) braille in all braille codes used by the student.
- The scribe must enter the responses on paper or online exactly as the student has brailled. In addition to following the content specific guidelines above, errors in braille code should not be corrected.
- The scribe may ask for the student to read back responses for clarification if the response is difficult to read due to student corrections.
- Students may review the written or typed response on paper or on the computer screen by either using the scribe to read back the entered response or using assistive technology. Students may indicate any changes or revisions to the scribe.

After Testing

The scribe will submit online or paper-based student responses and collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver these materials to the STC. Note that when braille and large print assessment books are used, responses must be transcribed into a regular print assessment book to be scored. Transcribe all responses into the regular print assessment book enclosed in the braille or large print kit.

Permissive Mode

Permissive mode is an accommodation option that allows students to use accessibility software in addition to the Secure Browser. Offered on MacOS and Windows only, students testing in permissive mode can have moderated access to the system outside of the Secure Browser. Permissive mode only functions for applications running on the same device that is being used for testing. If the assistive technology functions with the testing device directly, then permissive mode would be needed. Schools may use the RIR to test any functionality with assistive technology devices prior to testing. Permissive mode allows students who need accessibility tools to navigate seamlessly between the Secure Browser and approved applications that suit their test taking needs.*

Permissive mode is necessary for students using assistive technology devices such as but not limited to refreshable braille or other assistive technology approved by IDOE.

******Accessibility software must be certified for use with TDS and forbidden applications will remain blocked. For information about supported operating systems, see the Supported Devices section of the Technology Guide. For information about supported assistive technologies, see the Assistive Technology Manual on the Indiana Assessment Portal.*

Requirements for Permissive Mode

- A Proctor must be present in the testing room (along with a TA). If the student is being tested individually, only the TA is necessary.
- The Proctor must be next to/near the student and monitor the student to ensure they are not accessing the device for anything other than approved accessibility software.
- Permissive mode activates when the student is approved for testing. Students who have the permissive mode setting enabled must not continue with the sign-in process until their accessibility software is correctly configured.

Fidelity Assurance Form

The Fidelity Assurance Form, submitted to IDOE by the CTC, is required when a student is using a medical device or an assistive technology device that requires active connection to the internet and/or contains prohibited features that **cannot** be disabled. Permissive mode will be required as an accommodation but must not be requested through the Fidelity Assurance Form. The Fidelity Assurance Form is housed in the Moodle Test Coordinator Corner in the 'Assessment Forms' folder.

Print on Demand

Print on demand for assessments allows students to request that an item from online testing be printed using the computer-adaptive algorithm. The item can be printed either on regular paper or via a braille embosser (for students using refreshable braille) for ILEARN. For I AM and IREAD items can be printed on regular paper. Print on demand is an accommodation available **only** for students with an IEP, Service Plan, CSEP, or Section 504 Plan who participates in online assessments.

The intent of this tool is to enable a student to request a paper copy of an individual (or particular) online test item that might be difficult for the student to interpret in an online environment. For example, if a student is unable to read a graph online (even with the zoom features), they may need to print only the item(s) that include graphs. Utilizing the print on demand functionality is not equivalent to a paper version due to its adaptive nature. A very small number of students may need this accommodation.

Any student using this accommodation will need additional time to complete the assessment, must be tested individually, and must have permissive mode enabled. The student, TA, or Proctor must transcribe student responses for any items into the online system at the time of testing before the student may advance to the next item due to the increased security risks associated with this tool. This would include multiple-choice items, performance task items and mathematics

equation/numeric response items. It is not possible to utilize this tool in a group setting due to the security risks involved and should be administered individually.

If students require most or all items in a paper format, they should receive a paper form instead of the online assessment (not applicable to the ILEARN Checkpoints).

Before Testing

CTCs and STCs will develop test security management that includes:

- Setting up the secure location of the printer. This must be a dedicated printer or one that is password protected. The dedicated printer must be in the testing room.
- Clarifying local testing staff roles and responsibilities. A Proctor or second TA must be assigned to the testing area. **The primary TA must never leave the testing room.**
- The student and the TA must rehearse this process before the actual test window, and CTCs and STCs must ensure this step takes place.

During Testing

Before TAs approve the student's request to print a test item (including stimulus or passage, if needed), they must ensure that the printer is on and monitored by staff who have signed IDOE's Testing Security and Integrity Agreement and completed required training.

1. The student sends a print request to the TA for an item.
2. The TA approves the student's print request and allows the item to print to a predetermined secure location.
3. Once printed, the Proctor retrieves the printed item from the secure printer and provides the printed page to the student.
4. The student responds to the item on the printed page.
5. The student or TA transcribes the student's response into the online system.
6. The student proceeds to the next item in the assessment.
7. The TA must collect the printed item after the student enters his or her response online and securely retain the printed item to check in to the STC according to the test schedule for a given day.
8. This process repeats for each item, as directed by the student.

After Testing

All printed materials resulting from the student's print-on-demand test administration must be provided to the STC for secure destruction immediately following the completion of the student's test session. The STC must collect the TA's signature and document the date, time, test segment, and content area of the printed test items upon the TA's submission. The STC must securely destroy the print-on-demand test items at the end of each testing day. Documentation of secure destruction must be kept on file (with the signature of the STC and another school administrator serving as a witness to confirm the date, time, and method of destruction). Printed test items, stimuli, and/or passages must not be kept for future test sessions. Any breach of this guidance will require submission of test security documentation to IDOE.

Paper, Large Print, and Braille Booklet Practice Test

Students participating in regular print, large print, or braille paper assessments may complete the practice test included within the secure materials five days prior to the operational assessment. Upon completion of the practice test, the materials must be securely stored until the operational assessment. TAs must ensure that students do not proceed past the practice assessment. If a student accesses the operational assessment in error, the TA must notify the CTC. The CTC must submit a testing irregularity report to IDOE for review and guidance.

Section 8: Special Circumstances and Nonstandard Accommodations

Temporary Accommodations

School corporations may provide testing accommodations to a student with a temporary condition, such as a broken arm or concussion, when that condition prevents the student from participating in a state-required assessment in the way the student would normally participate. If such an instance occurs, the school must develop an Emergency/Temporary Accommodation Plan under 511 IAC 5-2-4(b) or Individual Health Plan that describes the accommodation(s) the student will utilize during testing.

For students with concussions, IDOE has developed several guidance documents that may be used by both providers and schools regarding academic accommodations. These documents may be found under the Return to Learn Protocol section of IDOE's Concussion and Sudden Cardiac Arrest webpage.

The school is required to notify the student's parents of the planned accommodation(s). This document must be included as part of the student's permanent record kept on file at the local level and **does not** require submission to IDOE.

Temporary accommodations may include using assistive technology, such as non-embedded STT software or a scribe, if the student is taking the assessment via paper-and-pencil. CTCs can place an additional order within TIDE for a paper test booklet after submitting a Nonstandard Assessment Accommodation Request Form and receiving confirmation from IDOE.

Homebound Students

Students who are normally enrolled in a public school, charter school, accredited non-public school, or Choice school, but who are physically unable to attend school and receive instruction in their homes are required to participate in statewide assessments under conditions similar to general education students. For a student receiving homebound services, CTCs may request approval for a paper form of an assessment for the student by submitting a Nonstandard Assessment Accommodation Request Form. The assessment may also be delivered online following IDOE established protocols. The assessment may be administered during the student's scheduled service hours within the testing window by a certified test administrator.

Nonstandard Assessment Accommodation Request

A nonstandard assessment accommodation is requested for students who require specific accommodations that are not included on a formal plan or due to a temporary/emergency condition. A nonstandard assessment accommodation must be approved by IDOE. A nonstandard assessment accommodation may be requested for:

- Students with a religious belief requiring an accommodation;
- Students in a facility without access to computers or internet;
- Students who are homebound;
- Students with an Emergency/Temporary Accommodation Plan; and

    - Students with limited or no formal education or exposure to technology (e.g., refugee student).

A nonstandard accommodation request should **not** be submitted for students who require an assessment accommodation (e.g., scribe, speech to text, paper testing) per an IEP, Section 504 Plan, CSEP, or Service Plan. Examples of students who may require a nonstandard accommodation are including but not limited to:

- A student with a temporary condition (i.e., broken arm) who requires the use of a scribe or speech-to- text.
- A student who requires paper testing due to a religious reason, limited exposure to technology, or a concussion.
- A student who is unable to directly interact with computers due to religious purposes and requires a scribe or human reader on the ILEARN Checkpoints.
- A student who requires testing at an alternate site or home due to being homebound.
- A student participating in WIDA ACCESS who requires the Handwriting accommodation for the Writing domain and does not have the accommodation indicated on an IEP or Service Plan.
    - Extended testing of a domain over multiple days (EM) is now considered an Administrative Consideration and does not require IDOE approval.

The accommodation:

- Must not alter the construct being measured by the assessment;
- Must align with instructional practices; and
- Must be individualized for the student who needs the accommodation.

Prohibited Modifications and Supports

The following are modifications (rather than accommodations) and are **not allowed for any students at any time on ILEARN, IREAD, and I AM assessments:**

- Reduce the complexity of the language in the directions or test items.
- Use of visual cues or color-coded prompts.
    - If providing sign language interpreter accommodations, it is permissible to to use visual cues, such as, pointing to directions from the TAM on a screen for students.
- Manipulatives for ILEARN or IREAD assessments.
- Tracing paper and/or patty paper.
- Administer the entire assessment in a language other than English except for ILEARN Mathematics, Science, and Social Studies assessments utilizing the designated feature for refreshable braille or Spanish Toggle.
- Sticky notes as scratch/blank paper.
- Music in the background, which includes white noise or calming sounds.
    - If calming noise or music is a typical need for a student participating in I AM, it is permissible to provide music and/or noise in the background.
- Personal items.

- Smart Glasses.
- Facilitated communication.
- Animals as a calming mechanism unless it is a licensed service animal.
    - A Nonstandard Assessment Accommodation Request Form must be submitted and approved by IDOE.

Protocol for the Presence of a Medical or Behavior Support During Testing

Medical Devices

If a student requires a medical device such as a glucose monitor, cell phone, or smart watch for medical reasons, schools must submit the Fidelity Assurance Form to IDOE for documentation purposes and maintain local record of the need. Submitting the Fidelity Assurance form does not require IDOE approval, rather informs IDOE of the support that is required during testing for test security purposes. The medical device should not be visible during testing unless there is a medical need that requires it.

In addition to the TA, a proctor must be present in the testing environment if the student is testing in a small group or whole group setting. The proctor should monitor the student to ensure the medical device is accessed only when needed. If medical attention is required, testing should be paused or stopped for the student. If medical attention or intervention is required, and the student is testing in a whole group setting, a testing irregularity report may be submitted if significant disruption occurred. If the student requires individual testing, the TA must monitor the student and medical device, a proctor is not required for individual testing.

Once testing is complete, the following steps must occur:

- The student's medical device (with parental assistance if needed) should be reviewed to ensure the device was not used as a resource and that no testing information was captured or shared. Examples of what to check on the device, if applicable, includes but is not limited to social media, text messaging, and emails.
- The proctor (or TA) must prepare a signed and dated statement verifying that the student was monitored during testing and that the device was checked after testing, confirming there were no test security concerns.
- The signed and dated statement must be shared with the STC and CTC and kept on file locally for reference in case of IDOE monitoring.

Medical or Behavioral Support Staff

A Nonstandard Assessment Accommodation Request must be submitted for students who require medical and/or behavioral support staff (i.e., daily nurse, paraprofessional, registered behavior technician [RBT]). Upon completion of the request, IDOE will reach out with a non-disclosure agreement that must be completed by support staff before testing occurs. The need for medical or behavioral support staff must be a typical, daily need for the student. Students who require medical or behavioral support staff must be tested individually. Medical and/or behavioral support staff may not administer assessments, provide academic prompting, or influence student responses in any way. The TA must administer the assessment and provide instructions and clarification to student

questions regarding the assessment. Parents and guardians are unable to serve as medical and or/behavioral support during testing.

Required Training for Support Staff

Support staff are required to complete test security and integrity training and local level test training for the specific assessment that is being administered. While support staff are not administering assessments or providing accommodations, they must still be made aware of policies and have a general understanding of the assessment. Their role must remain strictly non-test related to maintain test security and validity. Support staff are not required to complete TA Certification as they do not interact with or view test content.

Section 9: Adaptations and Allowable Supports for ISPROUT and the Indiana Kindergarten Readiness Assessment (IKRA)

ISPROUT Early Learning Assessment Adaptations

The table below includes various examples of adaptations that are allowable for all students participating in ISPROUT.

Table 16. ISPROUT Adaptations

Areas of Functioning	Examples of Adaptations	
Communication	Communication System	• Simplify the language used by adults; use shorter phrases with familiar words. • Become familiar with the child's typical mode(s) of response, which may be subtle movements, eye gaze, gestures, or unique sounds. • Use words the child understands. • Use any signs the child understands or uses. • Use an augmentative or alternative communication system the child understands or uses. • Utilize a translator or translation app
	Sensory Support	• Use visual or tactile cues to support the child's communication.
Hearing	Communication System-Hard of Hearing	• Add use of gestures or signs in communication.
	Sensory Support - Hard of Hearing	• Make sure hearing aids or the auditory amplification system in the classroom are on and working. • Get close to the child and face the child when speaking.
	Sensory Support - Hard of Hearing	• Use the child's system of communication: American Sign Language, Signing Exact English, Cued Speech, etc.

	Sensory Support - Hard of Hearing	● Get the child's attention visually and make sure the child is looking at objects in the environment that are being referenced.
Motor	Positioning - Large Motor	● Place the child in a supported position.
	Adaptive Equipment - Large Motor	● The child may need adaptive equipment for movement, such as a walker or wheelchair. Use of adaptive equipment can require educators to consider room design to ensure children can access materials. ● Intentionally arrange the classroom to allow children using adaptive equipment to move independently through the space and access all learning materials. ● Provide materials that will help the child's posture and stability such as wedges, bolsters, seating systems, and other postural supports.
	Alternate Response Mode - Large Motor	● The child may use different body parts to accomplish a task.
	Time - Large Motor	● The child may move more slowly than peers.
	Positioning - Small Motor	● Place the child in a supported position that will provide stability needed for the most optimal control of movements.
	Adaptive Materials - Small Motor	● Provide materials that will help the child grasp and manipulate the object, such as an adapted spoon and cup or writing tools such as a thick crayon or pencil.
	Alternate Response Mode - Small Motor	● The child may use different body parts to accomplish a task.
	Time - Small Motor	● The child may move more slowly than peers; provide for additional time during activities and routines if needed.

Sensory Sensitivity	Adjust Sensory Input	• Increase, decrease, or provide different tactile, visual, or auditory input. • Allow the child to engage in activities that have been identified to promote sensory regulation, such as swinging for a few minutes before group time or holding a vibrating object during group time.
	Preferred Materials	• Use materials that are preferred by the child and that foster interest and engagement. • Avoid materials or objects that may be aversive to the child because of a characteristic such as touch, light, or sound.
Social/Interactional Functioning	Communication System	• Use any alternative or augmentative communication system or functional communication behaviors the child responds to or initiates.
	Preferred Materials	• Use materials that are preferred by the child even if not typical for the activity.
	Preferred Adult or Peer	• Arrange for proximity/interactions with a preferred peer. • Arrange for proximity of a preferred adult to encourage interactions with others.
Vision	Visual Materials - Low Vision	• Use objects that are large enough for the child to see, high contrast colors, and either extra or redacted lighting depending on the child. • Use adaptive materials such as a light box, magnifiers, and other low vision aids as appropriate. • Place materials in relation to the child such that they are within the child's visual field and at optimal viewing distance.

	Sensory Support - Low Vision	● Provide tactile or physical input when explaining what the child is being asked to do. ● Provide verbal explanations about what the child is being asked to do. ● Make sure glasses are clean and any visual aids are available.
	Orientation and Mobility - Low Vision	● Allow the child to use any beginning orientation and mobility techniques, including scanning, trailing, cane use, and protective techniques, at the level he or she is proficient.
	Alternative Response Mode - Low Vision	● The child may turn head or use head movements to utilize a limited visual field.
	Time - Low Vision	● The child may move more slowly than peers; provide additional time during activities and routines if needed.
	Sensory Support - Blind	● Provide tactile input by letting the child tactilely explore and identify an object prior to being asked to perform an action with it. ● Guide the child physically through an action in order to communicate what is desired, and then observe whether the child can do it without guidance. ● Provide verbal explanations and/or tactile input about what the child is being asked to do.
	Environmental Support - Blind	● Provide boundaries around the space the child is attending to; for example, put materials on a tray. ● Keep the larger environment organized and consistent.
	Orientation and Mobility - Blind	● Allow the child to use any beginning orientation and mobility techniques, including scanning, trailing, cane use, and protective techniques, at the level he or she is proficient.

	Materials - Blind	● When appropriate, use real objects rather than toy representations. ● The child may need to use Braille materials and tools. ● Use materials with tactile or auditory interest.
	Time - Blind	● The child may move more slowly than peers; provide for extra time during activities and routines if needed.

IKRA Allowable Supports

Directions	● Read directions aloud and repeat as many times as needed, either by request of the student or as determined by the teacher. Important: When repeating directions, teachers should not deviate from the item's script. ● Pause while reading directions to ensure the student is attending. ● Redirect the student's attention to an item or a direction.
Item Presentation	● Provide magnification or enlargement of the test items (as many as needed). ● Change the position or orientation of materials to maximize the student's visual engagement (e.g., hold the stimulus booklet at a vertical angle instead of placing it flat on a table). ● Provide audio amplification for verbal directions. ● Provide physical support that maintains all possible answer choices for a given item to improve visual acuity. For example, use a color contrast overlay. ● Allow the student to retake an item, as determined by the teacher, at any point within the test window if the teacher determines that the student's performance was not indicative of his or her typical level of functioning (e.g., due to illness).
Student Response	● Allow the student to point to or verbally indicate a response for an item that asks the student to touch the correct response. ● Allow the student to indicate a corrected or changed response. ● Encourage a response from the student as long as the encouragement is not used as a cue. ● Teachers with students responding in their home language can utilize a translation app without recording the auditory responses.
Setting	● Assess the student in a familiar, comfortable location in the classroom or school. ● Allow the student to move and change locations during a test session.

	● Change the lighting. ● Change the arrangement of the furniture, including allowing the student to stand during a direct assessment activity. ● Provide noise buffers. ● Assess in a setting with minimal visual distractions.
Scheduling	● Use teacher discretion for starting and stopping item and/or section administration. ● Allow the student to initiate starting and stopping item and/or section administration. ● Give as much time as needed to complete an item, unless otherwise indicated in the item directions.

Table 17. Universally Designed Allowances for All Students Unallowable IKRA Supports

The following supports are not considered universally designed allowances and must **not** be used when administering the IKRA.

- Simplify language/words of the script.
- Rephrase, paraphrase, or change the semantics of the script.
- Use more familiar terms or words than those provided in the script.
- Provide visual or auditory cues not indicated in the script (e.g., claps, holding up fingers).
- Substitute or omit words from the script (e.g., skip over words or phrases).
- Provide clues and cues.
- Ask guiding questions not contained in the script.
- Cover or hide some of the item images to eliminate answer choices.
- Change test materials in any way.
- Provide information or prompts about an item beyond what is provided in the item's script.

IKRA Supports for Students with Disabilities

Table 18. IKRA Supports for Students with Disabilities

Selected Response/Performance Task Item	● Use braille to present item content, when appropriate. ● Use sign language to administer the item to a student who is deaf or hard of hearing and uses sign language as his or her mode of communication. ● Allow the student to gesture toward, touch, use eye gaze, or otherwise indicate a response through whatever dominant communication mode/language he or she utilizes, including sign language, sign language approximations, and digital language (e.g., use of augmentative communication device, allowing the student to “show” versus “tell”).
Observational Rubric Item	● Do not penalize the student for the use of varied materials that allow the student to demonstrate the skill independently as stated in the item (e.g., adapted writing utensils). ● The student can use any of the following modes of communication to demonstrate skills and behaviors that imply verbal or spoken language, such as items that use the words express, suggest, communicate, ask, or tell: ○ Sign language (including approximations). ○ Digital language (e.g., use of an augmentative communication device). ○ Gestural language (e.g., head nod, eye gaze).

IKRA Supports for Students who are Multilingual Learners

- Consider multiple modes for demonstrating skills and behaviors if the item implies verbal or spoken language, such as observational rubric items that use the words express, suggest, communicate, ask, or tell.
- Accept multiple means of expression by allowing the student to point to, gesture toward, or touch a response instead of or in addition to providing a verbalized response.

IKRA Administration Protocol for Students who are Deaf or Hard of Hearing

The IKRA has features in printed English and in cases where young deaf/hard of hearing children are not yet reading, American Sign Language (ASL) accommodation by a human signer for the IKRA is provided. Human signers who provide ASL accommodations must follow these procedures during IKRA testing to ensure the standardization of the ASL presentation of the assessments.

“Not Scorable” Option

The “Not Scorable” option is available ONLY for students with disabilities and students who are multilingual learners. Some assessment activities may not be within a student’s abilities given any allowable support. In other words, the skill being assessed may not be appropriate given the student’s disability or level of English language proficiency. Therefore, the skill is considered “Not Scorable.” The “Not Scorable” option should only be considered after universal designed allowances (UDAs) and Level the Fields supports have been used. The rating of “Not Scorable” should only be applied after consultation with the special education or ESOL teacher and it has been determined that the student is not able to access the IKRA item due to his or her disability or the student’s level.

Section 10: Data Upload and Testing Systems

Student data is provided to IDOE and the testing vendor through schools' Indiana-certified SIS. Testing accommodations not provided through IDOE Special Programs must be provided through the Data Exchange Validation Portal with a direct connection from a school's Indiana Certified SIS vendor. Schools that do not utilize an SIS vendor or an Indiana Certified SIS vendor must provide the accommodation data through the Data Exchange Validation Portal by utilizing the Student Indicator (Accommodations) Template.

- Accommodations from IDOE Special Programs are imported to the Test Information Distribution Engine (TIDE) via nightly Data Exchange for students with an IEP, ILP, or Service Plan. Accommodations are pulled from the Data Exchange Validation Portal after IDOE Special Programs submits them from an active IEP or Service Plan. For the data to transfer correctly, the grade listed in Special Programs must match the Student School Association grade. Accommodations are sent based on the information indicated in the Student Profile of the student's most current plan.
- Accommodations for Section 504 Plans, CSEPs, or ILPs (utilized outside of IDOE Special Programs) must be provided via the Data Exchange Validation Portal with a direct connection from a school's Indiana-certified SIS vendor.
- For more information, refer to the Reporting Guide: Student Accommodations section located on the Indiana IDOE Knowledge Hub.

If an accommodation is removed from a student's ILP in IDOE Special Programs, but is still indicated within the school's SIS, the accommodation will still display within TIDE and may create a discrepancy. Accommodations will update in TIDE nightly. Any additions or removals made to assessment accommodations per a recently finalized IEP, ISP, or ILP will update in TIDE within 48 hours.

Demographic Information in TIDE

TIDE receives demographic information (i.e., Special Education, Identified English Learner, Section 504 Plan, and Alternate Tester) from IDOE Special Programs and certified SIS's.

- The **Special Education flag** in TIDE is identified based on the Special Education (SE) Program Record that lands in DEX. Students must have a valid, current SE Program Record for this flag to display in TIDE. If a student is missing this flag in TIDE, schools should confirm the following:
    - There are no errors identified in the SE Program Record Creation report within IDOE Special Programs. If errors are identified, this must be resolved within IDOE Special Programs.
    - End date is past the current date or left blank.
    - The program name is not "undefined." This means that there is a need for an SE Program Record, but the child is not receiving services. This program usually

indicates that a student is under evaluation. A new program record needs to be generated for this student.
    - The IDOE Eligibility flag in the DEX Resource has to be true or identified as a Choice voucher.

- The **Identified English Learner flag** in TIDE is identified based on data from a certified SIS. To confirm that the Identified English Learner flag in TIDE is indicated correctly, schools must check for the following in their student information system (SIS):
    - An active Multilingual Learner program record.
    - An end date that is blank or past the current date.
    - An English Proficiency descriptor (below five).
    - A Program Service that is not Proficient-Additional Evidence Review.
    - Instrument used (indicates the assessment used to obtain the proficiency level).
- The **Alternate Tester flag** in TIDE is used to confirm eligibility for the I AM assessment and ensures correct test deployment for students starting in grade three. This flag will display in TIDE for students starting in grade two, if indicated in a current, finalized IEP or Service Plan.
    - The Alternate Tester flag is dependent on whether a student has accommodations for the I AM assessment and an active SE Program Record.

Data Upload for ILEARN, IREAD, and I AM Assessments

The following table displays how schools' accommodations are uploaded into TIDE for ILEARN, IREAD, and I AM testing. This does not include the accommodations process for the SAT or WIDA.

Table 19. Data Upload for ILEARN, IREAD, and I AM

School Entity	IEPs	Service Plans	CSEPs	504s	ILPs	How Accommodations are Uploaded for StatewideTesting
Public	X	X		X	X	• IDOE Special Programs: IEPs, ILPs, and SPs • SIS: 504s
Non-Public				X	X	• SIS
Choice School			X	X	X	• SIS
Charter School	X	X		X	X	• IDOE Special Programs: IEPs, ILPs

						and SPs ● SIS: 504s

WIDA Assessments: Data Exchange

For WIDA ACCESS annual assessments, identified ELs and associated student demographic information are extracted via Data Exchange in mid-November to populate the Pre-ID file. IEP and non-public Service Plan accommodations are extracted from IDOE Special Programs and incorporated into the Pre-ID file. Section 504 Plan and CSEP accommodations are extracted from the SIS and incorporated into the Pre-ID file. The Pre-ID file is a one time data submission to DRC for the WIDA ACCESS annual testing window. The Pre-ID file populates student data (including accommodations data) and online test registrations in WIDA AMS. The Pre-ID file also generates initial materials orders. EL students without a certified record in Multilingual Learner (DEX-LM) reporting will be excluded from the Pre-ID file. Students whose language is reported as “211 - English” in ED ID, even if reported as EL in the certified DEX-LM data, will be excluded from the Pre-ID file.

Identified ELs not included in the Pre-ID file can be manually added to the ACCESS test administration in WIDA AMS. WIDA-specific accommodations can also be manually updated in WIDA AMS. When manually adding or editing a student in WIDA AMS, demographic data must match the student’s data as it appears in ED ID to prevent data discrepancies in initial reporting. If a student’s language is reported incorrectly in ED ID, a change request to update the language code is required. Additionally, accommodations indicated in WIDA AMS must match the accommodations in the student’s IEP, non-public service plan, CSEP, or Section 504 Plan to prevent testing irregularities and test invalidations.

Note: Students participating in WIDA Screener Online must be manually added or imported by the school in WIDA AMS. There is no data import from IDOE to DRC for the Screener administration, as schools must locally identify which students are eligible to be screened (i.e., potential ELs).

ISPROUT & IKRA: Data Exchange

Data Exchange provides student information to be imported into KReady including:

- Student demographic information
- IDOE Special Programs indication
- Disability Code
- Teacher/class assignment

SAT & College Board Assessments: Data Exchange

Although IDOE will provide data to College Board to register all eligible (i.e., cohort 2027) students for testing, accommodations for College Board assessments are completed independently, and will not flow from IDOE Special Programs or other systems. All accommodations must have College Board approval prior to administering the SAT within the Student Supports and Management

System (SSD Online). Schools should designate one SSD Coordinator to request accommodations and oversee this process.

Appendix A: Read Aloud Accommodation Guidance for ILEARN English Language Arts (ELA)

Read aloud accommodations are defined as someone reading the content of an assessment aloud to a student. Read aloud accommodations may be provided through TTS in a computer-based assessment or they may be provided by a human reader who is trained and qualified. For a computer-administered assessment, the Case Conference Committee (CCC) should consider whether TTS is preferable to a human reader (or vice versa) and list this in each student's IEP, Service Plan, or Section 504 Plan (e.g., "TTS is preferable, but human reader is acceptable"). On a paper and pencil test, it must be provided by a human reader. Providing a read aloud accommodation for all items, including reading comprehension, is not an allowable accommodation in an ILP.

A read aloud accommodation for ILEARN ELA for students is available as an accommodation for students with a documented disability for reading comprehension passages and items.

Providing a read aloud accommodation for all items, including reading passages and items assessing reading comprehension, should be considered carefully, as it can change how students access the content and may influence what the assessment actually measures. For this reason, read aloud accommodations for all items, including items that measure reading comprehension, are appropriate only for a very small number of students with significant, documented barriers related to their documented disability. Teams must thoughtfully evaluate whether this accommodation is appropriate based on individual student needs.

When tests that measure reading comprehension are read aloud to students, the student task is significantly altered, which impacts the score interpretation. Because of this, the TTS and read aloud accommodations *including reading comprehension* should only be used if text cannot be accessed by the student any other way due to a specific documented disability. While teachers may provide extra read aloud support for struggling readers in classroom activities, it is important to consider the criteria described in Table 20 when determining if this accommodation is appropriate for assessments that measure students' reading skills.

The CCC and 504 teams are encouraged to make consistent, appropriate, and defensible decisions regarding the use of read aloud accommodations for each student Teams should amend IEPs and Section 504 plans for students who have been previously designated for read aloud accommodations but do not meet the criteria listed in Table 20.

This guidance is offered to support parents/guardians, the CCC and 504 teams in making decisions that will ensure that state assessments support true scores and continued learning for all students. The questions provided in Table 20 can assist IEP decision-making teams in determining whether it is appropriate to indicate that students in grades three through eight should be provided the reading passages for ILEARN ELA via a TTS or human read aloud accommodation. The questions should be answered by the student's teachers, and by the student himself or herself.

Then, the CCC or 504 team should consider the two sets of provided answers as well as other diagnostic information to make a decision.

Table 20. Guiding Questions with Explanatory Information

Student Name:

Teacher:
Responses in shaded boxes may indicate a need for the text-to-speech or human reader accommodation ***for reading comprehension****. A majority of positive indications should exist rather than one or two marks in the shaded boxes for students to receive the accommodation in grades three through 12 for ELA reading passages. It is assumed that corporations and schools are supporting literacy practices for successful readers as part of daily instruction.*

Question	Yes	No	Comments
1. Does the student have an identified reading disability or health issue that affects the student's decoding, fluency, or comprehension skills? A reading-based disability may affect a student's ability to decode, read with fluency, or a combination of these. Determining the nature of the student's reading challenges can help determine the appropriate intervention approaches as well as needed accommodations during classroom instruction and during assessments. Having a reading-based disability means that there is strong evidence of the persistence of the disability despite intensive, targeted instruction. There should be documentation of the interventions used and formative assessment data on the effect of each intervention. Evidence of a reading-based disability should have been documented in kindergarten through grade two and reflected in such difficulties as difficulty learning letters or letter sounds, difficulty in learning sight words, and difficulty in phoneme blending. These and other data (for example, student work) should be reviewed by the CCC or Section 504 Plan team to consider the access effects of the use of the accommodation. TTS or the read aloud accommodation is meant to provide access to the text, not to disguise reading challenges that should be addressed through intervention and additional learning opportunities. A student who is a struggling reader has the right to receive data about their reading ability that will support intervention and appropriate program placement to encourage the continued growth of their reading skills. Being a struggling reader is not an appropriate rationale for assigning TTS or read aloud accommodation for ILEARN ELA in grades three through eight.			

2. Have interventions been used over time (e.g., several years) to improve the student's decoding, fluency, or comprehension skills? If so, what approaches have been used to strengthen the student's decoding, fluency, or comprehension skills? Documentation of the approaches that have been taken to strengthen the student's decoding, fluency, or comprehension skills is an important step in determining whether a read aloud accommodation is needed. This documentation should include specific dates with progress monitoring data and interventions implemented. It should demonstrate that continuous, intensive interventions have not been successful in improving student decoding, fluency, or comprehension performance. Only if this can be demonstrated should the TTS or read aloud accommodation be considered for the student.			
3. Does the student use TTS or receive a read aloud accommodation during instruction? Students with significant disability-related barriers to accessing text usually have demonstrated these barriers over an extended period. As a result, for instructional purposes, they have used the TTS or read aloud accommodation during instruction to gain access to text. They also may have membership in an organization such as Bookshare, or regularly use assistive technology software to provide them access to text. If the student has not been provided these types of accommodations during instruction, they should not be provided during the assessment.			
4. Does the student use TTS or receive the human reader accommodation during formative assessments? Another indicator of the need for TTS or read aloud for ILEARN ELA reading passages is that the student regularly receives the accommodation during formative assessments.			

5. Does someone (e.g., teacher, paraprofessional, another student, parent) regularly read aloud to the student in school? A possible supporting indicator of the need for TTS or the read aloud accommodation is that the student typically is read to instead of the student reading for himself or herself. This indicator should be used with caution. It should not just be because students with disabilities are typically provided text-to-speech or a read aloud accommodation. Instead, it should be that someone reads aloud to the student, rather than the student reading for himself or herself, because it has been determined that the student will lack access to important information due to significant barriers to decoding, fluency, or comprehension. Even when this is the case, it does not necessarily mean that the student should receive the TTS or read aloud accommodation for ILEARN 3-8 ELA. There is a risk that some students who are regularly read aloud to in school may not have had appropriate access to high-quality reading instruction; this needs to be ruled out when using read aloud in school as a supporting indicator. Further, instruction should always strive to increase the student's independent reading.			
6. Is this student recently blind or does this student have a significant visual impairment? If so, is the student learning to read braille? A student who is learning to read braille should be assessed in grades three through eight with the braille form of the assessment or additional accommodations and features (i.e., braille embosser, print on demand), so that an accurate measure of his or her reading and comprehension skills is obtained. If the student has not learned to read braille, providing the ILEARN ELA reading assessment passages through TTS or read aloud is appropriate.			

7. Does the student have other needs that might be accommodated by the provision of the TTS or read aloud accommodation? In the past, some educators attempted to monitor the pace at which a student went through an assessment by providing the read aloud accommodation. Pacing involved adjusting how fast the administrator read an item, the punctuation used as he or she read, and how much time was provided between each item to allow the student to respond. This is not an appropriate reason to provide the TTS or read aloud accommodation because it alters what the assessment is measuring. Sometimes a student with a disability that is unrelated to reading will struggle to achieve reading skills. It is important to remember that all students have the right to receive accurate data about their reading ability that will support intervention and appropriate program placement to encourage the continued growth of their reading skills. Students with other learning needs should not be provided the TTS or read aloud accommodations for the ELA reading passages. Decision-making teams should recognize that beginning readers struggle for a variety of reasons. Thus, the team must use student data on the effect of the accommodation during instruction to decide whether the child's struggles are due to the disability. By providing TTS (text-to-speech) and read aloud accommodations only to students with documented reading-based disabilities or blindness (for those who have not learned braille), and not to students with other learning needs, the assessment system can generate data that more accurately reflects the specific skills and areas that need to be addressed for students with other disabilities. This targeted approach helps ensure that support and interventions are aligned with each student's actual needs. A student with dyslexia, a language-based disability that affects the ability to accurately and fluently decode and comprehend written words, may continue to struggle with grade-level reading material despite ongoing support. In this case, the IEP or 504 team reviews data showing that, when provided with TTS or read aloud accommodations during instruction and assessments, the student is able to demonstrate knowledge and skills that are otherwise inaccessible due to the disability. In this instance, the provision of TTS or read aloud could be appropriate because it directly addresses the student's documented language-based disability (such as dyslexia), rather than other unrelated learning needs.			

Appendix B: Frequently Asked Questions

Table 21. TIDE Accessibility and Accommodation Related Questions

Number	Question	Answer
1	How do accommodations flow to TIDE this year? How long does it take to show in TIDE?	Assessment accommodations indicated in a current, finalized IEP, ILP, or Service Plan will flow from IDOE Special Programs to Data Exchange through the API. Accommodations will update in TIDE within 48 hours.
2	Is there a way to confirm the accommodations flowing through the API between IDOE Special Programs and DEX?	The Reporting and Confirming Assessment Accommodations document explains how schools can review, export, and verify student accommodation data from Data Exchange (DEX) to ensure accommodations are accurately reflected in TIDE before testing.
3	Will schools continue to have access to update accommodations directly in TIDE?	The API connection for accommodations has been reactivated for the 2026-2027 school year. As a result, CTCs and STCs no longer have the ability to update accommodations directly in TIDE. Schools may opt to select one or more staff members to serve as an Accommodations Manager (AM) to support the management of student accommodations in TIDE, as needed. This role is optional and is intended to streamline accuracy and oversight of accommodation data. Before access to this role is granted, individuals must complete the Accommodations Manager Training and sign the Accommodations Manager Agreement.
4	What are the benefits to having an	The Accommodations Manager role offers schools enhanced oversight and greater flexibility to ensure accommodations are accurately reflected in TIDE, which could contribute to less test irregularities related to accommodations.

	Accommodations Manager in TIDE?	When a student enrolls in the district at the end of the test window and their formal plan (e.g. CSEP, Service Plan) has been finalized following a move-in conference, there may not be sufficient time for the student's information to flow through the usual API processes. In these situations, waiting for automated accommodation updates in TIDE could result in the student not receiving the required accommodations during an assessment. The AM can manually turn on the accommodations instead of relying solely on the API, which can take 24-48 hours for accommodations to display in TIDE. If the data flowing through the API is incorrect, the AM can manually edit accommodations in TIDE so that students are able to test with the appropriate accommodations while necessary staff work to resolve any outstanding data issues. In these cases, the AM acts as an interim safeguard, making manual adjustments in TIDE so that students' accommodations accurately reflect their formal plans (e.g. IEPs,ILPs), even if the data flowing through the API contains errors. This approach allows students to participate in assessments without unnecessary delays, while the underlying data discrepancies are addressed by technical or administrative staff.
5	Who do I contact regarding concerns with accommodations?	For Indiana-specific accommodation policy questions, please contact the Office of Student Assessment. For questions related to accommodation functionality within the Test Delivery System (TDS), paper test orders, or accessibility training published by Cambium, please reach out to the Indiana Assessment Help Desk.
6	If a student starts an online assessment without correct accommodations, should schools invalidate the assessment before submitting a TIR?	Test Administrators (TAs) must pause the student's assessment immediately and contact their School Test Coordinator (STC). The STC should then reach out to the Corporation Test Coordinator (CTC), who will consult with IDOE for guidance on next steps. In many cases, the online assessment can be reset so the student may restart the assessment with the appropriate accommodations in place. While awaiting direction from IDOE, schools should verify that the accommodation is accurately documented in the student's current IEP, ILP, Service Plan, and/or SIS, as applicable.

7	Why are universal features not in TIDE?	Universal features, both embedded and non-embedded, do not appear in TIDE because they are available to all students. Embedded universal features are built into the Test Delivery System (TDS) and will automatically be accessible during testing for students to use at their discretion. Non-embedded universal features are provided locally by the school and should be offered to all students as part of standard test administration.
8	Why is TTS Tracking turned on for all students, including students who are not alternate testers?	All students, whether they are alternate testers or not, have text-to-speech tracking in TIDE automatically defaulted ON. There is no need to toggle text-to-speech tracking off as it will not affect students who are taking ILEARN and IREAD. This does not affect I AM participation numbers.
9	Why are there three TTS accommodations in TIDE for ILEARN ELA?	There are three TTS accommodations in TIDE for ILEARN ELA because each one activates a different component of the read-aloud system: items, passages, and the overall TTS tool. All three must be selected for students who require TTS including reading comprehension. This structure exists because TIDE's accommodations map to how individual items and passages are tagged in the system, so the three selections together ensure the full accommodation is delivered as intended.

Table 22.General Accessibility and Accommodation Questions

Number	Question	Answer
1	What are accommodations versus modifications? Why aren't modifications allowed for statewide assessments?	Accommodations meet students' specific needs and enable their work to be a more valid measure of what the students know and can do. Accommodations do not reduce or change learning expectations or standards. Modifications refer to practices or materials that change, lower, or reduce state-required learning expectations. Modifications may change the underlying construct of an assessment. Examples of modifications include: ● requiring a student to learn less material (e.g., fewer objectives);

		● reducing or revising assignments and assessments (e.g., complete only the easiest questions, remove some of the answer options); ● using an accessibility support that invalidates the intended construct; and ● giving a student hints or clues to the correct responses on assignments and assessments. If modifications are deemed necessary in instruction, students and parents or guardians must be made aware that these modifications will not be provided on the state assessments. Providing a modification during a statewide assessment will result in a test irregularity and test invalidation.
2	Should the same accommodations be given each year to a student?	Accommodations should be reviewed and selected based on the student's current needs, rather than carried forward automatically from year to year. Each accommodation should be thoughtfully evaluated to ensure it continues to support the student appropriately and aligns with their present instructional and assessment needs.
3	How is testing completed for a newly enrolled student in an open test window?	When a student enrolls with an existing, active Individualized Education Program (IEP), the receiving school must provide comparable assessment accommodations from the previous IEP while the move-in process is underway. ● If the move-in process is completed before the end of a test window, and a new IEP has been implemented, the student should participate in testing with the accommodations documented in the newly implemented IEP. ● If the move-in process is not completed before the end of the testing window, the student must test using comparable assessment accommodations from the previous IEP. IDOE Special Programs has implemented a 10-day grace period to ensure continuity of assessment accommodations for students transferring to a new school or district. On day 11, schools will be required to implement the newly created IEP to ensure students receive assessment accommodations.
4	What accessibility and accommodations	All roles are required to complete the Accessibility Training Module published by Cambium on the Indiana Assessment Portal. CTCs, STCs, and NPSTCs are required to complete the IDOE published accessibility training located in the Test Coordinator's Corner in Moodle. All TAs providing assessment

	training is required for CTCs, NPSTCs, STCs, AMs and TAs?	accommodations for students should be provided IDOE published accessibility and accommodations training by the CTC, STC, or NPSTC in either the form of a meeting or to review and complete individually. CTCs, STCs, and NPSTCs must maintain documentation of completion of the accessibility training. AMs must complete the Accommodations Manager Training and sign the Accommodations Manager Agreement.
5	What do I do if a student needs an accommodation due to a temporary or emergency condition (i.e., broken arm)?	School corporations may provide testing accommodations to a student with a temporary condition, such as a broken arm or concussion, when that condition prevents the student from participating in a state-required assessment in the way the student would normally participate. If such an instance occurs, the school must develop an Emergency/Temporary Accommodation Plan under 511 IAC 5-2-4(b) or Individual Health Plan that describes the accommodation(s) the student will utilize during testing. More information can be found in Section 8: Special Circumstances and Nonstandard Accommodations.
6	Is there a way to show a parent what a designated feature or accommodation will look like on the assessment?	If, during a CCC meeting, a parent or guardian requests to see how an embedded designated feature or accommodation functions, the CCC may use the Released Items Repository (RIR) located on the Indiana Assessment Portal to demonstrate it. A guest user and guest session can be generated within RIR, allowing the team to select and preview the applicable features and accommodations for specific assessments and grade levels.
7	Why are bilingual word-to-word dictionaries not allowed for ILEARN ELA or IREAD?	Bilingual word-to-word dictionaries are not allowed on ILEARN ELA and IREAD because these assessments are designed to measure how well students can read and understand English. Using a bilingual word-to-word dictionary would give support that goes beyond the skills the assessment is meant to check, since it could help students look up words instead of showing what they understand in English. Keeping the assessment free from translation tools helps ensure that results reflect each student's true English reading ability.
8	Why are calculators only allowed for grades six through	Calculators are not permitted on ILEARN Mathematics in grades three through five for any student, including those with disabilities. TDS does not allow an online calculator at these grade levels, and students must not be provided a handheld calculator. This policy reflects Indiana's focus on developing foundational computation and algebraic thinking skills in the elementary grades.

	eight for ILEARN Mathematics?	This decision is grounded in Indiana's emphasis on asset-based learning, which prioritizes helping students build strong conceptual understanding and flexible problem-solving strategies. At the elementary level, students benefit from repeated opportunities to develop and apply mental and written computation strategies rather than relying on calculators. These approaches support long-term mathematical development and align with the foundational computation and algebraic thinking standards measured in grades three through five. Students may still use supports such as a hundreds chart or a 9×9 multiplication table when appropriate, as these tools reinforce strategy use without replacing the underlying skills being assessed. For ILEARN Mathematics in grades six through eight, calculators become developmentally and instructionally appropriate. All students automatically receive access to an online calculator for calculator-allowed items, and calculator use aligns with the increased complexity of middle-grade mathematics standards. If a student with a disability requires calculator access beyond what is universally available, such as an online or handheld calculator for all items, this must be documented in a formal plan (IEP, Service Plan, or Section 504 Plan). It is also important to note that calculator policies differ across state assessments. All students participating in I AM (grades three through 10) and ILEARN Science (grades four, six, and Biology) receive an online calculator for all items, and handheld calculators are available as a universal feature without needing to be written into a formal plan.
9	Are 12x12 multiplication tables allowed for ILEARN and I AM assessments?	Indiana provides a 9×9 multiplication table as an accommodation on ILEARN for students when the case conference committee determines it is appropriate. This accommodation aligns with Indiana's academic standards, which require students to become fluent with multiplication and division facts from 0-10 rather than the 0-12 range used in many other states. Research strongly supports the idea that students with disabilities can learn and apply computation and fact-fluency strategies with the right instructional support. Effective mathematics instruction for these students includes explicit modeling, clear explanations, thoughtfully sequenced examples, guided practice with immediate feedback, and sustained scaffolding over time. While students with disabilities may require more time to build fluency, it is important that they continue to have opportunities to learn and apply these strategies rather than relying on expanded reference tools.

		Indiana's decision to maintain a 9×9 table also aligns with practices in other states that are not Common Core aligned, several of which use the same limit, and in some cases, apply additional eligibility requirements. When this accommodation was established, a stakeholder committee consisting of educators experienced in supporting students with disabilities, along with the IDOE Assessment Technical Advisory Committee, reviewed the issue and confirmed that a 9×9 table was the appropriate and instructionally consistent choice. To support educators working with students who struggle with fact fluency and computation, corporations are encouraged to provide ongoing professional learning aligned with research-based practices. The National Center on Intensive Intervention offers high-quality resources, including sample mathematics lessons and the Intensive Intervention in Mathematics course. The Whole Number Content for Intensive Intervention modules are especially useful for building fact-fluency and computation strategies that complement the 9×9 table accommodation.
10	Can a student be exempt from all four WIDA domains?	Federal law under the Every Student Succeeds Act (ESSA) requires that all English learners, including those with disabilities, participate meaningfully in each of the four WIDA English language proficiency domains: Listening, Speaking, Reading, and Writing. WIDA guidance further specifies that domain exemptions should be considered **only in rare cases**, and **only after all appropriate accessibility features and accommodations have been implemented.** A wide range of accommodations are available to ensure that students with disabilities can access each domain in a way that addresses their individual needs without changing what the assessment is intended to measure. A domain exemption may be requested only when a student cannot meaningfully participate in a specific domain even with all allowable accommodations in place, and when this inability is clearly documented as a result of a significant disability. **Exemptions from all four domains are not permitted under federal law or WIDA policy**.

11	Why is paper testing not permitted for ILEARN Checkpoints?	The ILEARN ELA and Mathematics Checkpoints are available online only. This supports the adaptive design of the assessments, which relies on the computer-based system to adjust item difficulty in real time based on student responses. Providing the checkpoints online also enables schools to receive immediate, actionable data that can be used to inform instruction, guide interventions, and monitor student progress throughout the year. The combination of adaptive functionality and real-time reporting makes online administration essential to the purpose and design of the Checkpoints.
12	What is read aloud on IREAD to students with text-to-speech?	Due to IREAD measuring a student's ability to read and comprehend literary and non-fiction text, students with text-to-speech on IREAD will only have general directions read aloud as these directions are unrelated to what the assessment measures.
13	Why does the human reader and sign language interpreter accommodation for IREAD require a paper assessment?	A read-aloud script is required for IREAD to preserve the validity of the assessment and maintain test security. Because IREAD measures foundational reading skills, standardized scripts protect the security of test content and ensure that read-aloud accommodations do not alter what the assessment is designed to measure.

Appendix C: Assessment Calculator Policy

ILEARN Checkpoints

- Students taking the ILEARN Mathematics Checkpoint in grades three through five will have a single, non-calculator section for all Checkpoints. Calculators must not be provided for grades three through five.
- For students in grades six through eight, segmentation and calculator allowability will differ between Checkpoints due to the different calculator and non-calculator standards that are assessed on each Checkpoint.
- Students in grades six through who require the online calculator for all items accommodation will receive an online calculator for both the non-calculator and calculator portions of the ILEARN Mathematics Checkpoints.
- Students in grades six through eight with an adaptive and/or handheld calculator for all items accommodation may use their adaptive or handheld calculator for both the non-calculator and calculator portions of the ILEARN Mathematics Checkpoints.

More information regarding calculator usage can be found in the ILEARN TAM on the Indiana Assessment Portal.

ILEARN Summative

IDOE provides the table below to delineate calculators that may be used on the ILEARN Mathematics and Science summative assessments for specific student populations. This table includes information for students with IEPs, Section 504 Plans, Service Plans, and/or CSEPs.

Table 23. ILEARN Mathematics and Science Summative Assessment Calculator Usage Chart

Mathematics Assessment	General Education Students	Students with IEPs, Section 504 Plans, Service Plans, and/or CSEPs
Grades 3-5	No calculator allowed.	No calculator allowed.
Grade 6	Online Desmos four-function calculator during calculator segments.	Students may use a four-function handheld or adaptive calculator* if listed as an accommodation for calculator segments.
		Students may use a four-function handheld or adaptive calculator* if listed as an accommodation for calculator segments for all items.

		Students may use the online (embedded) Desmos four-function calculator and/or a handheld/adaptive calculator for all items if the case conference committee determines the accommodation is appropriate based on students' individual needs.
Grades 7-8	Online Desmos scientific calculator during calculator segments.	Students may use a scientific handheld/adaptive calculator if listed as an accommodation for calculator segments and performance tasks only.
		Students may use the online (embedded) Desmos scientific calculator and/or handheld/adaptive calculator for all items if the case conference committee determines the accommodation is appropriate based on students' individual needs.
Science Assessments	**All Students (General Education and Special Education)**	
Grades 4-6	• Online Desmos four-function calculator for all items • Adaptive and/or handheld calculator for all item	
Biology	• Online Desmos scientific calculator for all items • Adaptive and/or handheld calculator for all item	

*IDOE understands that four-function calculators may be difficult to procure, and those available for purchase may have additional features, such as percentage, positive/negative, or memory functions that do not provide additional benefit. Contact IDOE's Office of Student Assessment with questions regarding appropriate calculators for the assessment.

Assigning Calculator Use Accommodation for All Mathematics Items

Calculator accommodations on all mathematics items for ILEARN 6-8 may be assigned locally based on decisions made by the case conference committee. The evidence and data presented must indicate the student has a lifelong inability to compute and reason using general numerical principles (e.g., number sense) without support as indicated by challenges with long-term application of computational strategies or additional long-term deficits.

Framework to guide conversations regarding the assignment of this accommodation:

- Does the local school or corporation have well-documented evidence of difficulty in mathematics calculation and/or mathematics problem solving even with the implementation of evidence-based strategies done with fidelity?

- Does the student have a recent educational eligibility that would impact the student's ability to accurately and effectively compute or numerically reason?

I AM

The online Desmos four-function calculator is provided through TDS to all students during I AM Mathematics and Science assessments for all items.

Students may use a handheld or adaptive calculator with or in place of the online calculator. Use of a handheld or adaptive calculator is a universal feature available for all students.

Additional Calculator Guidance for All Assessments

- Pocket organizers, handheld computers, laptop computers, digital tablets, electronic writing pads, phones, math applications, smart watches, and digital music players are prohibited for use as a calculator on all statewide assessments.
- The memory, stored programs, and applications in each personal calculator should be cleared before and after testing. Students should be told prior to the test day to store all software and data they wish to save on a computer or calculator not being used for the assessment.
- Sharing of calculators during a test session is prohibited.

Appendix D: Comprehensive List of Available Universal Features, Designated Features, and Accommodations

Table 24 provides a comprehensive list of all available universal and designated features and accommodations for statewide assessments (I AM, ILEARN, and IREAD). This appendix may be used during case conference committee (CCC) meetings to quickly reference more information about each feature and accommodation as discussion occurs. The Released Items Repository (RIR) can also be used to show the CCC what the embedded accommodations and features look like and how they function; to do this, users will need to sign in as a guest student and enter a guest session.

Table 24. List of All Available Features and Accommodations

Embedded Universal Features	I AM	ILEARN ELA	ILEARN Math	ILEARN Science	ILEARN Social Studies	IREAD
English Dictionary or Thesaurus		✔ Performance Task Only				
Expandable Passages	✔	✔	✔	✔	✔	✔
Notepad		✔	✔	✔	✔	✔
Highlighter	✔	✔	✔	✔	✔	✔
Line Reader	✔	✔	✔	✔	✔	✔
Mark for Review	✔	✔	✔	✔	✔	✔
Online Calculator for All Items	✔			✔		
Online Calculator for Allowed Items			✔			

Rich Text Writing Tools		✔ Performance Task Only				
Embedded Universal Features	**I AM**	**ILEARN ELA**	**ILEARN Math**	**ILEARN Science**	**ILEARN Social Studies**	**IREAD**
Strikethrough	✔	✔	✔	✔	✔	✔
Text-to-Speech	✔					
Tutorials	✔	✔	✔	✔	✔	✔
Zoom	✔	✔	✔	✔	✔	✔
Non-Embedded Universal Features	**I AM**	**ILEARN ELA**	**ILEARN Math**	**ILEARN Science**	**ILEARN Social Studies**	**IREAD**
Adaptive and/or Handheld Calculator	✔			✔		
Additional Breaks	✔					
English Dictionary or Thesaurus		✔ Performance Task Only				
Headphones or Noise Buffers	✔	✔	✔	✔	✔	✔
Individual Testing	✔					
Read Aloud to Self	✔					
Scratch Paper	✔	✔	✔	✔	✔	✔

Embedded Designated Features	I AM	ILEARN ELA	ILEARN Math	ILEARN Science	ILEARN Social Studies	IREAD
Color Contrast	✔	✔	✔	✔	✔	✔
Embedded Designated Features	**I AM**	**ILEARN ELA**	**ILEARN Math**	**ILEARN Science**	**ILEARN Social Studies**	**IREAD**
Low Vision & Refreshable Braille		✔	✔	✔	✔	
Masking	✔	✔	✔	✔	✔	✔
Mouse Pointer	✔	✔	✔	✔	✔	✔
Spanish Toggle			✔	✔	✔	
Text Size	✔	✔	✔	✔	✔	✔
Text-to-Speech			✔	✔	✔	
Text-to-Speech Tracking	✔					
Visual Human Reader						✔
Non-Embedded Designated Features	**I AM**	**ILEARN ELA**	**ILEARN Math**	**ILEARN Science**	**ILEARN Social Studies**	**IREAD**
Access to Sound Amplification System	✔	✔	✔	✔	✔	✔
Assistive Technology to Magnify/Enlarge	✔	✔	✔	✔	✔	✔
Color Acetate for Paper Assessment	✔	✔	✔	✔	✔	✔

Dry Erase Board	✔	✔	✔	✔	✔	✔
Highlighter for Paper Assessment	✔	✔	✔	✔	✔	✔
Human Reader	✔					
Non-Embedded Designated Features	**I AM**	**ILEARN ELA**	**ILEARN Math**	**ILEARN Science**	**ILEARN Social Studies**	**IREAD**
Individual Testing		✔	✔	✔	✔	✔
Small Group Setting	✔	✔	✔	✔	✔	✔
Special Equipment for Viewing Test	✔	✔	✔	✔	✔	✔
Special Lighting Conditions	✔	✔	✔	✔	✔	✔
Preferential Seating	✔	✔	✔	✔	✔	✔
Time of Day for Testing Altered	✔	✔	✔	✔	✔	✔
Embedded Accommodations	**I AM**	**ILEARN ELA**	**ILEARN Math**	**ILEARN Science**	**ILEARN Social Studies**	**IREAD**
Audio Transcriptions		✔				
Closed Captioning		✔				
Hard of Hearing Feature		✔		✔		
Hard of Hearing Form						✔

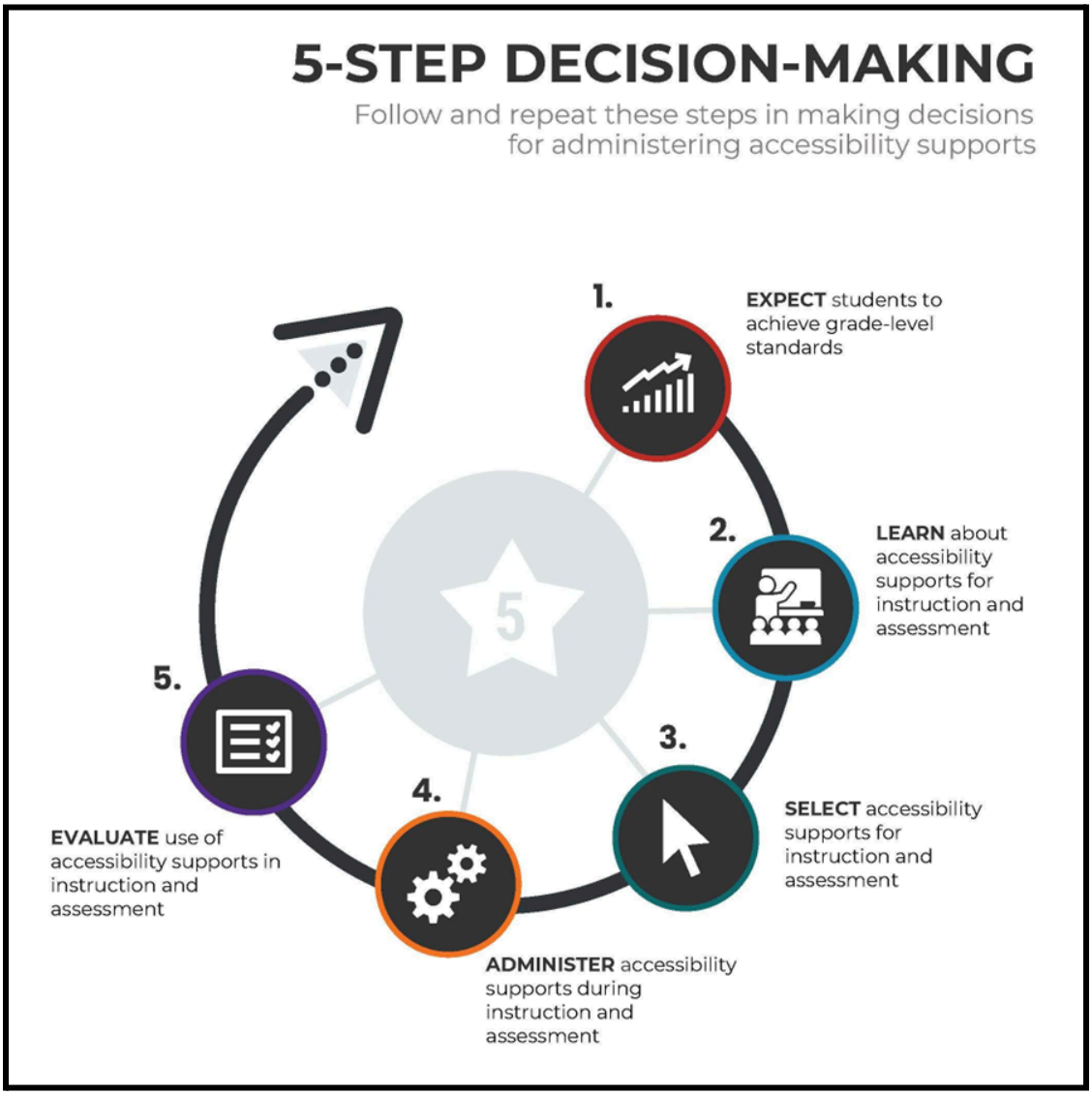
Hundreds Chart	✔		✔	✔		
9x9 Multiplication Table	✔		✔	✔		
Online ASL Videos		✔				
Online Calculator for All Items			✔			
Embedded Accommodations	**I AM**	**ILEARN ELA**	**ILEARN Math**	**ILEARN Science**	**ILEARN Social Studies**	**IREAD**
Permissive Mode	✔	✔	✔	✔	✔	✔
Print on Demand	✔	✔	✔	✔	✔	✔
Refreshable Braille		✔	✔	✔	✔	
Speech-to-Text		✔ Summative Only	✔ Summative Only			
Streamline Format	✔	✔	✔	✔	✔	✔
Text-to-Speech (Except Reading Comprehension)		✔				✔
Text-to-Speech (Including Reading Comprehension)		✔				
Word Completion		✔	✔	✔	✔	
Non-Embedded Accommodations	**I AM**	**ILEARN ELA**	**ILEARN Math**	**ILEARN Science**	**ILEARN Social Studies**	**IREAD**

Abacus			✔	✔		
Access to Own Resources	✔					
Adaptive or Handheld Calculator for Allowed Items			✔			
Adaptive or Handheld Calculator for All Items			✔			
Non-Embedded Accommodations	**I AM**	**ILEARN ELA**	**ILEARN Math**	**ILEARN Science**	**ILEARN Social Studies**	**IREAD**
Additional Breaks	✔	✔	✔	✔	✔	✔
Alternate Indication of Response	✔	✔	✔	✔	✔	✔
Bilingual Word-to-Word Dictionary			✔	✔	✔	
Braille Booklet	✔	✔ Summative Only	✔ Summative Only	✔	✔	✔
Braille Embosser		✔	✔	✔	✔	
Braille Transcription for Audio Items		✔				
Human Reader (Except Reading Comprehension)		✔	✔	✔	✔	✔
Human Reader (Including Reading Comprehension)	✔	✔				

Hundreds Chart			✔	✔		
Large Print Booklet	✔	✔ Summative Only	✔ Summative Only	✔	✔	✔
9x9 Multiplication Table			✔	✔		
Print Booklet	✔	✔ Summative Only	✔ Summative Only	✔	✔	✔
Non-Embedded Accommodations	**I AM**	**ILEARN ELA**	**ILEARN Math**	**ILEARN Science**	**ILEARN Social Studies**	**IREAD**
Read Aloud to Self		✔	✔	✔	✔	✔
Refreshable Braille		✔	✔	✔	✔	
Scribe	✔	✔	✔	✔	✔	✔
Sign Language Interpreter (Except Reading Comprehension)		✔	✔	✔	✔	✔
Sign Language Interpreter (Including Reading Comprehension)	✔	✔				
Speech-to-Text		✔ Summative Only	✔ Summative Only			
Word Completion		✔	✔	✔	✔	

Appendix E: Five-Step Decision-Making Process for Administering Accessibility Supports

The Council of Chief State School Officers (CCSSO) Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students highlights the five-step decision making process that can be used to make optimal accessibility decisions for students who need accessibility supports for instruction and assessment.



Appendix E is an adaptation of the following National Center on Educational Outcomes report commissioned and published by CCSSO: Lazarus, S., Goldstone, L., Wheeler, T., Paul, J., Prestridge, S., Sharp, T., Hochstetter, A., and Warren, S. (2021). *CCSSO Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students*. The Council of Chief State School Officers (CCSSO).

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Appendix F: Questions to Ask When Selecting Statewide Assessment Accessibility Supports

The following questions can be used to guide the initial selection of appropriate accessibility supports and to revisit the usefulness of current supports:

Questions	Yes	No	Comments
Are accessibility decisions based on individualized student needs (e.g., English language proficiency, disability needs) rather than on what is easiest, what other students are using, or what might provide a student with a potential advantage?			
Do the supports reduce the effect of the student's disability and/or language barrier in ways that facilitate access to content and demonstration of learning?			
Are the instructional and assessment accommodation(s) documented in the student's IEP, ILP, Service Plan, CSEP, or Section 504 Plan? Can it be confirmed that only documented supports are being used?			
Have universal features been previously employed (if allowable)? Have those features which are distracting been deactivated?			
Are selected designated features and accommodations based on multiple stakeholders' input instead of unilateral or blanket decisions?			
Have decisions about designated features and accommodations been made prior to the assessment day to ensure that the various combinations of supports will work effectively?			
Have specific questions been answered about "Where, When, Who, and How" regarding the provision of supports to be sure they will be used appropriately on assessments?			

Have current Indiana accessibility policies been reviewed? Are the implications of selections understood?			
Have supports used by the student been evaluated and selected appropriately? (Versus selecting every support on a checklist simply to be “safe” or assuming that the same supports are appropriate year after year.)			
Are the supports to be used during assessments also being used for classroom instruction, to enable students to learn and practice each support before the testing date?			

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Appendix G: Post-Assessment Accommodations Survey

This survey helps students reflect on the designated features and accommodations they used during statewide assessments. Their feedback can help educators and case conference committees understand whether supports were effective and identify improvements for future testing.This survey is optional and intended as a reflection resource.

Designated Features and Accommodations

(Check all that apply to the student)

Designated Features	Accommodations*
▢ Color Contrast ▢ Low Vision/Refreshable Braille Presntation ▢ Masking ▢ Mouse Pointer ▢ Spanish Toggle ▢ Text Size ▢ Text-to-Speech (ILEARN non-ELA subjects) ▢ Text-to-Speech Tracking ▢ Access to Sound Amplification ▢ Assistive Technology to Magnify/Enlarge ▢ Color Acetate Film for Paper Assessment ▢ Dry Erase Board ▢ Highlighter for Paper Assessment ▢ Human Reader (I AM) ▢ Individual Testing ▢ Small Group Testing ▢ Special Furniture or Equipment ▢ Special Lighting Conditions ▢ Preferential Seating ▢ Special Lighting Conditions ▢ Time of Day for Testing Altered	▢ Audio Transcriptions ▢ Braille Embosser ▢ Closed Captioning ▢ Hundreds Chart ▢ 9x9 Multiplication Table ▢ Online ASL Videos ▢ Online Calculator for All Items ▢ Adaptive/Handheld Calculator for Allowed Items ▢ Adaptive/Handheld Calculator for All Items ▢ Print on Demand ▢ Refreshable Braille ▢ Speech-to-Text ▢ Streamline Format ▢ Text-to-Speech (Except Reading Comprehension) ▢ Text-to-Speech (Including Reading Comprehension) ▢ Word Completion ▢ Abacus ▢ Alternate Indictation of Response ▢ Bilingual Word-to-Word Dictionary ▢ Paper Booklet (Regular, Large Print or Braille) ▢ Braille Transcriptions ▢ Human Reader (Except Reading Comprehension) ▢ Human Reader (Including Reading Comprehension) ▢ Read Aloud to Self ▢ Scribe ▢ Sign Language Interpreter (Except Reading Comprehension) ▢ Sign Language Interpreter (Including Reading Comprehension) ▢ Access to Own Resources ▢ Additional Breaks

**Some accommodations are not included because they are not used by the student independently (e.g., permissive mode, hard of hearing form).*

Student Reflection Questions

When asking students these questions, please remind them not to discuss or describe any specific test items or test content they encountered during the assessment.

Student: _____ *Grade:* _____ *Date:* _____

1. Did these tools help you?

2. Which tools helped you the most?

3. Which tools helped you the least?

4. Were any tools difficult to use? If so, which ones?

5. Would you want to use these tools again on future assessments? Why or why not?

6. Are there any tools you didn't use that you think might help you next time?