

INDIANA DEPARTMENT OF EDUCATION

2021-2022 ACCESSIBILITY AND ACCOMMODATIONS INFORMATION FOR STATEWIDE ASSESSMENTS



Table of Contents

Introduction	2
Section 1: Universal Features	5
Section 2: Designated Features	9
Section 3: Accommodations	13
Section 4: English Language Proficiency Assessments	26
Section 5: SAT Universal Features and Accommodations	32
Section 6: Specific Testing Protocol	36
Section 7: Special Circumstances and Non-Standard Accommodations	42
Section 8: Multilingual Features and Accommodations	45
Section 9: Data Upload and TIDE	48
Appendix A: Guidance Regarding Read Aloud for Students	50

Introduction

The Indiana Department of Education's (IDOE's) Accessibility and Accommodations Information for Statewide Assessments is intended for school-level personnel and decision-making teams as they prepare for and implement Indiana state assessments. Information is provided for school personnel as a reference to inform school personnel about universal features, designated features, and accommodations for those students.

Federal and state laws require that all students, including students with disabilities and students with limited English proficiency, participate in statewide assessments to hold schools accountable for the academic performance of students according to Indiana Code (IC) IC 20-32-5.1-1 *et. seq.*, and Sec.1111(b)(2)(B)(i)(II) of ESSA (codified at 20 U.S.C.A. § 6303b) Indiana Code Title 20.

IDOE recognizes that the validity of assessment results depends on the utilization of appropriate universal features, designated features, and accommodations, when needed, based on the constructs being measured by the assessment. This is reinforced through the process of developing these next-generation assessments to measure students' knowledge and skills as they progress toward college- and career-readiness. IDOE takes systematic steps through item development and content presentation to ensure accessibility is interwoven in all stages of assessment delivery and scoring outcomes. Indiana's current assessment system provides more accommodations than historically available to best meet the needs of students.

This document is intended for the following audiences:

- Individualized Education Program (IEP), Section 504 Plan, Choice Special Education Plan (CSEP), Service Plan, or Individual Learning Plan (ILP) teams
- Special Education Teachers
- English Learner (EL) Teachers
- General Education Teachers
- Administrators, Special Education Directors, and Test Coordinators

Consider the document as a whole and as a supplement to training provided by the Office of Special Education prior to informing instructional and assessment decisions.

A description of each Indiana State assessment is found on IDOE's website, <https://www.in.gov/doe/students/assessment/>.

Indiana Accessibility Advisory Group

IDOE collaborates with expert consultants in Indiana with a distinct knowledge of specific populations and their utilization of accommodations. They advise IDOE regarding accommodations and accessibility features as related to state assessments. 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 materials.

IDOE welcomes feedback on the accessibility materials and tools related to assessment.

Specific feedback can be routed to:

- Phone: (317) 232-9050
- Toll-free: (888) 544-7837
- Email: INassessments@doe.in.gov

Sections

Section 1: Universal Features – Universal features are accessibility resources of the assessment that are provided digitally as part of the test administration system or separate from it. Universal Features are available to all students based on student preference and selection.

Section 2: 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) familiar with the student’s characteristics and needs.

Section 3: Accommodations – An accommodation is a change in the standardized testing materials or procedures that allow students with an IEP, Section 504 Plan, ILP, Service Plan, and CSEP to participate in an assessment while measuring the intended construct.

Section 4: Accessibility Tools and Accommodations for WIDA ACCESS and Alternate ACCESS (English Language Proficiency Assessments) – Accessibility tools are allowed for all ELs during the administration of WIDA ACCESS and Alternate ACCESS. There are also accommodations available for ELs with disabilities.

Section 5: SAT Accommodations – Accessibility features and accommodations are allowed on the School Day SAT. This section outlines state-allowed accommodations for the SAT, including details of those accommodations.

Section 6: Specific Testing Protocol – This section outlines specific guidelines for using scribes, permissive mode, the fidelity assurance form, braille tests, and print on demand.

Section 7: Special Circumstances and Non-Standard Accommodations – This section outlines specific guidelines including essential documentation required when submitting a non-standard accommodation request. In addition, this section addresses the process for requesting testing accommodations for students with temporary conditions, such as a broken arm.

Section 8: Multilingual Features and Accommodations – This section consists of information for Spanish translations, glossaries, and use of bilingual dictionaries and EL accommodations.

Section 9: Data Upload and Test Information Distribution Engine (TIDE) – This section outlines information for data upload for Indiana IEP (IIEP), Indiana ILP (IILP), and Data Exchange.

Appendix A – This section consists of guidance for choosing text-to-speech (TTS) or a human reader for all items including reading comprehension for English/Language Arts (ELA) on ILEARN and ISTEP+.

Section 1: Universal Features

Universal features are accessibility resources available to all students as they access assessment content. No formal plans are required for students to access these features. It is expected that students are familiar with these features prior to testing. Universal features are intended to benefit a wide range of students and may be used by the student at his or her discretion during testing. Universal features will not display in the Test Information Distribution Engine (TIDE). Universal features are grouped into two broad categories based upon how they are provided to the student:

- **Embedded:** Available through the online computer platform.
- **Non-Embedded:** Provided to the student by the school.

Table 1 includes the universal features embedded in each assessment program. Table 2 includes the non-embedded universal features. The X indicates the feature is available for the assessment program.

Table 1. Embedded Universal Features

Embedded	IREAD-3	ILEARN 3-5	ILEARN 6-8	I AM	ILEARN Biology	ILEARN U.S. Government	ISTEP+
English Dictionary, Thesaurus		X	X				
Expandable Passages	X	X	X	X	X	X	X
Global Notes		X	X		X		
Glossary (English)		X	X		X	X	
Highlighter	X	X	X	X	X	X	X
Line Reader	X	X	X	X	X	X	X
Mark for Review	X	X	X		X	X	X
Notepad	X	X	X		X	X	X

Online Calculator			X	X			X
Reference Sheet							X
Tutorials	X	X	X	X	X	X	X
Strikethrough	X	X	X	X	X	X	X
Writing Tools		X	X				
Zoom	X	X	X	X	X	X	X

Table 2. Non-Embedded Universal Features

Non-Embedded	IREAD-3	ILEARN 3-5	ILEARN 6-8	I AM	ILEARN Biology	ILEARN U.S. Government	ISTEP+
English Dictionary and Thesaurus		X	X				
Headphones or Noise Buffers	X	X	X	X	X	X	X
Highlighters for Paper Assessments		X	X	X	X	X	X
Preferential Seating	X	X	X	X	X	X	X
Small Group Setting	X	X	X		X	X	X
Scratch/Blank Paper	X	X	X	X	X	X	X

Tables 3 and 4 offer brief descriptions of the universal features available.

Table 3. Embedded Universal Feature Descriptions

Embedded
<p>English Dictionary, Thesaurus: Onscreen access to the Merriam-Webster English Dictionary and Thesaurus, which contains synonyms of terms, are provided to allow students to interact with text included in the assessment.</p>
<p>Expandable Passages: Passages or stimuli may be expanded to take up a larger portion of the screen for easier readability.</p>
<p>Global Notes: An online notepad for students to take notes during the test, which are only available on the Performance Tasks for ILEARN grades three through eight and the ILEARN Biology End-of-Course Assessment (ECA).</p>
<p>Glossary (English): Allows students the ability to click on pre-selected construct-irrelevant terms with the definition.</p>
<p>Highlighter: Used for marking desired text, item questions, and item answers in transparent colors on the screen.</p>
<p>Line Reader: Allows the student to read one line at a time during ELA assessments.</p>
<p>Mark for Review: Students are able to flag an item for future review during the assessment.</p>
<p>Notepad: A digital tool which allows students to enter notes as they are taking a test for test items only. The digital notepad is item-specific and is available as the item is available to the student. Students are not able to copy and paste their notes into their response. Only available on fixed-form and computer-adaptive tests (CATs). Notes are not saved upon test submission.</p>
<p>Calculator: An Online Desmos Four-Function Calculator for calculator allowed items will be available for ILEARN grade six. An Online Desmos Scientific Calculator for calculator allowed items will be available for ILEARN grades seven and eight. An Online Desmos Four-Function Calculator for all items will be available for I AM grades three through eight and 10. An Online Desmos Graphing Calculator will be available on ISTEP+ Retest online. Refer to the Calculator Policy for more details.</p>
<p>Tutorials: Item-specific animation that instructs the student how to interact with the item.</p>
<p>Strikethrough: Allows students to cross out answer options on multiple-choice and multiple-select interactions.</p>
<p>Reference Sheet: Students have access to mathematical formulas by clicking the Mathematics Reference Sheet in the Tools Window.</p>
<p>Writing Tools: Bold, italic, undo/redo, and spell check are available for student-generated responses.</p>
<p>Zoom: Makes text or other graphics in a window or frame appear larger on the screen.</p>

Table 4. Non- Embedded Universal Feature Descriptions

Non-Embedded
<p>English Dictionary, Thesaurus: An English Dictionary and Thesaurus may be used for writing items with paper testing. A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.</p>
<p>Headphones or Noise Buffers: Used to block out distractions. Playing music or being plugged in is prohibited. Bluetooth features are not allowed unless requested to IDOE in advance with a Fidelity Assurance Form.</p>
<p>Highlighters for Paper Assessments: Students can mark desired text, item questions, item answers, or parts of these with a transparent color.</p>
<p>Preferential Seating: Seating arrangements are determined by the Test Administrator (TA) based on the best surroundings for the student. Some factors include lighting conditions, behaviors, proximity to the door or windows.</p>
<p>Small Group Setting: Students may be assessed in smaller groups. The size of the small group is determined locally.</p>
<p>Scratch/Blank Paper (including lined or graph): Students may be provided scratch, blank, lined, and/or graph paper to write out their responses on paper before typing out their answers or to solve mathematics problems. Sticky Notes and dry erase boards are not allowed to be used as scratch paper.</p>

I AM Universal Features available to ALL I AM testers

All students participating in I AM receive the following supports as universal features. These are not required to be noted in the IEP, service plan, CSEP, or 504 Plan. They will not appear in TIDE:

- **TTS or Human Reader:** The student has all text read aloud via the online platform or a human reader.
- **Individual Testing:** Each student is tested individually.
- **Calculator:** An online or handheld/adaptive calculator is available for all mathematics and science items.
- **Read Aloud to Self:** The student can read aloud to themselves while accessing the online or paper assessment.
- **Additional Breaks:** The student can take breaks as often, as needed.

Section 2: 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, or the student (if appropriate) who is familiar with the student’s characteristics and needs. The designated features described in this section are not accommodations.

Decisions must reflect those supports that the student requires and uses during instruction and assessments. Student input into the decision, particularly for older students, is recommended. No formal plan is required to access designated features.

Designated features must be identified and assigned in TIDE prior to assessment administration. Students should be familiar with using the designated features assigned to them prior to accessing the test as part of regular instructional practices and through the practice test experience.

Designated features not selected in TIDE may be selected in the TA interface prior to students testing. Schools that use IILP should ensure that designated features are selected in TIDE prior to testing.

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

- **Embedded:** Available through the online computer platform.
- **Non-Embedded:** Provided to the student by the school.

Table 5 includes the designated features embedded in each assessment program. Table 6 includes the non-embedded designated features. The X indicates the feature is available for the assessment program.

Table 5. Embedded Designated Features

Embedded	I READ-3	ILEARN 3-5	ILEARN 6-8	I AM	ILEARN Biology	ILEARN U.S. Government	ISTEP+
Color Contrast	X	X	X	X	X	X	X
Masking	X	X	X	X	X	X	X
Mouse Pointer	X	X	X	X	X	X	X
Print Size	X	X	X	X	X	X	X

Translation Stacked Spanish (NOT available for ELA)		X	X	X	X	X	
Translated Glossaries		X	X		X	X	

Table 6. Non-Embedded Designated Features

Non-Embedded	IREAD-3	ILEARN 3-5	ILEARN 6-8	I AM	ILEARN Biology	ILEARN U.S. Government	ISTEP+
Access to sound amplification system	X	X	X	X	X	X	X
Assistive technology to magnify/enlarge	X	X	X	X	X	X	X
Color acetate film for paper assessment	X	X	X	X	X	X	X
Special furniture or equipment for viewing test	X	X	X	X	X	X	X
Special lighting conditions	X	X	X	X	X	X	X
Time of day for testing altered	X	X	X	X	X	X	X

Tables 7 and 8 offer a brief description of the designated features available.

Table 7. Embedded Designated Features

Embedded
<p>Color Contrast: Allows students to adjust screen background and font colors. TA selects color choices prior to testing.</p> <p>Available choices are:</p> <ul style="list-style-type: none">● Black on white (default)● Yellow (dark and light)● Blue (dark and light)● Magenta (dark and light)● Gray (dark and light)● Green (dark and light)● Yellow on blue● Reverse Contrast● Medium gray on light gray● White on navy
<p>Masking: Blocking off content that is not of immediate need or that may be distracting to the student.</p>
<p>Mouse Pointer: Allows changes to size (large and extra-large) and color (black, green, red, yellow, and white) of mouse pointer. TA selects color choices prior to testing.</p>
<p>Print size: The online print size can be set to 24 pt., 31 pt., 41 pt., and 51 pt. with higher options available with streamline mode (not available for ISTEP+) and may be more appropriate than a paper version. This designated feature is set for the student prior to testing.</p>
<p>Translated Glossaries: Translated glossaries are provided for selected construct-irrelevant terms for mathematics, science, and social studies. The English Glossary is not available when the translated glossary is selected. For an English Glossary, see the embedded universal features.</p> <p>Available languages are:</p> <ul style="list-style-type: none">● Spanish● Burmese● Mandarin● Arabic● Vietnamese
<p>Translation Stacked Spanish: Allows students to view the full Spanish translation of each test item above the original item in English for the content areas of mathematics, science, and social studies.</p> <p>Note: Guidelines for making the determination to utilize stacked Spanish translations is located in Section 8.</p>

Table 8. Non-Embedded Designated Features

Non-Embedded
Access to sound amplification system: The student adjusts the volume control beyond the computer's built-in settings using headphones or other non-embedded devices. This includes personal devices using remote Bluetooth technology to connect to a device's sound. Permissive mode is required for Bluetooth.
Assistive technology to magnify/enlarge: The size of specific areas of the screen may be adjusted by the student with an assistive technology device or software. Magnification allows increasing the size to a level not provided for by the zoom universal tool.
Color acetate film for paper assessment: Color transparencies that are placed over paper-based assessments.
Special furniture or equipment for viewing test: Allows the student adaptive / specialized furniture or equipment when engaging in the assessment.
Special lighting conditions: Allows the student to view their test with lighting conditions that they use daily.
Time of day for testing altered: Testing is administered during a specific time of day based on the student's individual needs.

Section 3: Accommodations

An accommodation is a change in the standardized testing materials or procedures that allow students with an IEP, Section 504 Plan, ILP, Service Plan, and/or CSEP to participate in an assessment while measuring the intended construct.

These accommodations must be documented formally in the student's educational record in one of the following ways:

Public Schools

- IEP: For students with disabilities served under 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: ELs are identified as students who:
 - Are enrolled in Indiana schools with a non-English language indicated on the Home Language Survey;
 - Have been assessed with WIDA English language proficiency screener (WIDA Screener or the Kindergarten Screen) and demonstrate an overall English proficiency level between 1.0 – 4.9; and
 - Have not yet achieved proficiency on ACCESS for ELs.

Nonpublic Schools

- Service Plan: A nonpublic 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 like an IEP but does not contain all of the components of an IEP and does not ensure a Free Appropriate Public Education.
- Nonpublic Schools Section 504 Accommodation Plan: If the student does not have a Service Plan, the nonpublic 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 nonpublic school per the current rules.
- ILP: ELs are identified as students who:
 - Are enrolled in Indiana schools with a non-English language indicated on the Home Language Survey; and
 - Have been assessed with WIDA English language proficiency screener (WIDA Screener or the Kindergarten Screen) and demonstrate an overall English proficiency level between 1.0 – 4.9; and
 - Have not yet achieved proficiency on ACCESS for ELs.

Accommodations

- **Embedded:** Available through the online computer platform.
- **Non-Embedded:** Provided to the student by the school.

Table 10 includes the Accommodations embedded in each assessment program. Table 11 includes the Non-Embedded Accommodations. The X indicates the Accommodation is available for the assessment program.

Table 10. Embedded Accommodations

Embedded	IREAD-3	ILEARN 3-5	ILEARN 6-8	I AM	ILEARN Biology	ILEARN U.S. Government	ISTEP+
Accommodated Fixed Form		X	X		X	X	
Audio Transcriptions		X	X				
Braille Embosser		X	X		X	X	
Closed Captioning for online Audio Items		X	X				
Embedded Speech-to-Text		X	X		X	X	X
Online ASL Videos for Listening Items		X	X				
Online Calculator for ALL Mathematics Items			X	X			X
Online Calculator for ALL Science Items		X	X	X	X		

Online Calculator for Calculator allowed items			X				
Permissive Mode to Access Assistive Technology (AT) Device(s)		X	X	X	X	X	
Print on Demand for Online Test		X	X		X	X	
Refreshable Braille		X	X		X	X	
Streamline Format for Online Test	X	X	X	X	X	X	
TTS Except items testing Reading Comprehension	X	X	X		X	X	X
TTS for all items including Reading Comprehension		X	X	X	X	X	X

Table 11. Non-Embedded Accommodations

Non-Embedded	IREAD-3	ILEARN 3-5	ILEARN 6-8	I AM	ILEARN Biology	ILEARN U.S. Government	ISTEP+
Adaptive and/or Handheld Calculator for calculator allowed items			X		X		X
Adaptive and/or Handheld Calculator for ALL Mathematics items			X	X			X
Adaptive and/or Handheld Calculator for ALL Science Items		X	X	X	X		
Alternate Indication of Response	X	X	X	X	X	X	X
Bilingual Word-to-Word Dictionary	X	X	X	X	X	X	X
Braille Booklet	X	X	X	X	X	X	X
Braille Embosser		X	X		X	X	
Braille Transcription for Audio Items		X	X				
Extra Time	X						X
Human Reader for Online Platform				X			
Human Reader	X	X	X		X	X	X

for Paper Assessment Except items testing reading comprehension							
Human reader for Paper Assessment for all items including reading comprehension		X	X	X	X	X	X
Hundreds Chart		X	X	X			
Individual Testing	X	X	X	X	X	X	X
Interpreter for Sign Language	X	X	X	X	X	X	X
Large Print Booklet	X	X	X	X	X	X	X
Low Assistive Writing Instrument							X
Multiplication Table		X	X	X	X		
Print Booklet	X	X	X	X	X	X	X
Read aloud to Self	X	X	X	X	X	X	X
Refreshable Braille		X	X		X	X	
Scribe		X	X		X	X	X
Student Provided with Additional Breaks	X	X	X	X	X	X	X

Student Provided Access to Own Resources (tactile symbols, raised lined graph paper)				X			X
Word Prediction		X	X		X		

Tables 12 and 13 offer a brief description of the Accommodations available.

Table 12. Embedded Accommodations

Embedded
<p>Accommodated Fixed-Form: An online accommodated fixed-form will be available for all content areas and grade levels for students requiring an approved interpreter for sign language. It will also be available for students with the formal accommodation for ILEARN and ISTEP+ ELA noted in the IEP as, “Text is read aloud to the student for all items including reading comprehension.”</p>
<p>Audio Transcriptions: Audio transcriptions of test content that may be read by the student and braille devices. 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.</p> <p>Please note this is a different accommodation from closed captioning, and audio transcriptions are available only on ILEARN ELA assessments.</p>
<p>Braille Embosser: The test delivery system provides the software needed but the local schools provide the access to the braille embosser. The braille embosser provides the graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) in a raised format to be embossed on a local braille embosser (paper or thermoform).</p> <p>Braille Embosser can only work if permissive mode and print-on-demand are also selected. Failure to select all three will result in the accommodation not functioning on the assessment.</p>
<p>Closed Captioning for Online Audio Items: Printed text that appears on the computer screen as audio/visual materials are presented. Closed captioning is only available on ILEARN ELA tests.</p>
<p>Embedded Speech-to-Text: The Secure Browser provides software to record a students verbal response to open-ended items as text. If the embedded STT tool is utilized, permissive mode is not required.</p>

Online American Sign Language (ASL) Video for Listening Items: Test content is translated into ASL videos for any ELA item that has a listening component. ASL human signer and the signed test content are viewed on the same screen. This accommodation is only available on ILEARN ELA assessments.

Online Calculator for All Items: An Online Desmos Four-Function Calculator for all items will be available for ILEARN grade six Mathematics. An Online Desmos Calculator for all items will be available for ILEARN grades seven and eight Mathematics. An Online Desmos Graphing Calculator for all items will be available for ISTEP+ Retest. An Online Desmos Four-Function Calculator for all items will be available for I AM grades three through eight and 10. Also available on ILEARN Biology and ILEARN Science grades 4 and 6.

Online Calculator for Calculator Allowed Items: An Online Desmos Four-Function Calculator will be available for ILEARN grade six Mathematics. An Online Desmos Scientific Calculator will be available for ILEARN grades seven and eight Mathematics.

Permissive Mode to Use Assistive Technology Devices: For students using any assistive technology outside of the secure browser (which can include speech-to-text (STT), refreshable braille, sound magnification for FM devices, personal hearing devices with Bluetooth functionality, LAMP devices, etc.) The Secure Browser provides the option for assessments to be taken in less restrictive environments. Permissive Mode is an accommodation option that allows students to use accessibility software in addition to the Secure Browser. Offered on MacOS and Windows, students testing in Permissive Mode can have moderated access to the system outside of the Secure Browser. This allows students who need accessibility tools to navigate seamlessly between the Secure Browser and approved applications that suit their test taking needs.

NOTE: Accessibility software must be certified for use with the Test Delivery System (TDS) and forbidden applications will still not be allowed to run. For information about supported operating systems, see the Quick Guide for Setting Up Your Online Testing Technology available on the Indiana Assessment Portal.

Print on Demand: Paper copies of either passages/stimuli and/or items are printed for students. Students may request one or more test questions be printed electronically from the online system so they may review the item on paper before responding to the item in the online system. This is not a paper assessment but meant to print out small sections of the test as needed for the student to interact with.

Permissive mode must be indicated as an accommodation. Guidelines for permissive mode and print on demand are found in **Section 6**.

Refreshable Braille: The test delivery system provides the software needed, but the local schools provide the access to the refreshable braille. Refreshable braille is available for students taking ILEARN. Students who are blind or have low vision may use refreshable braille to read text output. A refreshable braille display is a mechanical device for displaying braille characters. Visually impaired students who cannot use a computer monitor can use it to read text output. Permissive mode must be indicated as an accommodation to use refreshable braille.

Streamline Format: Streamline mode displays test content vertically for enhanced accessibility. It provides the assessment in an alternate, simplified format in which the items are displayed below the stimuli on the test interface. Two-column scrolling is not present in the streamline format.

Text-to-Speech Except Items Testing Reading Comprehension: Text is read aloud to the student except items testing reading comprehension via embedded TTS technology. Students who use TTS will need headphones unless tested individually in a separate setting.

NOTE: Guidelines for use of TTS is in **Appendix A** of this document.

Text-to-Speech for ALL Items: Text is read aloud to the student including items testing reading comprehension via embedded TTS technology. Students who use TTS will need headphones unless tested individually in a separate setting. A student using TTS for all items will receive an accommodated fixed form.

NOTE: Guidelines for use of TTS for all items is in **Appendix A** of this document.

Table 13. Non-Embedded Accommodations

Non-Embedded
<p>Adaptive and/or Handheld Calculator for Calculator Allowed Items: A non-embedded calculator for students needing a handheld or an adaptive calculator, such as a braille calculator or a talking calculator for calculator allowed items (ILEARN grades six through eight Mathematics). This calculator may be adaptive or handheld or both adaptive and handheld.</p> <p>NOTE: Guidelines for use of the adaptive and/or handheld calculator is located on page 24.</p>
<p>Adaptive and/or Handheld Calculator for All Items: A non-embedded calculator for students needing a handheld or adaptive calculator, such as a braille calculator or a talking calculator, for all items (I AM, ILEARN grades six through eight mathematics, ILEARN science grades four and six, ILEARN Biology, and ISTEP+). This calculator may be adaptive or handheld or both adaptive and handheld.</p> <p>NOTE: Guidelines for use of the adaptive and/or handheld calculator is located on page 24.</p>
<p>Alternative Indication of Response: Alternate response options include, but are not limited to: circling, pointing to, stating or adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform, in this case permissive mode is required.</p>
<p>Bilingual Word-to-Word Dictionary: Guidelines for use of bilingual dictionaries is in Section 8.</p>
<p>Braille Booklet: A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). IDOE provides these assessments in Unified English Braille (UEB) for all grades.</p>

Braille Embosser: The test delivery system provides the software needed but the local schools provide the access to the braille embosser. The braille embosser provides the graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) in a raised format to be embossed on a local braille embosser (paper or thermoform).

Braille Embosser can only work if permissive mode and print-on-demand are also selected. Failure to select all three will result in the accommodation not functioning on the assessment.

Braille Transcription for Audio Items: A braille transcript of the closed captioning is available for the listening passages.

Extra Time: Students are given extra/extended time to complete assessments with a time limit that is set based on identified testing times. The TA must utilize the guidance given in the IEP, ILP, SP, 504 Plan or CSEP. Unlimited time is not allowed.

ILEARN tests are not timed. TAs must use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.

ISTEP+ and IREAD-3 must have a time limit for extra time. Students can have time and half (50 percent extra time) or double time (100 percent extra time) on assessments. The amount of extra time must be a Case Conference Committee decision and documented in the IEP, ILP, Service Plan, CSEP, or Section 504 plan.

Human Reader Except Items Testing Reading Comprehension: Text is read aloud to the student by a human reader using a reader's script for paper fixed-forms. All items are read aloud including items testing reading comprehension. This accommodation in combination with "Interpreter for Sign Language" allows test content from a read aloud script to be signed to the student by a sign language interpreter while the student takes the online assessment with an accommodated fixed-form.

NOTE: Guidelines for use of a human reader on a paper assessment is located in **Appendix A**.

Human Reader For ALL Items: Text is read aloud to the student by a human reader using a reader's script for paper fixed-forms. All items are read aloud including items testing reading comprehension. For I AM, students may utilize a human reader with a reader's script during online testing or paper testing as noted in their IEP. (All items on the I AM platform are read to the students as a universal feature.) This accommodation in combination with "Interpreter for Sign Language" allows test content from a read aloud script to be signed to the student by a sign language interpreter while the student takes the online assessment with an accommodated fixed-form.

NOTE: Guidelines for use of a human reader on a paper assessment is located in **Appendix A**.

Hundreds Chart: For students with visual processing or visual perception difficulties, a paper-based 1-100 chart may be used. (ILEARN Mathematics 3-8, ILEARN Science grades four and six and I AM Mathematics three through eight, I AM Science grades four and six).

Individual Testing: Students are tested in a separate setting from peers based on individual needs.

Interpreter for Sign Language: Students can access their interpreter and a script must be used by the interpreter which is the human reader using a reader's script accommodation. The TA must oversee the Interpreter.

NOTE: Parents/guardians are not allowed to serve as an interpreter during state testing. Interpreters must be school employees or contracted by the school and have signed a testing security agreement.

Large-Print Booklet: Large-print assessment booklets are printed in 18 pt. font.

NOTE: The online print size may be changed to 24 pt., 31 pt., 41 pt., and 51 pt. with higher options available with streamline mode and may be more appropriate than a paper version.

Low-Tech Assistive Writing Instrument: Students may use pencil grips or other low-tech assistive writing instruments (slant boards) when testing on paper (**ISTEP+ only**).

Multiplication Table: For students with visual processing, or visual perception difficulties, a paper-based 9x9 multiplication table may be used. (ILEARN Mathematics three through eight, ILEARN Science grades four and six, I AM Mathematics three through eight, I AM Science grades four and six and ILEARN Biology)

Print Booklet: A paper form of the assessment may be provided to a student. The paper form is a fixed-form and is not adaptive.

Read Aloud to Self: Students may read aloud to themselves so they can listen to themselves as they answer the questions. They can use a device such as a whisper phone. This accommodation requires the student to be tested individually due to testing security and potential distractions.

Refreshable Braille: TDS provides the software needed but the local schools provide the access to the refreshable braille and is available for students taking ILEARN. Students who are blind or have low vision may use refreshable braille to read text output. A refreshable braille display is a mechanical device for displaying braille characters. Visually impaired students who cannot use a computer monitor can use it to read text output. Permissive mode must be indicated as an accommodation to use refreshable braille.

Scribe: Students dictate their responses to a human who records verbatim what they say for a paper assessment. The scribe protocol is found in **Section 6**.

Student Provided Access to Own Resources: Students can use their own resources, such as tactile symbols and raised lined graph paper.

Student Provided with Additional Breaks: Students are allowed additional breaks during testing. 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 re-focus 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.

Word Prediction: Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program provided by the school. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. Permissive mode is required for the assistive technology including word prediction.

Text-to-Speech and Human Reader

Text-to-Speech (TTS)

TTS is a reading accommodation support provided through the online platform. The student can use headphones, which allows them personal control and more independence, especially when testing in a large group. The online delivery of this accommodation produces a virtual one-to-one experience for students. Students that take IREAD-3 using TTS as an accommodation will not have items that measure reading comprehension read aloud. Students that participate in ILEARN grades three through eight and ISTEP+ have two options for TTS.

- TTS except for items measuring reading comprehension.
- TTS including items measuring reading comprehension.

Case conference committees must determine which accommodation, if any, is appropriate based on student need. Refer to **Appendix A** for guidance on assigning TTS for all items including reading comprehension.

Human Reader

The human reader accommodation is a reading accommodation support provided by the TA/Proctor for a paper assessment. Scripts are required when a human reader is providing the read-aloud accommodation. A script must be ordered or downloaded ahead of time and the human reader must follow the script verbatim. Students taking I AM can utilize a human reader for a paper-based assessment or online, but this accommodation must be in their IEP, SP, CSEP, Section 504 Plan, or ILP. Students taking IREAD-3 can use a human reader as an accommodation but will not have items that measure reading comprehension read aloud. Students taking ILEARN grades three through eight and ISTEP+ have two options. They can have a human reader except for items that measure reading comprehension, or they can have all items and passages, including items that measure reading comprehension. read aloud via a human reader for a paper assessment. Case conference committees must determine which accommodation, if any, is appropriate based on student need. Refer to **Appendix A** for guidance on assigning a human reader for all items including reading comprehension.

Administering the Human Reader Accommodation

- The human reader accommodation may be administered one-on-one or to a small group of students, provided that each student has this accommodation listed in the IEP, SP, CSEP, Section 504 Plan, or ILP. Ideally, the TA/Proctor will have worked with the student(s) previously.
- The TA/Proctor must read the script word for word, exactly as written, using a neutral tone and no detectable changes in inflection.
- The TA/Proctor administering the read aloud accommodation should be attentive when reading the script, so students are not inadvertently clued to a correct response or a response option is eliminated.
- The TA/Proctor may reread the directions, questions, and response options at the student's request only.

- The TA/Proctor may review the script no more than the day before administering the read aloud accommodation to ensure proper administration.
- The Sign Language Interpreter must sign to the student using the reader's script provided, however if words do not match perfectly between written English and the signed word, the Interpreter can sign the word(s) that most closely match the reader's script.

For statewide testing, schools are **expected** to utilize resource(s) that are provided for the test administration to maintain standardization and adhere to uniform administration procedures and conditions during an assessment.

The read aloud accommodation for statewide testing should only be available to students who require it per their formal educational plan.

Calculators

Students who use a calculator as an accommodation on ILEARN grades six through eight Mathematics can have access to a calculator for **all** mathematics items if the case conference committee determines the accommodation is appropriate based on student needs. Students taking ILEARN grades three through five Mathematics do not have access to any calculators. The Online Desmos Four-Function Calculator is available for ILEARN grade six. The Online Desmos Scientific Calculator is available for ILEARN grades seven and eight. The Online Desmos Graphing Calculator is available for ISTEP+. Students that use an adaptive and/or handheld calculator can use their calculators in lieu of the online calculator. Students participating in ILEARN grades four or six Science or ILEARN Biology can have access to an adaptive or handheld calculator.

Assigning Calculator Use Accommodation for All Mathematics Items

Calculator accommodations on all items in Mathematics may be assigned locally based on decisions made by the case conference committee. The evidence and data presented must indicate the student has a life-long 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 deficient computational skills 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?*

IREAD-3 Accommodation:

Hard of Hearing Form

Students with a documented hearing loss and a formalized plan (e.g., Individualized Education Program [IEP], Individual Learning Plan [ILP], Choice Special Education Plan [CSEP]), Section 504 Plan and Service Plan) may be assigned the Hard of Hearing (HoH) form. Students assigned the HoH form will not respond to items measuring phonics skills. Test Coordinators must submit HoH accommodation information on behalf of any eligible student(s) to OSA by the defined due date.

Section 4: English Language Proficiency Assessments (WIDA ACCESS and Alternate ACCESS)

The WIDA Consortium shares extensive guidance regarding accessibility and accommodations for use on WIDA ACCESS. However, to ensure compliance with Indiana guidance, please refer to this Indiana-specific list of approved accommodations.

The following list of test accessibility tools are allowed for all ELs during the online and paper test administration of ACCESS and Alternate ACCESS for whom the need has been indicated by an educator (or team of educators) who are familiar with the student’s characteristics and needs, provided that all standardized testing and security requirements are met. All embedded tools are automatically available for online WIDA assessments.

NOTE: Clarifying test directions in the student’s home language is not considered a valid accommodation in Indiana.

Additional information and guidance on how to apply accommodations is available at <https://wida.wisc.edu/assess/accessibility>.

Administrative Considerations for WIDA Assessments

The following individualized administration procedures provide flexibility to corporations and schools in determining the conditions under which WIDA assessments may be administered most effectively for all ELs.

Table 14. WIDA Administration Procedures

Administrative Consideration	Description
Adaptive and Specialized Equipment of Furniture	Students who routinely use adaptive and specialized equipment or furniture should have access to those during testing. Some examples include special seating, weighted vests, fidget tools, specialized lighting, and adaptive keyboards.
Alternative Microphone	If students are uncomfortable using a microphone attached to a headset, an external microphone, or the microphone built into the testing device may be used instead.
Frequent or Additional Supervised Breaks	Students may take breaks, as needed. Frequent breaks refer to multiple, planned, short breaks during testing based upon a student’s specific needs (e.g., test anxiety, test fatigue).
Small Group Setting	Students may be tested in a small group setting.

Monitor Placement of Responses	TAs may monitor response placement to ensure the student is marking responses in the correct location of the paper test booklet or onscreen.
Read Aloud to Self	A student may read the test aloud to self. Devices, such as “whisper phones,” should be used in group settings. If not using a device such as a whisper phone, students should be tested individually.
Specific Seating	Students may be seated in a specific location in the testing room.
Short Segments	Students may need longer breaks during administration of a single test domain. In these cases, the assessment may be administered in short segments. NOTE: A language domain should be completed within a single school day.
Verbally Redirect Student’s Attention to the Test	TAs may verbally redirect a student’s attention to the test if the student is demonstrating off-task behavior. Verbal redirection may be given in English or the student’s native language.

Universal Tools for WIDA Assessments

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 the TA during testing.

Table 15. Universal Tools

Universal Tool	Description	Test Mode
Audio Aids	A tool the student can use to amplify or diminish sound.	Online and Paper
Color Contrast	A tool the student can use to change the text and background color.	Online only
Color Overlay	A tool the student can use that changes the contrast between the text and the background color.	Paper only
Highlighters	A tool the student can use to mark specific text.	Online (embedded tool) and Paper (highlight)
Keyboard Navigation	A tool the student can use to change to different areas of the online test screen or move from screen to screen by using the keyboard in place of the mouse.	Online only

Line Guide or Tracking Tool	A tool the student can use to guide his/her eyes while reading text.	Online (embedded tool) and Paper (tracking tool, such as a blank note card)
Low-Vision Aids or Magnification Devices	A tool the student can use to increase the size of graphics and text.	Online (embedded magnification tool of 1.5x or 2.0x) and Paper (low vision device)
Sticky Notes	A tool the student can use to make notes in preparing for responses on the Writing test.	Online (embedded sticky notes tools)
Scratch paper	A tool the student can use for notes, drafts, and diagrams. IDOE doesn't allow for the use of scratch paper on the speaking test. Note: Used scratch paper must be collected and securely destroyed.	Online and Paper

Accommodations for WIDA Assessments

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).

NOTE: ILP accommodations do not apply to WIDA ACCESS assessments because only ELs with disabilities can have accommodations on WIDA assessments, per their IEP, SP, CSEP, or Section 504 Plan

Table 16. Accommodations

Accommodation Code and Name	Description	Test Domains	WIDA Assessment
BR: Braille with Tactile Graphics	Used to provide access to the assessment for a braille-proficient EL who is blind.	Listening Reading Writing	Screener (Paper) ACCESS (Paper)
EM: Extended time of a test domain over multiple days	In rare cases, students may complete a test domain over multiple days. EM must be approved by IDOE via a Non-Standard	Listening Reading Speaking Writing	ACCESS (Online and Paper) KG ACCESS Alternate ACCESS

	Assessment Accommodation Request.		
ES: Extended speaking test response time	Student provided up to twice the allowable time to respond to items.	Speaking	All
ET: Extended testing time within the school day	Student allowed extended test time within the same school day.	Listening Reading Writing	All
HI: Human reader for items (stimuli and prompts)	Provided to students who have a documented need for an in-person human reader for a paper assessment. A script must be requested from DRC Customer Support.	Listening Speaking Writing (4-12, Tiers B/C)	Screener (Paper) ACCESS (Paper) Alternate ACCESS
HR: Human reader for response options	Read aloud of text-based response options by an in-person human reader.	Listening	Screener (Online and Paper) ACCESS (Online and Paper)
RI: Human reader for repeat of items (stimuli and prompts)	Read aloud and repeat test items by an in-person human reader.	Listening (1x) Speaking Writing	Screener (Paper) ACCESS (Paper)
RR: Human reader for repeat of response options one time	Read aloud of text-based response options and repeat (one time) by an in-person human reader.	Listening (1x)	Screener ACCESS
SD: Interpreter signs test directions in ASL	Interpreter uses ASL or another sign system to sign test directions to the student.	Listening Reading Speaking Writing	All
LP: Large Print	Large print version of the test; student responses must be transcribed verbatim into a scannable test booklet and returned to DRC for scoring.	Listening Reading Speaking Writing	ACCESS (Paper) KG ACCESS
MC: Manual control of item audio	Used to support students who need additional time for language processing or focusing.	Listening Speaking Writing (N/A for paper)	Screener (Online and Paper) ACCESS (Online and Paper)
RA: Repeat item audio	Used to support students who need repetition based	Listening (1x) Speaking	Screener (Online and Paper) ACCESS (Online and Paper)

	on language processing or focus needs.	Writing	
SR: Scribed response	For students who are unable to write due to a disability or temporary medical condition (e.g., broken arm).	Listening Reading Writing	All
RD: Student responds using a recording device	Student uses a recording device to respond, and then transcribes the response into the test.	Writing	Screener ACCESS
NS: Test may be administered by school personnel in non-school setting	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	All
WD: Word processor or similar keyboarding device used to respond to test items	Students respond using standalone word processing or similar keyboarding device. Transcription must occur immediately following the completion of the tested domain.	Listening Reading Writing	All

Additional Accommodations Not Indicated in Students' WIDA AMS Profile

The following accommodations are approved for the 2021-2022 school year for WIDA assessments. Please note that these accommodations are not indicated in a student's WIDA AMS profile and require manual entry in WIDA AMS by the CTC or STC.

Handwriting (HW) for WIDA ACCESS (Online) Writing Domain, Grades Four through Twelve

- Students access writing test items via the online platform and handwrite their responses in a paper Writing Response Booklet.
- Students with this accommodation must be manually assigned to an Online "HW" test session in WIDA AMS and an Additional Materials Order placed for Writing Response Booklets.

Exempt from Participating in One or More Domains

- A student whose disability prevents meaningful participation in one or more domains is exempt from participating in the specific domain test(s). Examples include, but are not limited to the following:
 - A student who is deaf and is therefore unable to participate in listening.
 - A student who is nonverbal and is therefore unable to participate in speaking.
 - A student who is blind and is therefore unable to participate in speaking about a prompt that requires the student to view an image.
- The exemption for each applicable domain must be documented in the student's formal plan.
- Students must complete two domains to receive an overall composite score and proficiency level.
- The impacted domain test(s) must manually be marked as "Do Not Score" with code "SPD" (Special Education) in WIDA AMS or on the cover of the paper test booklet.
- Calculations for impacted students will be disseminated to schools by IDOE after final results become available.

Use of a Communication Device

- Students that use a communication device (e.g., LAMP device) can use it on WIDA assessments.
- A Non-Standard Assessment Accommodation Request must be submitted for approval of this accommodation. Refer to **Section 7** for guidance on special circumstances and non-standard accommodations.

Accommodation Exclusions for Kindergarten ACCESS and Alternate ACCESS:

Administrative procedures of Kindergarten ACCESS and Alternate ACCESS incorporate the following accommodations; therefore, they do not need to be recorded in WIDA AMS or on the student test booklet.

- **EM:** Extended testing of a test domain over multiple days
- **ES:** Extended speaking test response time
- **ET:** Extended testing time within the school day
- **HI:** Human reader for paper-based items
- **HR:** Human reader for response options
- **RI:** Human reader for repeat of paper-based test items
- **RR:** Human reader for report of response options one time
- **MC:** Manual control of item audio
- **RA:** Repeat of test item audio

Unallowable Accommodations and Supports:

The following actions are not permitted for WIDA assessments:

- The TA reading aloud test items or passages in the reading domain;
- The TA translating test items into a language other than English;
- The student using a bilingual word-to-word dictionary; and
- The student responding to test questions in a language other than English.

Section 5: SAT Universal Features and Accommodations

Universal Features

Universal features are available to all students as they engage in SAT.

Table 17. Embedded Universal Features

Embedded
Calculator: An embedded calculator for calculator-allowed questions.
Student clock: Counts down the time left for each section and gives a 5-minute warning.
Highlighter: Available for marking test questions, and answer options with color options.
Line Focus: Uses highlighting to guide students as they read.
Mark for Review: Allows students to flag questions for later review.
Notes: For digital note taking; students also receive scratch paper.
Reference: Allows students to view standard mathematical formulas.
Strikethrough: Allows students to eliminate answer options.
Zoom: Enlarges the text and images on a test page.

Table 18. Non-Embedded Universal Features

Non-Embedded
Calculator: Calculators permitted for some, but not all, math sections.
Instructions: General instructions given orally and may be repeated on request of students.
Quiet testing environment: The test administered in a quiet, structured environment.
Test Breaks: Breaks included in the test schedule.

Accommodations for Students with Disabilities

Students with documented disabilities may be eligible for accommodations; however, a student must be approved for accommodations in College Board's Services for Students with Disabilities (SSD) online before testing, collegeboard.org/ssdonline. Accommodations must be documented per stated timelines and processed to be approved prior to testing.

College Board Forms:

- Consent form for accommodations request:
<https://accommodations.collegeboard.org/forms>
- Accommodations and Supports Handbook:
<https://accommodations.collegeboard.org/pdf/accommodations-supports-handbook.pdf>

Types of Accommodations and Supports provided on College Board Assessments

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

College Board Accommodations

Accommodations in SSD are categorized into six sections, as organized in Table 19. College Board's Accommodations and Supports Handbook describes the non-embedded accommodations outlined in Table 19 in more detail.

Table 19. Non-Embedded Accommodations

Non-Embedded Accommodations
Extended Time Accommodations: A case conference committee may determine that students can receive time and one-half (50%), double time (100%), or more than double time (>100%). Documentation is required for more than double time.
Reading/Seeing Text: A case conference committee may determine that students can receive Large Print test books, a human reader, braille with raised line drawings, magnification device (non-electric and electric), braille graphs and figures, covered overlay, and/or Assistive Technology Compatible (ATC) test format.
Recording Responses: A case conference committee may determine that students can receive Large Print (large block) answer sheets (no bubbles), support recording answers in a test book, a writer/scribe to record answers, and/or braille writer.
Extra/Extended Breaks: A case conference committee may determine that students can receive extra breaks, extended breaks, or breaks, as needed.
Modified Setting: A case conference committee may determine that students can receive preferential seating, testing in a small group setting, testing one-to-one, wheelchair accessibility, or home/hospital testing. Documentation is required for home/hospital testing.
Other: A case conference committee may determine that students can receive food/drink/medication, permission to test blood sugar, a printed copy of verbal instructions, a sign language interpreter for oral instructions only, assistive technology, auditory amplification/FM system, or a four-function calculator. Documentation is required for assistive technology.

Important Notes

Self-Pacing: Students testing with extended time on the SAT assessments will use the entire time they're approved for (no self-pacing). Students cannot move to the next section when they're finished, even if they're the only student testing.

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.

Table 20 describes the embedded accommodations available.

Table 20. Embedded Accommodations

Embedded Accommodations
TTS – Read Text Only: The Read Text Only accommodation reads the text on the screen and provides a short description of each image. This accommodation is intended for students who don't require a detailed description of images. It requires time and one-half (+50%), unless the student is approved for more.
TTS - Read Text and Graphics: The Read Text and Graphics accommodation renders an alternative long description for each image. In addition to reading the text on the screen, the native speech synthesizer reads alternative long descriptions of images. It is intended for students who require detailed image descriptions. It requires double time (+100%) unless the student is approved for more.
Desmos Four-Function Calculator for Non-Calculator Mathematics Items: A four function digital math calculator is available for non-calculator math items.

English Learner Supports: Some features are available for ELs as additional supports. These features may be provided to students without prior approval from College Board.

Table 21 describes the EL supports available.

Table 21. EL Supports

English Learner Supports
Approved Word-to-Word Bilingual Dictionaries: Word-to-Word bilingual dictionary available for ELs. It does not require College Board Approval to use. https://collegereadiness.collegeboard.org/pdf/sat-suite-college-board-approved-dictionaries.pdf
Translated Test Directions: Translated test directions will be available in PDF format. https://digitaltesting.collegeboard.org/resources
Translated Directions: Schools must print the directions for students; no printed test directions will be sent to schools. Translated directions are available in: Spanish, Albanian, Arabic, Bengali, Gujarati, French, Portuguese, Polish, Chinese, Haitian-Creole, Hindi, Russian, Urdu, and Vietnamese. Use of translated test directions does NOT require approval by College Board.

Time and one-half Extended Time: The use of the time and one-half extended time as an EL support must be entered in SSD Online by the EL Deadline for extended time to be used. While documentation does not need to be submitted to the College Board, schools will be asked during the submission process to verify that the student meets certain criteria.

State-Allowed Accommodations (SAAs)

SAAs may be available for schools testing in statewide contracts. When using SAAs, students, schools, and the state will receive scores; however, the scores aren't 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 enter SAAs in SSD online beginning in January every year. No documentation is required for approval, but requests must be made to administer a test with SAAs.

Indiana SAAs

- SAAs to sign the Reading and Writing test content using American Sign Language (ASL), Exact English Signing (EES), 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 to sign the Mathematics test content using American Sign Language (ASL), Exact English Signing (EES), 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.

Nonstandard Administration Report (NAR)

Each school administering SAT must generate a Nonstandard Administration Report (NAR). A NAR is a list of students approved for accommodations and testing in a particular test administration. The NAR is generated by following the instructions in the Accommodations and Supports Handbook by CollegeBoard.

Temporary Supports

Students with temporary conditions, such as a broken arm, may be eligible for temporary assistance on some assessments.

To request temporary assistance, the SSD coordinator can submit the Request for Temporary Assistance Form:

<https://accommodations.collegeboard.org/pdf/state-provided-temporary-conditions-form.pdf>

In rare circumstances, a physical condition might have effects that aren't permanent but are substantial and long-standing (for example, an injury might result in extensive limitations that last longer than 1 year). A long-standing physical condition may be considered a disability. Accommodation requests for long-standing physical conditions should be made under the regular accommodation request process.

Section 6: Specific Testing Protocol

Scribing Protocol

Scribing is an accommodation used with students who are unable to provide written answers on paper for classwork and, therefore, for state testing. When a student's educational plan indicates that a response is to be scribed, the school must conduct a **one-on-one** test administration so as not to interfere with the standardized testing of other students. A scribe is used for a paper-and-pencil assessment only.

A scribe is an adult who writes down what a student dictates in a variety of ways (e.g., speech, ASL, braille, assistive communication device, etc.). 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 assessments read, the student must read the test directions, questions, and response options on his or her own.

Before Testing:

- Scribes must complete Test Security 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 in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. Scribes may wish to review the practice test to become familiar with the assessment.

These directions outline the procedure for using a scribe:

- For multiple-choice or technology-enhanced items, the student must point to (or otherwise indicate) the desired response option (e.g., eye gaze, head pointer).
- Once the student makes his/her selection, the scribe will mark the indicated answer choice and have the student check for accuracy.
 - o For constructed-response, extended-response, or essay items, the student may dictate the answer to the scribe. The scribe, in return, records the response one of two ways:
 - Write the answer while the student spells each word. The student will prompt the scribe to use capitalization and punctuation.
 - Type the student's response as the student dictates spelling, capitalization, and punctuation onto a computer while the student watches on the screen.

In either scenario, the student must review what the scribe has written to ensure accuracy and approval before advancing to the next question.

The scribe must not coach or correct the student on:

- the meaning of a word;
- the spelling of a word; or
- the punctuation of a sentence.

- o Capitalization or punctuation should not be included in the written responses unless instructed to do so by the student.
- o No presumption should be made as to whether the pause is indicative of a comma or other mark of punctuation unless so instructed by the student.
- o 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.
- o 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).
- o Each scribed response must begin with the word “*Scribe*” in the response field.

Scribing with Sign Language:

- The scribe should 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 complete Test Security Training and read and sign the Testing Security and Integrity Agreement, located in the Indiana Assessments Policy Manual. **Interpreters must be employed by the school or contracted by the school.**
- When a constructed response is required, the interpreter should convey the meaning behind the student’s indicated response, such as stating out loud to the TA the student’s response and the TA scribe the interpreter’s words.
- The interpreter/scribe must show the student the written response, but NOT sign the response to the student.
 - o 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 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 for students using assistive technology devices such as but not limited to STT software, refreshable braille, personal hearing devices with Bluetooth functionality, Augmentative and Alternative Communication (AAC) devices requiring an internet connection or other assistive technology approved by IDOE. The Secure Browser provides the option for assessments to be taken in less restrictive environments. Permissive Mode is an accommodation option that allows students to use accessibility software in addition to the Secure Browser. Offered on MacOS and Windows, students testing in Permissive Mode can have moderated access to the system outside of the Secure Browser. This allows students who need accessibility tools to navigate seamlessly between the Secure Browser and approved applications that suit their test taking needs.

NOTE: Accessibility software must be certified for use with the Test Delivery System (TDS) and forbidden applications will still not be allowed to run. For information about supported operating systems, see the Quick Guide for Setting Up Your Online Testing Technology in the Indiana Assessment Portal.

Requirements for Permissive Mode

- The CTC must complete and submit a Fidelity Assurance Form to IDOE.
- A Proctor must be present in the testing room (along with a TA).
- The Proctor must be next to/near the student and monitor the student to ensure the student is not accessing the device for anything. If the student is being tested individually, then only the TA is necessary.
- 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.

Test Administration Guidance for Speech-to-text using assistive technology outside the Secure Browser

Students using the embedded Speech-to-text tool requires a one-on-one testing environment. Students using the Speech-to-text tool through assistive technology outside of the Secure Browser must test in a one-on-one testing environment with two staff members: a transcriber and a TA who will proofread to confirm accuracy.

- TA must have a device to access the TA Interface to create and manage test segments for student testing.
- The student will have two devices: one with which to access the test and one with which to use the STT accommodation.

- The student will proceed through the assessment as usual until they come to a question for which they need the STT tool, such as an open-ended response.
- The student will use the second device to indicate their response and then the transcriber will transcribe the student's response into the online text box.
- The TA will confirm the transcribed response. The student will also confirm the transcribed response.
- The student will then move on to the next question.
- Following the test administration, all transcriptions must be removed from the secondary device. The school will be responsible for ensuring and documenting this step has taken place.
- The transcriber and TA must remain with the student for the duration of the entire assessment since it is not possible to predict at which point a student would be presented with the constructed-response items during the assessment.

Transcription Guidelines

Schools must follow these guidelines to ensure accurate and fair transcription of student responses:

- All test materials and student responses are to be considered secure and confidential. Responses must be securely destroyed, and not simply recycled or placed in trash.
- Transcribers must be impartial and have no vested interest in student scores.
- The TA must be able to see the monitor or screen of the STT device being always used.
- Transcriptions of student responses must be identical to what the student provides, including grammar, pronunciation, and spelling. If a student provides an incomplete response, the transcription must match that incomplete response exactly.
- Transcriptions should be proofread by a second impartial party to confirm accuracy. For cases in which a student provides a graphic response, two transcribers must collaborate to transfer the response.
- The TA must provide written affirmation to the Test Coordinator that the student's responses have been transcribed with fidelity. Under no circumstances should a student's answer be altered or edited — to do so is a direct violation of test security.
- At the conclusion of the test sessions each day, the STT device must be examined to ensure that none of the test components or the student's responses are stored on the device.

Fidelity Assurance Form

The Office of Student Assessment's (OSA) Fidelity Assurance Form is used when a student is using STT software or an assistive technology device that requires active connection to the internet and/or contains prohibited features that **cannot** be disabled, the CTC must submit a Fidelity Assurance Form to OSA. Permissive mode will be required as an accommodation. Questions regarding STT or assistive technology devices should be directed to OSA at INassessments@doe.in.gov or (317) 232-9050.

Print-on-Demand

Print-on-Demand is an accommodation available **only** for students with an IEP, Service Plan, CSEP, or Section 504 Plan who normally participate in online assessments. The decision to allow students to use the Print-on-Demand accommodation must be made on an individual basis. A corporation or school must ensure this accommodation is selected for the student in TIDE. Print-on-Demand is a tool that may be utilized for students with an identified need and is typically used for students with low vision. The intent of the tool is to enable a student to request a paper copy of an individual 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 the singular item. 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 turned on. 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. This would include multiple-choice items, performance task items and mathematics equation/numeric response items. Due to the increased security risks associated with this tool, this tool requires two adults (one TA and one Proctor) to administer the assessment to an individual student. It is not possible to utilize this tool in a group setting due to the security risks involved.

If students require multiple items in a paper format, they should receive a paper form instead of the online assessment.

Before Testing:

The CTC and STC will develop test security management that includes:

- Setting up a 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 TA must never leave the testing room.**
- The student and the TA must rehearse this process before the actual test window, and the CTC and STC must ensure this step takes place.

During Testing:

Before the TA approves the student's request to print a test item (including stimulus or passage, if needed) the TA must ensure that the printer is on and is monitored by staff who have signed the Indiana Testing Security and Integrity Agreement and completed test security 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. This process repeats for each item, as directed by the student.
8. 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.

After Testing:

All printed materials resulting from the student's Print-on-Demand test administration must be provided to the STC for secure storage (until the end of the day) 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 of the items. 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.

Section 7: Special Circumstances and Non-Standard 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 at <http://www.doe.in.gov/student-services/health/concussion-and-sudden-cardiac-arrest>.

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** need to be submitted to OSA.

Temporary accommodations may include using assistive technology, such as STT software or a scribe, if the student is taking the assessment in a paper booklet. The CTC can order a paper booklet of an assessment by submitting a Non-Standard Assessment Accommodation Request.

Homebound Students

Students who are normally enrolled in a public school, charter school, accredited nonpublic school, or choice school, but who are physically unable to attend school and who 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, the CTC may request approval for a paper form of an assessment for the student by submitting a Non-Standard 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.

Non-Standard Assessment Accommodation Request

A non-standard assessment accommodation is an accommodation that is not listed in this document but is used by the student on a regular basis. It must be approved by IDOE. A Non-Standard Assessment Accommodation may be requested for:

- Students with an IEP, Section 504 Plan, ILP, CSEP, or Service Plan. The accommodation must be part of the student's IEP, Section 504 Plan, ILP, CSEP, or Service Plan.

- Students without a formal plan, including:
 - Students with a religious belief requiring an accommodation
 - Students in a facility without access to computers
 - Students on homebound; and
 - Students with an Emergency/Temporary Accommodation Plan.

The accommodation:

- must not invalidate the construct of the assessment;
- must align with instructional practices; and
- must be individualized for the student who needs the accommodation.

Requests must be made to IDOE by the CTC.

Prohibited Accommodations

The following accommodations are **not allowed for any students at any time**:

- Reduce the complexity of the language in the directions or test items.
- Use of visual cues or color-coded prompts.
- Administer the entire assessment in a language other than English except for ILEARN Mathematics, Science, and Social Studies assessments utilizing the Designated Feature Stacked Spanish.
- Sessions extended beyond the instructional day. Extended time must be added to the current test session (not applicable to ILEARN or IAM).
- Sticky notes as scratch/blank paper.
- Visual Timers (ILEARN is an untimed test).
- Music in the background which includes white noise or calming sounds.
- Facilitated Communication.
- Animals as a calming mechanism unless it is a licensed service animal.
 - A Non-Standard Assessment Accommodation Request must be filled out and approved by IDOE.

Protocol for the Presence of a Medical Support During Testing

If a student has the need for a medical support during testing, the following protocol must be implemented.

- The need for a student to have a medical device (e.g., Glucose Monitor, cell phone, smart watch) for a medical purpose during testing must be documented in the student's formal plan (e.g., IEP, Section 504 plan, etc.) in advance of testing. In the event the school is monitored by IDOE, this documentation may be requested.
- The CTC must complete and submit a Fidelity Assurance Form to IDOE.
- The medical support cannot be visible during testing unless there is a medical need that requires this.
- A Proctor must be present in the testing room (along with a TA).
 - The Proctor must be next to/near the student and monitor the student to ensure the student is not accessing the support for anything unless there is a medical need (in this case, testing should be paused or stopped to allow the student to receive medical attention).
- Once testing is finished:

- o The student's support must be checked (parents may need to be contacted for assistance) to review email, text messages, or any other social media outlets that were accessible on the student's support to ensure the support was not used as a resource and testing information was not videoed, photographed, referenced, obtained, shared on social media, or sent to others.
- o The Proctor (or TA in a 1:1 testing situation) must develop a signed and dated written statement verifying the monitoring of the student during testing and confirming the student's support was checked after testing to confirm there were no test security concerns.
 - This statement must be provided to the STC and CTC and kept on file locally. In the event the school is monitored by IDOE, this documentation may be requested.

Section 8: Multilingual Features and Accommodations

Students identified as ELs can have accommodations in their ILPs on Indiana state assessments except WIDA Access. Note: Paper testing is not an allowable accommodation in an ILP.

Table 22. ILP Accommodations

	IREAD-3	ILEARN	ISTEP+
Bilingual word-to-word dictionary	X	X	X
Extra time	X		X
Individual testing	X	X	X
Read aloud to self	X	X	X
Student provided additional breaks	X	X	X
TTS except reading comprehension	X	X	X

Guidance on Stacked Spanish and Glossaries

ILEARN assessments for grades three to eight have Stacked Spanish (Spanish translation) and Glossaries available. I AM assessments for grades three to eight and ten have Stacked Spanish available.

Stacked Spanish

Eligible students who are literate in Spanish (see below) may benefit from stacked Spanish translations for Mathematics, Science, Social Studies, Biology, and U.S. Government. This feature provides the student the full Spanish translation of directions and each test item above the original item in English. Students using the stacked Spanish translation are expected to respond in English. If a student also has TTS as an accommodation, only English will deploy for the TTS accommodation.

Language Glossaries

Eligible students (see below) may benefit from a glossary of translated terms for specific assessment items for ILEARN mathematics, science, and social studies. Language glossaries in Spanish, Burmese, Arabic, Mandarin, and Vietnamese are provided. If selected, the student can only receive the language glossary and not also the English glossary.

Eligible Students

Both stacked Spanish translation and translated language glossaries are designated features. School staff familiar with the student's academic and linguistic background should determine appropriate language supports, taking the following student characteristics into account:

- WIDA ACCESS Oral Language proficiency level
- WIDA ACCESS Literacy proficiency level
- Formal education experiences
- Native language literacy skills
- Current language of instruction
- Presence of a disability

NOTE:

- Decisions to use a designated support should be made based on the individual's specific needs and not for student groups (e.g., providing Spanish glossaries to all students with Spanish as their home language).
- Translation should not affect the construct being assessed and must reflect those supports that the student requires and uses when available during instruction and for assessments.

Use of Bilingual Dictionaries by English Learners on State Assessments

IDOE permits word-to-word bilingual dictionaries for use on Indiana assessments except WIDA ACCESS 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 includes:

- 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:

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

The Chin language, commonly spoken by students from 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. If you need a dictionary and cannot locate an appropriate option, have questions or concerns, or need additional guidance, please contact OSA at inassessments@doe.in.gov, or by calling (317) 232-9050, or toll-free: (888) 544-7837.

Section 9: Data Upload and TIDE

Testing accommodations not provided through IIEP or IILP will be provided through the Data Exchange Validation Portal with a direct connection from a school's Indiana Certified SIS vendor. Schools that do not have a SIS vendor or an Indiana Certified SIS vendor need to provide the accommodation data through the Data Exchange Validation Portal by utilizing the Student Indicator (Accommodations) Template.

Data Exchange (WIDA)

- All identified ELs
- Section 504 Plan or CSEP Status
- Section 504 Plan or CSEP Accommodations
 - IEP and Service Plan accommodations are extracted from Indiana IEP.
 - ILP accommodations do not apply to any WIDA assessments.
- Test Code (WIDA ACCESS Online, WIDA ACCESS Paper (Tier A or B/C), Kindergarten ACCESS, Alternate ACCESS)

Data Exchange (CAI Assessments)

- Students with a Section 504 Plan, CSEP, or ILP
- Section 504 Plan, CSEP, or ILP Accommodations
 - IEP and Service Plan accommodations are extracted from Indiana IEP.
 - ILP accommodations are extracted from Indiana ILP. Designated features are not extracted.
- Test Code:
 - ILEARN (ELA, Math, Science, Social Studies, ECAs)
 - IREAD-3
 - ISTEP+ Grade 10 Retest (ELA and Math)

Data Exchange for an IREAD-3 Good Cause Exemptions (GCE):

The following student groups are eligible for a GCE:

- Students retained two times prior to grade four;
- Special Education students (Case Conference Committee decision); and
- ELs (ILP committee decision).

Please note:

- GCE only exempts students from retest opportunities.
- GCE removes students from retest participation accountability calculations.
- GCE does not remove students from performance accountability calculations

Data Upload

The following table is how schools' accommodations are uploaded into TIDE for state testing.

Table 23. Data Upload

School Entity	IEPs	Service Plans	CSEPs	504s	ILPs	How are accommodations uploaded for state testing
Public	X	X		X	X	IIEP (for IEPs and SPs), IILP (for ILPs), Data Exchange (for 504s)
Nonpublic				X	X	Data Exchange
Choice School			X	X	X	Data Exchange
Charter School	X			X	X	IIEP (for IEPs and SPs), IILP (for ILPs), Data Exchange (for 504s)

Appendix A: Guidance for Parents/Guardians, Case Conference Committees, and 504 teams Regarding Read Aloud for Students in Grades Three through Twelve

What is Read Aloud for Assessment?

Read aloud is when the content of an assessment is read to a student. Read aloud may be provided through TTS in a computer-based assessment or it may be provided by a human reader who is trained and qualified. For a computer-administered assessment, the Case Conference Committee should consider whether TTS is preferable to a human reader (or vice versa) and list this in each student's IEP or 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.

Who can have a Read Aloud?

The Read Aloud accommodation for Students with Disabilities is an accommodation available for the ELA portion of ILEARN (references to ILEARN include ISTEP+) that is to be identified by a student's CCC or 504 team in advance of testing. **It is an accommodation that is appropriate for a relatively small number of students to meet their particular needs.**

This Guidance is offered to support parents/guardians and Case Conference Committees and 504 teams in making decisions that will ensure that state assessments support learning for all students.

Questions to be answered by a Student's Teacher and to be answered separately by the student.

The questions provided here can assist IEP decision-making teams in determining whether it is appropriate to indicate that students in grades three through twelve should be provided the reading passages for an ELA reading assessment 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 Case Conference Committee or 504 team should consider the two sets of provided answers, **as well as** with other diagnostic information to make a decision about the provision of TTS or read aloud accommodations for ILEARN ELA reading assessment.

Table 24. Guiding Questions with Explanatory Information

<p>Student Name:</p> <p>Teacher:</p> <p><i>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 3-12 for ELA reading passages. It is assumed that corporations and schools are supporting literacy practices for successful readers as part of daily instruction.</i></p>			
Question	Yes	N O	Comments
<p>1. Does the student have an identified reading disability or health issue that affects the student’s decoding, fluency, or comprehension skills?</p> <p>A reading-based disability may affect a student’s ability to decode, read with fluency, understand text that is decoded, 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.</p> <p>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 grades K-2 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 Case Conference Committees or 504 team to consider the access effects of the use of the accommodation. The TTS or read aloud accommodation is meant to provide access to the text, not make up for being a slow reader. Being a slow reader does not mean that the student should receive the TTS or read aloud accommodation for the ILEARN ELA reading assessment in grades three through twelve.</p>			

<p>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?</p> <p>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 TTS or 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.</p>			
<p>3. Does the student use TTS or receive a read aloud accommodation during instruction?</p> <p>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.</p>			
<p>4. Does the student use TTS or receive the human reader accommodation during formative assessments?</p> <p>Another indicator of the need for TTS or read aloud for the ILEARN ELA reading passages is that the student regularly receives the accommodation during formative assessments.</p>			
<p>5. Does someone (e.g., teacher, paraprofessional, another student, parent) regularly read aloud to the student in school?</p> <p>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</p>			

<p>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 grades three through eight 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.</p>			
<p>6. Is this student recently blind or does this student have a significant visual impairment? If so, is the student learning to read braille?</p> <p>A student who is learning to read braille should be assessed in grades three through twelve with the braille form of the assessment, 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.</p>			

<p>7. Is the student an EL?</p> <p>An EL is a student who is learning to read in English as part of the language acquisition process. It is important to obtain an accurate measure of his or her decoding and skills in English as the student learns the language, which may take several years. Thus, being an EL is not a sole reason to receive TTS or a read aloud accommodation for the LEARN ELA reading passages. If the student learning English also has a reading-based disability (as defined in Question 1) or is blind, then the considerations for those disabilities would apply.</p> <p>Only students with an IEP or 504 accommodation plans are eligible to receive the TTS or read aloud accommodation.</p>			
<p>8. Does the student have other needs that might be accommodated by the provision of the TTS or read aloud accommodation?</p> <p>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 masks what the assessment is assessing. Sometimes a student who is not blind or does not have a significant visual impairment, or does not have a reading-based disability, has a disability that may have produced a situation where the child ended up lagging in his or her reading skills. This should be addressed through instruction rather than the assessment. It is important that students with other learning needs not be provided the TTS or read aloud accommodations for the ELA reading passages. Case Conference Committees and 504 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 only offering the TTS and read aloud accommodations to those students with true reading-based disabilities or blindness (for</p>			

<p>those who have not learned braille) and not providing to students with other learning needs, the assessment system can provide data and information for students with other disabilities needs to have missing skills addressed.</p>			
---	--	--	--

Although test accommodations should generally be consistent with accommodations used for instruction, the use of a read aloud accommodation during instruction does not automatically qualify a student to receive the same accommodation on an ILEARN ELA, unless the student meets the criteria described in Table 24.

Case Conference Committees and 504 teams are encouraged to make consistent, appropriate, and defensible decisions regarding the use of read aloud accommodations for each student based on locally administered diagnostic assessments, and to amend the IEPs and 504 plans of students who have been previously designated for read aloud accommodations, but who do not meet the criteria listed in Table 24.