INDIANA
DEPARTMENT *of*
EDUCATION

Accessibility & Accommodations Information for Statewide Assessments

2023-2024

Table of Contents

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 statewide assessments. Information is provided for school personnel as a reference to inform guidance on universal features, designated features, and accommodations for students. Additional information regarding each Indiana statewide assessment can be found on IDOE's Assessment webpage.

Federal and state laws require that all students, including students with disabilities and English learners (ELs), participate in statewide assessments to maintain school accountability for student academic performance pursuant to Indiana Code (IC) 20-32-5.1-1 *et. seq*, and Sec.1111(b)(2)(B)(i)(II) of the Every Student Succeeds Act (ESSA) (codified at 20 U.S.C.A. § 6303b) IC Title 20.

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. Indiana statewide assessments are developed using principles of universal design to support the fair and valid measurement of all students' knowledge and skills. IDOE implements systematic steps through item development and content presentation to ensure accessibility is interwoven throughout all stages of assessment delivery and scoring outcomes.

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, EL teachers, and general education teachers; and

- Administrators, special education directors, EL directors, Corporation Test Coordinators (CTCs), Non-Public School Test Coordinators (NPSTCs), and School Test Coordinators (STCs).

Accommodations and the processes of uploading them for testing use will vary depending on the assessment vendor. Cambium Assessment, Inc. (CAI) is the vendor for ILEARN, IREAD-3, and I AM assessments. WIDA assessments are overseen through WIDA, and the Digital SAT School Day is administered by College Board. John Hopkins University is the vendor and administrator for ISPROUT. Consider this document as a whole and a supplement to training provided by IDOE's Office of Special Education and Office of Student Assessment (OSA) prior to informing instructional and assessment decisions. Contact IDOE's Office of Student Support and Accessibility for additional information or training related to IEPs.

Indiana Accessibility Advisory Group

IDOE collaborates with expert consultants in Indiana and nationally with distinct knowledge of specific student populations and use of accommodations and other accessibility features. These consultants advise IDOE on these topics to ensure that intentional focus on supporting the needs of

all student populations is realized throughout the assessment process. The advisory group supports the work of ensuring a high-quality assessment system by providing:

- Support and review of accessibility features and accommodations on Indiana standardized assessments;

- Information and guidance for IDOE on the use of best practices, resources, and tools; and

- Feedback or revisions on assessment materials.

IDOE welcomes feedback on the accessibility materials and tools related to assessment, which can be submitted to the Office of Student Assessment via phone at 317-232-9050 or email at INassessments@doe.in.gov.

Sections

Section 1: ILEARN, I AM, and IREAD-3 Universal Features Universal features are accessibility tools, supports, or resources provided to all students during test administration.

Section 2: ILEARN, I AM, and IREAD-3 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: ILEARN, I AM, and IREAD-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: WIDA Administrative Considerations and Accommodations
Administrative considerations are allowed for all ELs during the administration of WIDA Screener, ACCESS, and Alternate ACCESS. Accommodations are available for ELs with disabilities.

Section 5: Digital SAT School Day Accommodations
Accessibility features and accommodations are allowed on the Digital SAT School Day. This section outlines state-allowed accommodations for the Digital SAT School Day and their application.

Section 6: ILEARN, I AM, and IREAD-3 Specific Testing Protocol
This section outlines specific guidelines for using scribes, permissive mode, the [Fidelity Assurance Form](), braille tests, and the print on demand feature.

Section 7: ILEARN, I AM, and IREAD-3 Special Circumstances and Non-Standard Accommodations
This section outlines specific guidelines including essential documentation required when submitting a [Non-Standard Assessment Accommodation Request Form]().

Section 8: ILEARN, I AM, and IREAD-3 Multilingual Features and Accommodations
This section consists of EL accommodations, information for Spanish translations of assessments, translated glossaries, and the use of bilingual dictionaries.

Section 9: Data Upload Guidance
This section outlines information for data upload for Indiana IEP (IIEP), Indiana ILP (IILP), and schools' student information system (SIS) via 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 accommodation for English/Language Arts (ELA) on ILEARN.

Appendix B
This section consists of updates that were implemented within the 2023-2024 Accessibility and Accommodations Information for Statewide Assessments.

Section 1: ILEARN, IREAD-3, and I AM Universal Features

Universal features are accessibility tools, supports, or resources available to all students as they access assessment content. No formal plans are required for students to access these features.

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

- **Embedded**: Available via the online test delivery system. (See Tables 1 and 2.)

- **Non-Embedded**: Provided to the student by the school. (See Tables 3 and 4.)

Embedded Universal Features

Table 1. Embedded Universal Feature Descriptions for ILEARN, IREAD-3, and I AM Assessments.

Embedded Universal Features
English Dictionary, Thesaurus: Access to the Merriam-Webster English Dictionary and Thesaurus, which contains synonyms of terms, is provided on the screen to allow students to interact with included assessment text. This feature is only provided for ILEARN ELA performance tasks.
Expandable Passages: Passages or stimuli may be expanded to occupy a larger portion of the screen for improved readability.
Notes: An online notepad for students to take notes during the test. Notes persist across items on the performance task, where the notepad appears as specific notes for each individual item. This feature is only provided for ILEARN ELA performance tasks. (See "Notepad" for additional information on a similar feature for additional content area tests.)
Notepad: An online notepad for students to take notes on individual items during the test. The digital notepad is item-specific and note visibility corresponds to the item. Students are unable to copy and paste their notes into their response. Text entered in the notepad is not saved upon test submission. This feature is not available for the ILEARN ELA performance task.
Glossary (English): Allows students to select certain construct-irrelevant terms and access the definition.
Highlighter: Used for marking desired text, item questions, and item answers in transparent colors on the screen.
Line Reader: Allows the student to highlight one line at a time for reading support.
Mark for Review: Students can flag an item for future review. These flags are displayed for the student before test submission.

Online Calculator for All Items: An online calculator for all items is provided for I AM and ILEARN Science. Refer to the 2023-2024 Assessment Calculator Policy on the [ILEARN webpage](#).

Desmos four-function calculator:
- I AM Grades 3 through 8 and 10 Mathematics;
- I AM Grades 4 and 6 Science and Biology; and
- ILEARN Grades 4 and 6 Science

Desmos scientific calculator:
- ILEARN Biology

Online Calculator for Allowable Items: An online calculator is available for specific items on specific tests. The online calculator for allowable items does not display in TIDE. Refer to the 2023-2024 Assessment Calculator Policy on the [ILEARN webpage.](#)

Desmos four-function calculator:
- ILEARN Grade 6 Mathematics

Desmos scientific calculator:
- ILEARN Grades 7 and 8 Mathematics

Tutorials: Item-specific animations show the student how to interact with the item.

Strikethrough: Allows students to cross out answer options on multiple-choice and multiple-select interactions.

Rich Text Writing Tools: Bold, italic, undo/redo, and spell check are available for student-generated responses on ILEARN ELA performance tasks (writing prompts) only.

Zoom: Makes text or other graphics in a window or frame appear larger on the screen.

Table 2. Embedded Universal Features for ILEARN, IREAD-3, and I AM Assessments. An 'X' indicates the feature is available for the assessment program.

Embedded Universal Feature Assessment Application						
Embedded Feature	IREAD-3	ILEARN 3-5	ILEARN 6-8	ILEARN Biology	ILEARN U.S. Government	I AM
English Dictionary, Thesaurus		X	X			
Expandable Passages	X	X	X	X	X	X
Notepad	X	X	X	X	X	
Notes		X	X			

Glossary (English)		X	X	X	X	
Highlighter	X	X	X	X	X	X
Line Reader	X	X	X	X	X	X
Mark for Review	X	X	X	X	X	
Online Calculator For All Items		X	X			X
Online Calculator for Allowable Items (Math Only)			X			
Tutorials	X	X	X	X	X	X
Strikethrough	X	X	X	X	X	X
Rich Text Writing Tools		X	X			
Zoom	X	X	X	X	X	X

Non-Embedded Universal Features

Table 3. Non-Embedded Universal Feature Descriptions for ILEARN, IREAD-3, and I AM Assessments.

Non-Embedded Universal Features
English Dictionary, Thesaurus: An English dictionary and thesaurus may be used for the ILEARN ELA performance task with paper testing.
Headphones or Noise Buffers: Headphones or noise buffers may be used to block out distractions. Headphones may not be connected to a device (e.g., a phone or the testing device) and may not play music, white noise, or other audio tracks. Students may provide their own headphones for testing.
Highlighters for Paper Assessments: Students can mark desired text, item questions, item answers, or parts of these with a transparent color. Students should not use the highlighter to mark their responses to test items.
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, and proximity to doors or windows.

Small Group Setting: Students may be assessed in smaller groups. The size of the small group is determined locally.

Scratch/Blank Paper (including lined or graph): Students may be provided scratch, blank, lined, and/or graph paper to record responses on paper before typing out their answers or to solve mathematics problems. Schools must use caution and consider appropriate testing environments (e.g., privacy shields and barriers) for students who require the use of a dry erase board. Schools should be cautious when providing a dry erase board to students participating in the ILEARN ELA PT Segment 1. TA's must collect dry erase boards, including the student's name, at the end of the first PT session. The dry erase board must be securely stored until redistributed at the beginning of the next test session, if needed. TA's must ensure that all notes are erased from dry erase boards after administration. Sticky notes are not allowable.

Table 4. Non-Embedded Universal Features for ILEARN, IREAD-3, and I AM Assessments. An 'X' indicates the feature is available for the assessment program.

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

Additional I AM Universal Features

All students participating in I AM receive the following supports as universal features in addition to those noted above. These are not required to be noted in a student's IEP, Service Plan, CSEP, or Section 504 Plan.

- **Text-to-Speech (TTS):** The student has all text read aloud via the online platform. Students must use TTS during testing unless a human reader designated feature is assigned.

- **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: ILEARN, IREAD-3, and I AM Designated Features

Designated features are available for use by **any student** for whom the need has been indicated by an educator (or team of educators), parents/guardians, the student (if appropriate), or other personnel who is familiar with the student's characteristics and needs. No formal plan is required to access designated features.

Decisions must reflect supports that the student requires and uses during instruction and classroom assessments. Student input in determining designated features, particularly for older students, is recommended.

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 through regular instructional practices and the practice test prior to accessing the operational test. Designated features not selected in TIDE may be selected within the TA Interface prior to testing.

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

- **Embedded**: Available via the online test delivery system. (See Tables 5 and 6.)
- **Non-Embedded**: Provided to the student by the school. (See Tables 7 and 8.)

Embedded Designated Features

Table 5. Embedded Designated Features Descriptions for ILEARN, IREAD-3, and I AM Assessments.

Embedded Designated Features
Color Contrast: Sets the screen background and font colors to a setting other than default. TA selects color choices prior to testing. The TA must set the color contrast feature in TIDE prior to testing. Available choices are: - Black on white (default) - Yellow (dark and light) - Blue (dark and light) - 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 - White on red - Red on white - Yellow on black

Masking: Blocks content that is not of immediate need or that may be distracting to the student.

Mouse Pointer: Allows changes to size (large and extra large) and color (black, green, red, yellow, and white) of the mouse pointer. TA selects color choices prior to testing.

Text Size: The online text size can be set to 24 pt., 31 pt., 41 pt., or 51 pt. with larger options available when also using streamline format. This designated feature is set for the student prior to testing and cannot be changed once students have logged in to their assessment.

Translated Glossaries: Translated glossaries are provided for selected construct-irrelevant terms for Mathematics, Science, and Social Studies segments. Translated glossaries also read the description of the term aloud to students when students select the audio icon. Students assigned translated glossaries should be provided with headphones during testing. The English glossary is not available when the translated glossary is selected. For an English glossary, see the embedded universal features.

Available languages are:

- Spanish
- Burmese
- Mandarin
- Arabic
- Vietnamese
- Chin Hakha (Science and Social Studies only)

Translation Stacked Spanish: Provides a full Spanish translation of each test item above the English text for Mathematics, Science, and Social Studies ILEARN assessments. If an assessment is started with Stacked Spanish, the test form will remain as Stacked Spanish, even if the feature is turned off in TIDE.

Note: Guidelines for making the determination to utilize stacked-Spanish translations are located in **Section 8.**

Visual Human Reader for Phonics Items: Allows students participating in IREAD-3 to view an embedded video of a human reading the phonics items in Segment 1 out loud. This designated feature may be beneficial for students who receive speech services and prefer to watch the human reader speak the phonics items. This feature is set in TIDE by the TA prior to testing.

Table 6. Embedded Designated Features for ILEARN, IREAD-3, and I AM Assessments. An 'X' indicates the feature is available for the assessment program.

Embedded Designated Feature Assessment Application						
Feature	IREAD-3	ILEARN 3-5	ILEARN 6-8	ILEARN Biology	ILEARN U.S. Government	I AM
Color Contrast	X	X	X	X	X	X
Masking	X	X	X	X	X	X
Mouse Pointer	X	X	X	X	X	X

Text Size	X	X	X	X	X	X
Translation Stacked Spanish (NOT available for ELA)		X	X	X	X	
Translated Glossaries (NOT available for ELA)		X	X	X	X	
Visual Human Reader on Phonics Items	X					

Non-Embedded Designated Features

Table 7. Non-Embedded Designated Features Descriptions for ILEARN, IREAD-3, and I AM Assessments.

Non-Embedded Designated Features
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. Permissive mode is no longer required for Bluetooth devices.
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 not provided for by the zoom universal tool.
Color acetate film for paper assessment: Color transparencies that are placed over paper-based assessments.
Human Reader For All Items: Text is read aloud to the student by a human reader using a reader's script for the paper fixed-form or online platform. **This support is only applicable as a designated feature on the alternate assessment, I AM.** ILEARN and IREAD-3 students must have a formal accommodation to have content read aloud during testing.
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.

Table 8. Non-Embedded Designated Features for ILEARN, IREAD-3, and I AM Assessments. An 'X' indicates the feature is available for the assessment program.

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

Section 3: ILEARN, IREAD-3, and I AM Accommodations

An accommodation is a change in the standardized testing materials or procedures that allows students with an IEP, Section 504 Plan, ILP, Service Plan, and/or CSEP to participate in an assessment while measuring the 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 the Individuals with Disabilities Education Act (IDEA) receiving special education services.

- Section 504 Plan: Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA.

- ILP: Information pertaining to ILP accommodations can be found in Section 8.

Non-Public Schools

- Service Plan: A non-public school student with a disability receives special education and related services from the public school in accordance with a Service Plan. A Service Plan is similar to an IEP but does not contain all components of an IEP and does not ensure free appropriate public education. For more information regarding Service Plans, please refer to **Article 7: 511 IAC 7-34-5 *Decisions regarding services provided by the public agency and service plans***.

- Non-Public School Section 504 Accommodation Plan: If the student does not have a Service Plan, the non-public school may develop a Section 504 Accommodation Plan *if the student qualifies as a student with a disability under Section 504.*

- CSEP: Students whose Choice scholarships include special education funds have a CSEP that is developed by the non-public school per current guidance.

- ILP: Information pertaining to ILP accommodations can be found in Section 8.

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

- **Embedded**: Available through the online test delivery system. (See Tables 9 and 10.)

- **Non-Embedded**: Provided to the student by the school. (See Tables 11 and 12.)

Embedded Accommodations

Table 9. Embedded Accommodations Descriptions for ILEARN, IREAD-3, and I AM Assessments.

Embedded Accommodations
Audio Transcriptions: Audio transcriptions of test content that may be read by the student and braille devices; this is an appropriate accommodation for students who are deaf or hard of hearing. The text transcribed from the audio content in the item will display in a separate window. The text in the transcripts may be read by compatible screen readers. Audio transcriptions can deliver content directly to the student or on a braille device. This accommodation is different from closed captioning. Audio transcriptions are available only on ILEARN ELA assessments due to items that measure listening. Non-ELA subjects do not have listening items that require audio transcriptions.
Braille Embosser: The Test Delivery System (TDS) provides the required files and software (print on demand) needed, but local schools provide access to the braille embosser. The braille embosser creates materials (e.g., maps, charts, graphs, diagrams, and illustrations) in a raised format (paper or thermoform). Braille embossers can emboss single-sided or double-sided (interpoint) and can produce six or eight dot braille. Speed of printing, line width, and weight of braille paper are all differentiating factors for embossers. Items will be printed one by one. Braille embossers can only function if permissive mode and print on demand are also selected. Failure to select all three will result in the braille embosser not functioning on the assessment. Braille files are provided in either Braille Ready Format (BRF) or Printer Output File (PRN) format, depending on the item in question. PRN files are commonly used for items with graphics and charts, while BRF files are used for items that are text. BRF files can be printed using any braille embosser, whereas PRN files are each formatted for a specific embosser. Regardless of your embosser type, you will still be able to print both types of files. If you receive an error while attempting to open and print a PRN file indicating an embosser incompatibility, save the file as a different type that is compatible with the embosser you intend to use. You will then be able to print the file.
Closed Captioning for Online Audio Items: Printed text that appears on the computer screen as audio/visual materials are presented. Closed captioning is available on ILEARN ELA tests due to items that measure listening. Non-ELA subjects do not have listening items that require closed captioning.
Hard of Hearing (HoH) Form: Students with a documented hearing loss and a formalized plan (e.g., IEP, ILP, CSEP, Section 504 Plan, or a Service Plan) may be assigned the HoH form. Students assigned the HoH form will not respond to items measuring phonics skills; however, students must still respond to items in Segment 1 that do **not** measure phonics skills.

Human Reader or Sign Language Interpreter for Reading Comprehension Items (ELA):
Students who require a human reader or sign language interpreter on ILEARN ELA will display one of the following options in TIDE:

- Reading Comprehension Items are Read Aloud by Human Reader or Signed by Sign Language Interpreter
- Reading Comprehension Items are NOT Read Aloud by Human Reader or Signed by Sign Language Interpreter

Students who require a human reader or sign language interpreter **except** items testing reading comprehension on ELA will only have items and passages read aloud or signed that do not measure reading comprehension. TDS will display a "Do Not Speak/Sign" icon on items and passages that cannot be read aloud or signed to the student. Due to TDS displaying a "Do Not Speak/Sign" icon on items and passages, this accommodation will display under embedded accommodations in TIDE for ELA as Reading Comprehension Items are NOT Read Aloud by Human Reader or Signed by Sign Language Interpreter.

Students who require a human reader or sign language interpreter for all items **including** reading comprehension will have text read aloud by a human reader or signed by an interpreter for the online ELA CAT. Students with this accommodation will not display a "Do Not Speak/Sign' icon on items and passages. This accommodation will display under embedded accommodations in TIDE for ELA as Reading Comprehension Items Are Read Aloud by Human Reader or Signed by Sign Language Interpreter.

Protocol for administering the online CAT with a human reader or sign language interpreter is located on page 29-30. If the human reader or sign language interpreter accommodation is required for a large group of students, the CTC may request to administer the paper fixed-form test to accommodate logistics of test administration. Additional guidance can be located in the ILEARN 3-8 Test Administrator's Manual (TAM) on the [ILEARN Assessment Portal](#).

The TA must oversee the sign language interpreter.*

*Parents/guardians are not allowed to serve as an interpreter during state testing. Interpreters must be school employees or individuals contracted by the school who have signed the Testing Security and Integrity Agreement.

Online American Sign Language (ASL) Video for Listening Items: The audio portions of items measuring listening skills are presented in ASL through embedded videos for students who are deaf or hard of hearing. This accommodation is available on ILEARN ELA assessments due to items that measure listening. Non-ELA subjects do not have listening items that require ASL videos.

Online Calculator for All Items:
An online calculator for all items is available for specific tests.

Desmos four-function calculator
- ILEARN Grade 6 Mathematics

Desmos scientific calculator
- ILEARN Grades 7 and 8 Mathematics

Permissive Mode to Use Assistive Technology Devices: Permissive mode allows specific supported third-party software to run on student devices while they are locked for testing via the Secure Browser. Students may switch between the Secure Browser and the approved accessibility application while testing. Examples of assistive technologies include refreshable braille, sound magnification for frequency modulation (DM) devices, and augmentative and alternative communication devices (AAC). Offered on MacOS and Windows, students testing in permissive mode can have moderated access to the system outside of the Secure Browser.

Third-party accessibility software must be certified for use with TDS, and forbidden applications will remain blocked. For information about supported operating systems, see the Assistive Technology Manual available on the Indiana Assessment Portal.

Print on Demand: Specific test items or stimuli may be printed during online testing as needed. Students with specific visual needs may review the printed content before responding to the item in the Secure Browser. Permissive mode is required for print on demand to function.

Students who need specific types of content (e.g., graphs only) presented on paper should receive this accommodation. Students who need all content presented on paper should receive the accommodation "Print Booklet".

Refreshable Braille: TDS provides the required software to view test content through refreshable braille displays. Schools provide the refreshable braille displays, which provide access to information on a computer screen by electronically raising and lowering different combinations of pins in braille cells ([American Foundation for the Blind](#)).

Permissive mode is required for refreshable braille to function.

Speech-to-Text (STT): Students who have motor or processing disabilities (such as dyslexia) that make it difficult to produce text or commands using computer keys may benefit from this accommodation. The Secure Browser provides software that listens to a student's verbal response and transforms it to text for open-ended items. STT is only available for assessments that have constructed response or essay items.

Streamline Format: Streamline format displays test content vertically and left-aligned for enhanced accessibility. It provides the assessment in an alternate, simplified format where items are displayed below the stimuli on the test interface. Two-column scrolling is not present in 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 software administered on the computer-adaptive test. Students who use TTS will need headphones unless tested individually in a separate setting. Items that measure reading comprehension and are not read aloud will display with the "Do Not Speak/Sign" icon on ILEARN assessments. TTS except items testing reading comprehension is applicable to all ILEARN subject areas. Students testing non-ELA subjects will have all items and stimuli read aloud to them.TTS Refer to the Text-to-Speech Supplemental Information Sheet on the [Indiana Assessment Portal](#) for more information.

Directions are read aloud for items that do not measure reading comprehension on IREAD-3.

Text-to-Speech Including Items Testing Reading Comprehension: Text is read aloud to the student including items testing reading comprehension via embedded TTS software administered on the computer-adaptive test. Students who use TTS will need headphones unless tested individually in a separate setting. Students who require TTS for all items will have all items and passages read aloud, including those that contain reading comprehension content.TTS including items testing reading comprehension is applicable to ILEARN ELA assessments. **(All items on I AM are read to students as a universal feature.)** Refer to the Text-to-Speech Supplemental Information Sheet on the [Indiana Assessment Portal](#) for more information.

Guidelines to help drive decision-making of TTS for all items are located in **Appendix A** of this document.

Word Prediction: The Co:Writer Word Prediction tool is available on all supported operating systems. Students have access to word lists as they type open-ended responses. Students type letters or words and a list of predicted words appear. The Co:Writer Word Prediction tool is only available on constructed response and essay items. Color contrast and zoom features will not apply to this embedded software.

Students who have both STT and Co:Writer Word Prediction accommodations will have access to both features on open-ended questions, but will not be able to use STT and Co:Writer Word Prediction at the same time. For example, a student with both accommodations would be able to dictate their initial response using STT and then make additional typed adjustments using Co:Writer Word Prediction.

Table 10. Embedded Accommodations for ILEARN, IREAD-3, and I AM Assessments. An 'X' indicates that the accommodation is available for the assessment program.

Embedded Accommodation Assessment Application						
Accommodation	**IREAD-3**	**ILEARN 3-5**	**ILEARN 6-8**	**ILEARN Biology**	**ILEARN U.S. Government**	**I AM**
Audio Transcriptions		X	X			
Braille Embosser		X	X	X	X	
Closed Captioning for online Audio Items (ELA Only)		X	X			
Hard of Hearing (HoH) Form	X					

Human Reader or Sign Language Interpreter for Reading Comprehension Items (ELA Only)		X	X			
Online ASL Videos for Listening Items (ELA Only)		X	X			
Online Calculator for All Mathematics Items			X			X
Online Calculator for All Science Items		X	X	X		X
Permissive Mode to Access Assistive Technology (AT) Device(s)	X	X	X	X	X	X
Print on Demand for Online Test		X	X	X	X	
Refreshable Braille		X	X	X	X	
Speech-to-Text (STT)		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	
TTS for All Items Including Reading Comprehension (ELA Only)		X	X			
Word Prediction		X	X	X		

Non-Embedded Accommodations

Table 11. Non-Embedded Accommodations for ILEARN, IREAD-3, and I AM Assessments.

Non-Embedded Accommodations
Adaptive and/or Handheld Calculator for Calculator-Allowed Items: A non-embedded calculator for students that require a handheld or an adaptive calculator, such as a braille calculator or a talking calculator can be used on calculator-allowed items (ILEARN Grades 6-8 Mathematics). This calculator may be adaptive, handheld, or both adaptive and handheld. Guidelines for use of the adaptive and/or handheld calculator are located on page 31.
Adaptive and/or Handheld Calculator for All Items: A non-embedded calculator for students that require a handheld or adaptive calculator, such as a braille calculator or a talking calculator, for all items can be used on ILEARN Grades 6-8 Mathematics, ILEARN Grades 4 and 6 Science, and ILEARN Biology). This calculator may be adaptive, handheld, or both. An adaptive and/or handheld calculator for all items is a universal feature for students taking I AM Grades 3-8 and 10 Mathematics and I AM Grades 4 and 6 Science and Biology. Guidelines for use of the adaptive and/or handheld calculator are located on page 31.
Alternate Indication of Response: Alternate response options include, but are not limited to: circling, pointing, stating, adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. Some alternate response options require external devices that must be plugged in and be compatible with TDS. In this case, permissive mode is required.
Bilingual Word-to-Word Dictionary: A standard published bilingual or dual-language word-to-word dictionary may be used during the assessment. This accommodation may be appropriate for students whose primary language is not English and who use dual-language support in the classroom. Guidelines for use of bilingual dictionaries are in **Section 8.**
Braille Booklet: A raised-dot code that students read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). IDOE provides these assessments in Unified English Braille (UEB) with Nemeth Math for all grades. Refer to *Table 12. Non-embedded Accommodations* for clarification on contracted and uncontracted braille booklets available for each assessment.

Braille Embosser: The Test Delivery System (TDS) provides the required files and software (print on demand) needed, but local schools provide access to the braille embosser. The braille embosser creates materials (e.g., maps, charts, graphs, diagrams, and illustrations) in a raised format (paper or thermoform). Braille embossers can emboss single-sided or double-sided (interpoint) and can produce six or eight dot braille. Speed of printing, line width, and weight of braille paper are all differentiating factors for embossers. Items will be printed one by one.

Braille embossers can only function if permissive mode and print on demand are also selected. Failure to select all three will result in the braille embosser not functioning on the assessment.

Braille files are provided in either Braille Ready Format (BRF) or Printer Output File (PRN) format, depending on the item in question. PRN files are commonly used for items with graphics and charts, while BRF files are used for items that are text.

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 timed assessments. The amount of extra time provided is determined based on identified test time limits. TAs must utilize the guidance given in the IEP, ILP, Service Plan, Section 504 Plan, or CSEP. Unlimited time is not allowed.

ILEARN and I AM 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.

IREAD-3 must have a time limit for extra time. Students may be assigned time and one-half (50% extra time) or double time (100% extra time) on these 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 for the online CAT or paper fixed-form tests.

Students who require a human reader except items testing reading comprehension on ELA will only have items and passages read aloud that do not measure reading comprehension. TDS and paper fixed-forms will display a "Do Not Speak" icon on items and passages that cannot be read aloud to the student.

Protocol for administering the online CAT with a human reader is located on pages 29-30. If the human reader accommodation is required for a large group of students, the CTC may request to administer the paper fixed-form test to accommodate logistics of test administration. Additional guidance can be located in the ILEARN 3-8 Test Administrator's Manual (TAM) on the ILEARN Assessment Portal.

Students who require a human reader for non-ELA subjects will receive all items and stimuli read aloud. This accommodation is applicable to ELA, Math, Science, and Social Studies.

Human Reader Including Items Testing Reading Comprehension: Text is read aloud to the student by a human reader for the online CAT or paper fixed-forms. All items are read aloud including items testing reading comprehension.Students with this accommodation will not display a "Do Not Speak/Sign' icon on items and passages. This accommodation is only applicable to ILEARN ELA.

Protocol for administering the online CAT with a human reader is located on pages 29-30. Additional guidance can be located in the Test Administrator's Manual (TAM) on the ILEARN portal.

Guidelines to help drive decision-making of a human reader for all items including items testing reading comprehension is located in **Appendix A** of this document.

This accommodation is only applicable to ELA.

Hundreds Chart: A paper-based 1-100 chart may be used. Students with visual processing or spatial perception may benefit from this accommodation. This accommodation is available on all ILEARN and I AM Mathematics and Science assessments.

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

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

*The online print size may be changed to 24 pt., 31 pt., 41 pt., or 51 pt. with larger options available when also using streamline format. Adjusting the online print size may be more appropriate than using a large-paper booklet.

Multiplication Table: For students with a documented math disability, a paper-based 9x9 multiplication table may be beneficial. The multiplication table is available on all ILEARN and I AM Mathematics and Science assessments.

Print Booklet: A paper form of the assessment may be provided to a student. The print booklet is a fixed-form test 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 delivers the assessment in a manner compatible with refreshable braille devices (RBDs), but local schools provide access to the refreshable braille device. A refreshable braille device is a mechanical device for displaying braille characters. Students who are blind or have low vision may use refreshable braille devices to read text output.

Permissive mode must be indicated as an accommodation to use refreshable braille. Refreshable braille is available for students taking ILEARN.

Scribe: Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses. Students dictate their responses to a human who records the response verbatim in the response area. The scribe protocol is found in Section 6.

Sign Language Interpreter: A student who is deaf or hard of hearing may require the use of a sign language interpreter. The interpreter must use the appropriate protocol to sign test content based on the student's accommodation.

Students who require a sign language interpreter **except** items testing reading comprehension on ELA will only have items and passages signed that do not measure reading comprehension. TDS and the paper fixed-form will display a "Do Not Speak/Sign" icon on items and passages that cannot be signed to the student. A sign language interpreter except items testing reading comprehension is applicable to English/language Arts, Mathematics, Science, and Social Studies.

Students who require a sign language interpreter for all items **including** reading comprehension will have text signed by an interpreter for the CAT or paper fixed-form. Students with this accommodation will not display a "Do Not Speak/Sign' icon on items and passages. This accommodation is only applicable to ILEARN ELA.

The TA must oversee the interpreter.*

*Parents/guardians are not allowed to serve as an interpreter during state testing. Interpreters must be school employees or individuals contracted by the school who have signed the Testing Security and Integrity Agreement.

Speech-to-Text (STT): Students who have motor or processing disabilities (such as dyslexia) that make it difficult to produce text or commands using computer keys may benefit from this accommodation. Speech-to-text is available as a non-embedded, third-party add-on for Windows, MacOS, and iOS devices. Only supported and approved speech-to-text software may be used. Permissive mode is required for assistive technology, including speech-to-text. Refer to the Assistive Technology Manual for more information regarding accepted third-party software for speech-to-text.

Speech-to-text is only available for assessments that have constructed response or essay items.

Student Provided Access to Own Resources: Students can use their own resources, such as tactile symbols and raised lined graph paper. Manipulatives (e.g., personal clocks) are not permitted.

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 refocus due to attention concerns. If this occurs, the student's testing time is suspended during the break and is resumed upon the student's return.

Word Prediction: Word prediction is an assistive technology tool that suggests words while students type. Word prediction is available as a non-embedded, third-party add-on for Windows, MacOS, and iOS devices. Only supported and approved word prediction software may be used. Permissive mode is required for assistive technology, including word prediction. Refer to the Assistive Technology Manual for more information regarding accepted third-party software for word prediction.

Table 12. Non-Embedded Accommodations for ILEARN, IREAD-3, and I AM Assessments. An 'X' indicates the feature is available for the assessment program.

Non-Embedded Accommodation Assessment Application						
Accommodation	**IREAD-3**	**ILEARN 3-5**	**ILEARN 6-8**	**ILEARN Biology**	**ILEARN U.S. Government**	**I AM**
Adaptive and/or Handheld Calculator for Calculator-Allowed Items			X			
Adaptive and/or Handheld Calculator for ALL Mathematics items			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
Bilingual Word-to-Word Dictionary	X	X	X	X	X	X
Braille Booklet (Contracted)	X	X	X	X	X	X
Braille Booklet (Uncontracted)	X					
Braille Embosser		X	X	X	X	
Braille Transcription for Audio Items (ELA Only)		X	X			
Extra Time	X					
Human Reader Except Items Testing Reading Comprehension	X	X	X	X	X	
Human Reader Including Reading Comprehension (ELA Only)		X	X			

Hundreds Chart		X	X	X		X
Individual Testing	X	X	X	X	X	X
Large Print Booklet	X	X	X	X	X	X
Multiplication Table		X	X	X		X
Print Booklet	X	X	X	X	X	X
Read Aloud to Self	X	X	X	X	X	X
Refreshable Braille		X	X	X	X	
Scribe	X	X	X	X	X	X
Sign Language Interpreter	X	X	X	X	X	X
Speech-to-Text (STT)		X	X	X		
Student Provided Access to Own Resources (tactile symbols, raised lined graph paper)						X
Student Provided with Additional Breaks	X	X	X	X	X	X
Word Prediction		X	X	X		

Specific Accommodations

Text-to-Speech (TTS)

TTS is a reading accommodation 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. Students who take IREAD-3 using TTS as an accommodation will not have items that measure reading comprehension read aloud. Students who participate in ILEARN 3-8 have two options for TTS:

- Students testing with **TTS except items testing reading comprehension** will only have items and passages read aloud that do not contain reading comprehension content.

- Students testing with **TTS including items testing reading comprehension** will have all items and passages read aloud, including those that contain reading comprehension content.

TTS including items testing reading comprehension is only applicable for students who have the accommodation indicated in their IEP, Service Plan, CSEP, or Section 504 Plan. This accommodation is not applicable to ELs with an ILP.

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 provided by the TA for a paper assessment or the online CAT.

- Read aloud scripts are no longer required for I AM and ILEARN. The human reader must read items and passages from the student's screen or paper assessment verbatim.

- Students taking ILEARN 3-8 can have a human reader except for items that measure reading comprehension or have all items and passages, including items that measure reading comprehension read aloud, via a human reader for a paper assessment or the online CAT.

- Students taking I AM can utilize a human reader for all items for a paper assessment or online assessment. A human reader is available as a designated feature for any student for whom the need has been indicated.

- A read aloud script must be ordered or downloaded ahead of time in TIDE for IREAD-3, and the human reader must follow the script verbatim if administering the read aloud accommodation for paper testing.

- Students taking IREAD-3 can use a human reader as an accommodation but cannot have items that measure reading comprehension read aloud. The human reader accommodation may only be provided on a paper assessment for IREAD-3.

Refer to **Appendix A** for guidance on assigning a human reader for all items including reading comprehension.

Reminders for Administering the Human Reader Accommodation:

- The human reader accommodation must be administered one-on-one for the ILEARN CAT or to a small group of students participating in the paper assessment, provided that each student has this accommodation listed in the IEP, Service Plan, CSEP, Section 504 Plan, or ILP. Ideally, TAs will have worked with the student(s) previously.

- TAs/Proctors must read items and passages verbatim, exactly as written on the student's screen or paper assessment, using a neutral tone for ILEARN and I AM.

- TAs/Proctors administering the read aloud accommodation should be attentive when reading items and/or passages so that students are not inadvertently clued as to a correct or incorrect response.

- TAs/Proctors may reread the directions, questions, and response options at the student's request only.

- TAs/Proctors must read the script verbatim, exactly as written, using a neutral tone for IREAD-3.

- TAs/Proctors may review the script for IREAD-3 paper assessments no more than 24 hours before administering the read aloud accommodation to ensure proper administration.

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

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

- The sign language interpreter and/or human reader accommodation must be administered one-on-one for the ILEARN CAT, and the student must have this accommodation listed in their IEP, Service Plan, CSEP, Section 504 Plan, or ILP. Ideally, TAs and/or sign language interpreters will have worked with the student(s) previously.
    - A one-on-one administration is required because the computer adaptive test administers different items to each student. No exceptions are available. If the human reader or sign language interpreter accommodation is required for a large group of students, the CTC may request to administer the paper fixed form to accommodate logistics of test administration.
    - Two types of human reader and sign language interpreter accommodations are available for ILEARN ELA assessments. TAs must not read or sign items that measure reading comprehension for students who are assigned the human reader or sign language interpreter accommodation for items except items measuring reading comprehension. TDS and paper assessments will display a "Do Not Speak/Sign" icon on items and passages that cannot be read or signed to the student based on their assigned accommodation. Do not read or sign any items or passages labeled with the "Do Not Speak/Sign" Icon. Images and additional guidance are provided in each applicable program's Test Administrator's Manual.
- The sign language interpreter and/or human reader accommodation must be administered one-on-one for I AM. The student must have the sign language interpreter accommodation listed in their IEP, Service Plan, or CSEP. A human reader is a designated feature available for students for whom the need has been indicated.
- The sign language interpreter may display the say boxes from the appropriate Test Administrator's Manual (TAM), if determined necessary for the student during administration. Sign language interpreters must not display secure scripts.
- The sign language interpreter must instruct the student on how to request signed interpretation support prior to test administration and what to expect in the test environment before test administration.
- During test administration for ILEARN and I AM assessments, sign language interpreters/human readers will:
    - Administer the assessment using the appropriate TAM.
    - Sit with the student and sign and/or say the item and answer options from the student's screen or paper assessment to the student as the items are administered.

- ○ Adhere to all of the following procedures to maintain standardization and avoid cueing:
    - ■ Sign numbers (including decimals) without indicating place value.
    - ■ Example: Sign 45,000 as "four five zero zero zero" and <u>not</u> as "forty-five thousand"
    - ■ Example: Sign 6.7 as "six point seven" and <u>not</u> as "six and seven tenths"
    - ■ If the number is a date in context (e.g., "In 1876…") sign as typical to indicate a date.
    - ■ Sign table and graph headers, keys, and labels, but do not interpret the graph by signing its contents.
    - ■ Sign map titles, keys, and labels exactly as they are displayed. Do not interpret labels. The interpreter may instruct the student to point to text if they would like it signed.
        - ● Example: If the label is abbreviated (such as IN for Indiana), sign the abbreviation, do <u>not</u> interpret the abbreviation for the student.
    - ■ Sign equation symbols when they are present, but do not sign implicit mathematical steps.
        - ● Example: 4(3x + 2) should be signed "four open parenthesis three x plus two close parenthesis" and should <u>not</u> be signed "four times the quantity three x plus two" or "four times three x plus two". Adding the "times" or "times the quantity" interprets the equation for the student.
    - ■ Text or labels on images may be signed.
- ● Sign language interpreters must not sign additional instructions or guidance to the student beyond the item, its answer options, or system message/tool names exactly as displayed on the screen.
- ● Sign language interpreters must not provide content support to the student during testing.
- ● Sign language interpreters administering the read aloud accommodation should be attentive when reading directions and/or content to avoid inadvertently signaling a response option as correct or incorrect.
- ● Sign language interpreters may reread the directions, questions, and response options at the student's request only.
- ● Sign language interpreters may correct themselves when signing incorrectly. If the sign language interpreter provides an answer to a question in error, the sign language interpreter must notify the TA immediately.
- ● The sign language interpreter must sign directions and/or content to the student using the information displayed on the student's screen. The interpreter must use literal translation methods. (Direct word-to-word translation is not appropriate to convey the meaning.)

The Role of TA:

- ● The TA must understand the role of the interpreter is to solely provide the sign language interpreter accommodation during test administration.
- ● The TA must communicate with the sign language interpreter prior to test administration to discuss protocol for addressing possible test irregularities.
    - ○ It is the responsibility of the TA to contact the STC and/or CTC regarding test security or irregularity concerns.

- The TA must provide clear direction to the sign language interpreter if the student poses a question based on test content. Sign language interpreters do not assist in answering questions pertaining to the test.

Calculators

Students who use a calculator as an accommodation on ILEARN 6-8 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 3-5 Mathematics do not have access to any calculators.

An online calculator for all items is available for specific tests. Comparable handheld/adaptive calculators may be provided if the student's accommodations provide for such.

Desmos four-function calculator:

- ILEARN Grade 6 Mathematics
- ILEARN Grades 4 and 6 Science
- I AM Mathematics and Science all grades

Desmos scientific calculator:

- ILEARN Grades 7-8 Mathematics
- ILEARN Biology

Assigning Calculator Use Accommodation for All Mathematics Items:

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

Framework to guide conversations regarding the assignment of this accommodation:

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

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

Section 4: WIDA Administrative Considerations and Accommodations

WIDA provides the English language proficiency assessments in Indiana, including WIDA Screener (placement) assessments and WIDA ACCESS (annual) assessments. WIDA shares extensive guidance regarding accessibility and accommodations for use on WIDA assessments. However, to ensure compliance with Indiana guidance, please refer to this Indiana-specific list of approved accommodations.

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

Clarifying test directions in the student's home language is not an allowable accommodation or support in Indiana. Translation of directions for any state assessment is only permissible when utilizing an approved, translated script.

Administrative Considerations

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

Table 14. WIDA Administrative Considerations

Category	Administrative Consideration	Description
Test Timing and Scheduling	**Supervised Breaks**	Students may take a break at any point, as needed. Breaks may be planned in advance based upon student-specific needs. Students should be kept in the testing environment during breaks, when possible.
	Short Segments	In circumstances when a student needs longer breaks in testing, a test can be administered across multiple, short administration sessions. This should be predetermined based on the student's needs for breaks during instruction. Each domain test should be completed on a single school day.
	Extended Testing Time	WIDA assessments are untimed. Timing guidance is provided, but there is not a strict limit. Any student who is actively engaged in testing can continue working up to the end of the school day.
	Extended Testing of a Test Domain over Multiple Days (EM)	ACCESS Online and Paper: If a student is unable to complete the ACCESS Online Listening, Reading, or Speaking domain test on a single day, it can be

	Note: *EM is listed as an accommodation by WIDA. IDOE no longer recognizes EM as an accommodation. EM does not need to be indicated in the student's WIDA AMS profile.*	resumed and completed on another day. IDOE approval is not required. EM is not allowed for the Writing domain.
Test Environment	**Adaptive and Specialized Equipment or Furniture**	Students who routinely use adaptive and specialized equipment or furniture (e.g., special seating, weighted vests, fidget tools, adaptive keyboards) should have access to those during testing.
	Alternative Microphone	Students who are uncomfortable using a headset may use an alternative microphone (external or the testing device's built in microphone).
	Familiar Test Administrator	The TA can be any staff member the student is familiar with, provided the certification and training requirements have been met.
	Individual or Small Group Setting	Students may be tested individually or in a small group setting.
	Specific Seating	Students may be seated any place in the testing environment that helps them hear, see, focus, or otherwise engage with the test. Seating arrangements must ensure the student can access test materials, hear the TA and any recorded audio, and be monitored.
Test Content Presentation	**Redirection**	TAs may quietly redirect a student's attention back to the test when the student is demonstrating off-task behavior. Verbal redirection may be given in English or the student's home language. This must be done without disturbing other test takers.
	Encouragement	TAs can provide verbal praise for on-task behavior. Encouragement must not be tied to the student's test performance and must not disturb other test takers.
	Read Aloud to Self	Students may read any part of the test aloud to themselves. Arrange an individual test administration if a student will not be using a whisper phone and/or will be a distraction to other test takers.
Test Item Responses	**Monitor Placement of Responses**	TAs may monitor students to ensure answers are marked in the correct places in a test booklet or the online test platform.

Universal Tools

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

Table 15. Universal Tools for WIDA Assessments

Universal Tools: WIDA		
Universal Tool	**Description**	**Test Mode**
Audio Aids	A tool the student can use to amplify or diminish sound.	Online and Paper
Color Adjustments	A tool to increase contrast or otherwise allow a student to better see the test content. Students can use transparent color overlays to alter how they see the test content on the screen or in a test booklet.	Online and Paper
Highlighters, Colored Pencils, or Crayons	Tools the student can use to mark specific text.	Online (embedded highlighter tool) and Paper
Keyboard Navigation	Students can move from screen to screen and make selections in the online test platform by using the keyboard instead of the mouse.	Online only
Line Guide or Tracking Tool	Students can use a variety of tools to guide their eyes while reading.	Online and Paper
Low-Vision Aids or Magnification Devices	Tools the student can use to increase the size of graphics and text. A magnifier tool is built into the online test platform. A low-vision device can be used for paper testing.	Online and Paper
Sticky Notes	An embedded tool the student can use to make notes in preparing for responses on the online Writing test.	Online
Scratch Paper	Students can use blank scratch paper to make notes, draft text, or sketch diagrams as they test. WIDA recommends that students use scratch paper only for the Writing test. Used scratch paper is considered secure test material. It must be collected and securely destroyed. IDOE does not allow for the use of scratch paper on the Speaking test.	Online and Paper

Accommodations

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

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

Table 16. WIDA-Specific Accommodations

Accommodation Code and Name	Description	Test Domains	WIDA Assessment
BR: Braille	Provides access to the assessment for a braille-proficient EL who is blind.	Listening Reading Writing	ACCESS Paper
ES: Extended speaking test response time	The student is provided up to twice the allowable time to respond to items.	Speaking	Screener Online and Paper ACCESS Paper and Online
IR: In-person human reader	This accommodation may support students with a documented need for an in-person human reader. TAs can read labels or captions, but never describe images. Answer choices may only be read aloud for the Listening test. TAs must utilize a special script for paper test administrations.	Listening Speaking Writing	Screener Online and Paper ACCESS Online and Paper
RP: Repeat in-person human reader	This accommodation follows the same guidelines as the IR accommodation. TAs providing this accommodation can repeat anything that was read aloud. For the Listening test, TAs can only repeat one time.	Listening (1x) Speaking Writing	Screener Online and Paper ACCESS Online and Paper
SD: Interpreter signs test directions in ASL	Interpreter signs test logistics, directions, and practice items into ASL or another signed system. Translation of actual test items is not allowed.	Listening Reading Speaking Writing	Screener for Kindergarten Screener Online and Paper Kindergarten ACCESS ACCESS Online and Paper Alternate ACCESS
LP: Large Print	Large print version of the test. Student responses must be transcribed verbatim into the	Listening Reading Speaking	Kindergarten ACCESS ACCESS Paper

	scannable test booklet for scoring.	Writing	
MC: Manual control of item audio	This accommodation allows a student to indicate when they are ready to hear recorded audio during testing.	Listening Speaking Writing	Screener Online and Paper ACCESS Online and Paper
RA: Repeat item audio	This accommodation allows a student to hear recorded audio again. Audio on the Listening test can be replayed one time. Audio on the Speaking and Writing tests can be replayed as many times as needed.	Listening (1x) Speaking Writing	Screener Online and Paper ACCESS Online and Paper
SR: Scribed response	This accommodation is provided to students who are unable to write or type due to a disability or temporary medical condition (e.g., broken arm). TAs respond in the online test platform or in a test booklet, as directed by a student.	Listening Reading Writing	Screener for Kindergarten Screener Online and Paper Kindergarten ACCESS ACCESS Online and Paper Alternate ACCESS
RD: Student responds using a recording device, which is transcribed by the student	This accommodation allows the student to respond to test tasks by speaking into a recording device and then transcribing the recorded responses into the online test platform or a test booklet.	Writing	Screener for Kindergarten Screener Online and Paper Kindergarten ACCESS ACCESS Online and Paper Alternate ACCESS
NS: Test may be administered by school personnel in non-school setting	This accommodation is intended for students who are enrolled but unable to attend school due to hospitalization or other extended absence during the test window.	Listening Reading Speaking Writing	Screener for Kindergarten Screener Online and Paper Kindergarten ACCESS ACCESS Online and Paper Alternate ACCESS
WD: Word processor or similar keyboarding device used to respond to test items	This accommodation is for students who have a documented need to use a standalone word processor or other keyboarding device that is not compatible with the online test platform or testing device. Transcription must occur as soon as possible following the completion of the domain test.	Listening Reading Writing	Screener for Kindergarten Screener Online and Paper Kindergarten ACCESS ACCESS Online and Paper Alternate ACCESS

Specific Accommodations

The following accommodations are approved for WIDA ACCESS assessments for the 2023-2024 school year. Please note that these accommodations are not automatically indicated in a student's

WIDA AMS profile and require some manual entry in WIDA AMS by a District or School Coordinator user.

Handwriting (HW)

The Handwriting accommodation for the Writing Domain allows ACCESS Online testers in grades four through 12 to access writing test items via the online platform and handwrite their responses in a Writing Response Booklet. The following steps must be taken for ELs with this accommodation:

- This accommodation must be documented in the student's formal plan. If the student does not have a formal plan and needs this accommodation, a Non-Standard Assessment Accommodation Request must be submitted to IDOE for approval.
- Students must be manually removed from the standard online Writing test session, and then assigned to an online "HW" (Handwriting) test session in WIDA AMS.
- An additional materials order must be placed for Writing Response Booklets.

Domain Exemptions

ELs are a protected class under civil rights law. Participation in the annual English language proficiency assessment (e.g., WIDA ACCESS or Alternate ACCESS) is a federal requirement directly related to a student's civil rights as an EL. While parents/guardians can refuse direct language development services for their child, the student must still be assessed annually until meeting Indiana exit criteria. The purpose of domain exemption accommodations is to provide ELs with disabilities the opportunity to obtain an overall proficiency level and potentially meet Indiana exit criteria, even if they are unable to meaningfully participate in all four domains. **Domain exemptions must not be used as a means to opt a student out of the assessment as a whole.** When determining appropriate domain exemption accommodations for students, consider the following:

- The student's disability must **always** prevent meaningful participation in the exempted domain. Examples include, but are not limited to the following:
    - A student who is deaf and is therefore unable to participate in Listening and/or Speaking.
    - A student who is nonverbal and is therefore unable to participate in Speaking.fidelity
    - A student who is blind and is therefore unable to participate in Speaking, as that domain test is picture-based and not available in braille format.

The following must occur in order for an Overall Composite Scale Score and Proficiency Level to be calculated:

- The exemption for each applicable domain must be documented in the student's current, finalized formal plan (e.g., Exempt - Listening, Exempt - Reading, Exempt - Speaking, Exempt - Writing).
- The WIDA ACCESS Domain Exemptions Form must be submitted by Friday, January 12, 2024 in order for the accommodation(s) to be verified.
- 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.

- Students must complete two domains to receive an Overall Composite Scale Score and Proficiency Level.

Please note that Overall Composite Scale Scores and Proficiency Levels for students with domain exemptions will not populate in Data Recognition Corporation's (DRC's) reporting. Calculations will be made outside of WIDA AMS and shared with schools when final state reporting is made available in June.

Use of Communication Device

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

Unallowable Accommodations and Supports

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

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

Section 5: Digital SAT School Day Universal Features and Accommodations

The Digital SAT School Day is administered to high school students during their junior year as Indiana's high school accountability assessment. Students who take the Digital SAT School Day will also receive a college-reportable score with the ability to distribute this score to up to four colleges and universities paid for by the state of Indiana. Students may participate in the Digital SAT School Day with accommodations approved by College Board and receive a college-reportable score. Most accommodations are approved by College Board, but certain accommodations listed are state-approved only (listed as State-Allowed Accommodations on page 43). Students who require state-allowed accommodations will receive a score for accountability, but the score will not be reportable to colleges.

Universal Tools

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

Table 17. Universal Tools

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

Table 18. Non-Embedded Universal Tools

Non-Embedded Universal Tools
Instructions: General instructions are given orally and may be repeated by request of students.
Quiet Testing Environment: The test is administered in a quiet, structured environment.
Test Breaks: Test breaks are included in the test schedule.

Accommodations

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. Accommodations must be documented per stated timelines and processed to be approved prior to testing. Accommodations are requested in SSD Online by the school's designated SSD Coordinator, and schools may have more than one SSD Coordinator, as needed. Upon appointment, SSD Coordinators must [submit a request form](#) from their College Board professional account to receive access for their school in SSD Online. Once approved, accommodations requested in SSD Online will automatically transfer to the new digital testing platform for spring 2024 testing. More detailed information will be forthcoming as we approach the testing window for spring 2025.

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

Example: Many students who normally have an extended time accommodation do not regularly utilize that extended time. Because of the way extended time functions on the SAT (related to no self-pacing and lunch breaks, as described on p. 42), some of these students may not feel that extended time on the SAT is appropriate for them. In order to remove this accommodation, they must complete the process to update their IEP through a case conference committee.

College Board Forms

- [Accommodations Request/Consent Forms and How to Use Them](#)

- [Accommodations and Supports Handbook](#)

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

Accommodations in SSD are categorized into six sections, as outlined in Table 19. College Board's *Accommodations and Supports Handbook* describes the non-embedded accommodations outlined in Table 19 in more detail. Additional information regarding acceptable calculators can be found in the *Spring 2024 Digital SAT School Day Coordinator* Manual, anticipated to be made available by College Board in January 2024.

Temporary Supports

Students with temporary conditions, such as a broken arm, may be eligible for temporary assistance on some assessments. To request temporary assistance, SSD Coordinators can submit the Request for Temporary Assistance Form.

In rare circumstances, a physical condition might have effects that are not permanent but are substantial and long-standing. (e.g., An injury might result in extensive limitations that last longer than one 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.

The SAT provides accommodations that are either embedded or non-embedded (Table 19) and must be approved by a case conference committee.

Accommodations

Table 19. Accommodations

Accommodations
Extended Time Accommodations: 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. Students with more than double time (>100%) may test over the course of two or more days. Specific number of testing days will vary based upon each student's documented needs.
Reading/Seeing Text: Students approved for a human reader or screen reader for digital exams will take a digital exam using the screen reader functionality available through their device's operating system (i.e., text-to-speech) or their own screen reader software. Students approved for writer/scribe or dictation for digital exams should test with the digital exam using speech-to-text. Students approved for pre-recorded audio will take a digital exam using the screen reader functionality available through their device's operating system (i.e., text-to- speech) or their own screen reader software. ● Large Print Test Book and magnification devices (non-electric and electric), will be able to take digital exams using their device's functions to zoom in and out universal tools. ● Most students approved for Braille with raised line drawings, contracted will test with the digital exam using a refreshable braille display and/or screen reader. Students using a screen reader will need to use headphones. ● Raised Line Drawings (formerly "braille graphs and figures"). Students can take the digital exam and use the raised line drawing supplement. ● Color Overlay/Color Contrast students can use the color settings available through their operating system and/or device screen, or they can use a plastic overlay attached to their device's screen.

- Students approved for an ATC test format, if not separately approved for a particular assistive technology, can test with a standard digital exam using the app tools and functionality available through their device's operating system.
- If a student is unable to test using the digital exam, they will need to submit a request in SSD online to request for Paper/Pencil Testing.

Recording Responses: Students approved for a writer/scribe or dictation for digital exams should test with the digital exam using speech-to-text and will test in a 1:1 setting. Students approved for the Large-Print Answer Sheet will be able to take digital exams using their device's functions to zoom in and out using a universal tool. For the braille writer accommodation on the digital exam, braille writing software should be used. If a student is unable to test using the digital exam, they will need to submit a request in SSD online to request for Paper/Pencil Testing

Extra/Extended Breaks: Students can receive extra breaks, extended breaks, or breaks, as needed.

Modified Setting: Students can receive preferential seating, testing in a small group setting, individual testing, wheelchair accessibility, or home/hospital testing. Documentation is required for home/hospital testing.

Other: 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 Digital SAT School Day assessment 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. Students approved for these accommodations will test with a digital exam as noted in the accommodations section. If a student is unable to test using the digital exam, requests in SSD online must be made for Paper/Pencil Testing.

- **Extended Time and Lunch:** Students are not allowed to take a break during the Digital SAT School Day for lunch. This has special implications for students who are designated to take time and one-half (50%) extended time on the Digital SAT School Day, which requires a single full day of testing without a lunch break.

EL Supports

Some features are available for ELs as additional supports (see Table 20).

Table 20. EL Digital SAT School Day Supports

English Learner Supports
Approved Word-to-Word Bilingual Dictionaries: Word-to-word bilingual dictionary are available for ELs. This support does not require College Board approval to use.
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. Translated test directions will be available in PDF format.
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 identified deadline 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.

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

State-Allowed Accommodations (SAAs)

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

The following SAAs are the only three approved by IDOE:

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

Student Rosters

The Test Coordinator at each school administering the SAT will utilize College Board's Test Day Toolkit (TDTK) to manage the administration of the test. TDTK will provide Test Coordinators with a roster of students registered for their school. If a student has accommodations for the digital SAT, the accommodations will appear in the student roster. Test Coordinators will need to check the student roster to determine how to assign students to testing rooms based on their accommodations and/or if alternative testing (e.g., linear paper tests) is required. Most accommodations will be configured in the Bluebook testing platform for students

Nonstandard Administration Report (NAR)

Each school administering the SAT must generate a Nonstandard Administration Report (NAR). The NAR contains a list of students approved for accommodations and testing in a particular test administration. The NAR is generated using instructions found in College Board's *Accommodations and Supports Handbook*.

Section 6: Specific Testing Protocol for ILEARN, IREAD-3, and I AM

Scribing Protocol

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

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

Before Testing

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

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

Scribe Procedure for Multiple-Choice or Technology-Enhanced Items

- The student must indicate the desired response option using their regular means of communication. This may include speaking the answer option, pointing to the answer option, or otherwise indicating the desired response option through eye gaze or similar response.

- Once the student makes their selection, the scribe will mark the indicated answer choice by selecting the answer (for online assessments) or bubbling the answer in the test book (for paper assessments).

- The student will confirm the selected answer and indicate to the scribe when they are ready to move on to the next item.

Open-Ended Responses

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

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

The scribe must not coach or correct the student on:

- The meaning of a word;
- The spelling of a word for writing prompts; or
- The punctuation of a sentence.
  - Capitalization or punctuation should not be included in written responses unless instructed to do so by the student.
  - Students must specify spelling for grade-level specific vocabulary on writing prompts.
    - Students are not expected to spell articles on writing prompts (e.g., the)
  - Students must specify spelling of homophones on writing prompts. (e.g., their, there, and they're).
  - No presumption should be made as to whether the pause is indicative of a comma or other mark of punctuation unless instructed by the student.
  - When the student has finished dictating, the written text is presented to the student for review. The student can indicate any necessary punctuation or capitalization.
  - The student may instruct the scribe to make other changes or additions (e.g., moving a sentence into another paragraph, adding an additional word or phrase, or correcting a spelling error).

Scribing with Sign Language

- The scribe must be proficient in the sign system utilized (e.g., ASL, Signed Exact English, or Pidgin), or the scribe should be working with an interpreter proficient in the sign system. Prior to test administration, the interpreter must also complete IDOE's Test Security & Integrity Training and read and sign the Testing Security and Integrity Agreement, located in the Indiana Assessments Policy Manual. **Interpreters must be employed or contracted by the school.**
- When an open-ended response is required, interpreters should convey the meaning behind the student's indicated response, such as stating the student's response aloud to the TA while the TA scribes the interpreter's words.
- The interpreter/scribe must show the student the written response, but *not* sign the response to the student.
  - Probing or clarifying is allowed in the case of classifiers for students using ASL or other sign systems.
- Students may review the written or typed response on paper or on the computer screen and indicate any changes or revisions to the scribe.

Scribing with Braille

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

After Testing

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

Permissive Mode

Permissive mode is an accommodation option that allows students to use accessibility software in addition to the Secure Browser. Offered on MacOS and Windows, 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.*

Permissive mode is necessary for students using assistive technology devices such as but not limited to refreshable braille, Augmentative and Alternative Communication (AAC) devices requiring an internet connection, or other assistive technology approved by IDOE.

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

Requirements for Permissive Mode

- A Proctor must be present in the testing room (along with a TA). If the student is being tested individually, only the TA is necessary.

- The Proctor must be next to/near the student and monitor the student to ensure they are not accessing the device for anything other than approved accessibility software.

- Permissive mode activates when the student is approved for testing. Students who have the permissive mode setting enabled must not continue with the sign in process until their accessibility software is correctly configured.

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, not simply recycled or placed in the trash.
- Transcribers must be impartial and have no vested interest in student scores.
- TAs must be able to see the monitor or screen of the STT device at all times.

- 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.
- TAs must provide written affirmation to the STC/CTC 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 by the TA to ensure that none of the test components or the student's responses are stored on the device.

Fidelity Assurance Form

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

Print on Demand

Print on demand for ILEARN, IREAD-3, and I AM assessments allows students to request that an item from online testing be printed using the computer-adaptive algorithm. The item can be printed either on regular paper or via a braille embosser (for students using refreshable braille). 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 intent of this tool is to enable a student to request a paper copy of an individual (or particular) online test item that might be difficult for the student to interpret in an online environment. For example, if a student is unable to read a graph online (even with the zoom features), they may need to print only the item(s) that include graphs. Utilizing the print on demand functionality is not equivalent to a paper version due to its adaptive nature. A very small number of students may need this accommodation.

Any student using this accommodation will need additional time to complete the assessment, must be tested individually, and must have permissive mode enabled. The student, TA, or Proctor must transcribe student responses for any items into the online system at the time of testing before the student may advance to the next item due to the increased security risks associated with this tool. This would include multiple-choice items, performance task items and mathematics equation/numeric response items. It is not possible to utilize this tool in a group setting due to the security risks involved.

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

Before Testing

CTCs and STCs will develop test security management that includes:

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

During Testing

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

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

8. This process repeats for each item, as directed by the student.

After Testing

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

Section 7: Special Circumstances and Nonstandard Accommodations

Temporary Accommodations

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

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

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

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

Homebound Students

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

Nonstandard Assessment Accommodation Request

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

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

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

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

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

The accommodation:

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

Prohibited Accommodations

The following accommodations are **not allowed for any students at any time on ILEARN, IREAD-3, and I AM assessments:**

- Reduce the complexity of the language in the directions or test items.
- Use of visual cues or color-coded prompts.
    - If providing sign language interpreter accommodations, it is permissible to to use visual cues, such as, pointing to directions from the TAM on a screen for students.
- 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.
- Sticky notes as scratch/blank paper.
- Music in the background, which includes white noise or calming sounds.
    - If calming noise or music is a typical need for a student participating in I AM, it is permissible to provide music and/or noise in the background.
- Personal items.
- Facilitated communication.
- Animals as a calming mechanism unless it is a licensed service animal.

    o   A [Nonstandard Assessment Accommodation Request Form](#) must be submitted 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. Schools must submit the [Fidelity Assurance Form](#) to IDOE for documentation purposes and document this need locally.
- The need for a student to have access to a designated nurse for a medical purpose during testing must be documented in the student's formal plan (e.g., IEP, Section 504 Plan) prior to testing.
    - The nurse is required to complete test security training.
    - The designated nurse must be a typical, daily need for a student.
    - Nurses are not required to complete TA certification if they will not be actively interacting with and/or viewing test content.
        - In this case, the nurse would need to be situated within the room to ensure they do not view test content.
- Paraprofessionals who are assigned to students at all times during the school day are required to complete the test security training. Paraprofessionals must be situated within the room to ensure they do not view test content.
- The medical support cannot be visible during testing unless there is a medical need that requires it.
- A Proctor must be present in the testing room (along with a TA).
    - The Proctor must be near the student monitoring to ensure the student is not accessing the support unless there is a medical need. (Testing should be paused or stopped to allow the student to receive medical attention.)
- Once testing is finished:
    - The student's support must be checked (parents may need to be contacted for assistance) to review emails, 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.
    - The Proctor (or TA in a one-on-one 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, confirming 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 for ILEARN, IREAD-3, and I AM Assessments

Students identified as ELs can have accommodations indicated in their ILPs on Indiana statewide assessments except WIDA Access (Table 22).* ELs are identified as students who:

- Are enrolled in Indiana schools and have a non-English language indicated on the Home Language Survey;
- Have been assessed with the WIDA English language proficiency screener (e.g., WIDA Screener) and demonstrate an overall English proficiency level between 1.0 – 4.9; and
- Have not yet achieved proficiency on WIDA ACCESS for ELs.

Clarifying test directions in the student's home language is not an allowable accommodation or support in Indiana. Translation of directions for any state assessment is only permissible when utilizing an approved, translated script. Students who respond to open-ended or essay items in Spanish for Mathematics, Science and Social Studies will have written responses scored. Responses must be indicated in English to be scored on ILEARN ELA.

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

Table 22. ILP Accommodations

Accommodation	IREAD-3	ILEARN
Bilingual Word-to-Word Dictionary	X	X
Extra Time	X	
Individual Testing	X	X
Read Aloud to Self	X	X
Student Provided Additional Breaks	X	X
TTS Except Reading Comprehension	X	X
Human Reader Except Reading Comprehension*	X	X

Stacked Spanish and Language Glossaries

ILEARN 3-8 assessments have Stacked Spanish (Spanish translation) and translated glossaries available. Translated glossaries have an audio option that will read the definition and description of a word to the student in their native language.

* Test item prompts and responses must never be translated for a student, as this would impact the validity of the assessment.

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 for directions and test items above the original English text. If a student also has TTS as an accommodation, TTS will only read aloud the English portion of any displayed text.

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, Vietnamese, and Chin Hakha are provided. If selected, the student will only receive the chosen language glossary; this feature replaces, rather than augments, the English glossary.

Eligible Students

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

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

The decision to use a designated support should be made based on the individual's specific needs and not for entire student groups (e.g., providing Spanish glossaries to all students with Spanish as their home language).

Bilingual Dictionaries for ELs

IDOE permits word-to-word bilingual dictionaries for use on ILEARN, IREAD-3, and I AM assessments as an accommodation for ELs. However, use of a bilingual dictionary is not appropriate for all EL students. Students must meet the following requirements for a bilingual dictionary to be appropriate for use on state assessments:

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

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

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

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

Language: Dutch
Title: Dutch-English/English-Dutch Concise Dictionary
Publisher: Hippocrene
ISBN-10: 0870529102
ISBN-13: 978-0870529108

Language: French
Title: English-French & French-English Word-to-Word Dictionary
Publisher: Bilingual Dictionaries, Inc.
ISBN-10: 0933146361
ISBN-13: 978-0933146365

Language: Kinyarwanda
Title: English-Kinyarwanda Dictionary: Kinyarwanda-English (Kinyarwanda and English Edition)
Publisher: CreateSpace Independent
ISBN-10: 0870529102
ISBN-13: 978-0870529108

Language: Spanish
Title: Word-for-Word English-Spanish Spanish-English Dictionary
Publisher: Harper Collins
ISBN-10: 0061774375
ISBN-13: 978-0061774379

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

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

Section 9: Data Upload and Testing Systems

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

Accommodations from IIEP and IILP are imported to the Test Information Distribution Engine (TIDE) via nightly Data Exchange for students with an Individualized Education Program (IEP), Individual Learning Plan (ILP), or Service Plan. Accommodations for Section 504 Plans, Choice Special Education Plans (CSEP), or ILP's (utilized outside of IILP) must be provided via the Data Exchange Validation Portal with a direct connection from a school's Indiana-certified SIS vendor. For more information, refer to the [Reporting Guide: Student Accommodations](#) section located on the [Indiana IDOE Knowledge Hub](#).

If an accommodation is removed from a student's ILP but is still indicated within your SIS, the accommodation will still display within the TIDE and may create a discrepancy. Any change or removal of accommodations within a student's IEP and/or ILP must be a case conference committee decision, ILP committee decision, or with parental consent to revise the IEP.

WIDA Assessments: Data Exchange

Data exchange provides student information to WIDA AMS including:

- EL identification status;
- Section 504 Plan and/or CSEP Status; and
- Test Code (WIDA ACCESS Online, WIDA ACCESS Paper: Tier A or B/C, Kindergarten ACCESS, and Alternate ACCESS)

SAT & College Board Assessments: Data Exchange

Although student information will be imported via Data Exchange to the College Board TIDE system, accommodations for College Board assessments are completed independently, and will not flow from Indiana IEP or other systems. All accommodations must have College Board approval prior to administering the SAT within the [Student Supports and Management System (SSD Online)](#). Schools should designate one SSD Coordinator to request accommodations and oversee this process.

- As a reminder, SSD Online and TIDE do not share information; student test settings must be adjusted for each student with an approved accommodation in TIDE prior to testing.

ILEARN, IREAD-3, and I AM Assessments: Data Exchange

Data exchange provides student information to TIDE, including:

- Student demographic information;

- IIEP accommodations (IEP and Service Plan);
- IILP accommodations (ILP); and
- Test Code:
  - ILEARN (ELA, Math, Science, Social Studies, Biology, U.S. Government)
  - IREAD-3

Data Upload for ILEARN, IREAD-3, and I AM Assessments

The following table displays how schools' accommodations are uploaded into TIDE for ILEARN, IREAD-3, and I AM testing. This does not include the accommodations process for the SAT or WIDA.

Table 23. Data Upload for ILEARN, IREAD-3, and I AM

School Entity	IEPs	Service Plans	CSEPs	504s	ILPs	How Accommodations are Uploaded for StatewideTesting
Public	X	X		X	X	- IIEP: IEPs and SPs - IILP: ILP - SIS: 504s
Non-Public				X	X	SIS
Choice School			X	X	X	SIS
Charter School	X	X		X	X	- IIEP: IEPs and SPs - IILP: ILPs - SIS: 504s

Appendix A: Read Aloud Accommodation Guidance

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.

The Read Aloud accommodation for Students with Disabilities is an accommodation available for the ELA portion of ILEARN 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 and is not an allowable accommodation in an ILP.

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.

Although testing 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. Teams should amend IEPs and 504 plans for students who have been previously designated for read aloud accommodations but do not meet the criteria listed in Table 24.

The questions provided in Table 24 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 other diagnostic information to make a decision.

Table 24. Guiding Questions with Explanatory Information

Student Name:

Teacher:
Responses in shaded boxes may indicate a need for the text-to-speech or human reader accommodation for reading comprehension. A majority of positive indications should exist rather than one or two marks in the shaded boxes for students to receive the accommodation in grades 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.

Question	Yes	No	Comments
1. Does the student have an identified reading disability or health issue that affects the student's decoding, fluency, or comprehension skills? A reading-based disability may affect a student's ability to decode, read with fluency, 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. Having a reading-based disability means that there is strong evidence of the persistence of the disability despite intensive, targeted instruction. There should be documentation of the interventions used and formative assessment data on the effect of each intervention. Evidence of a reading-based disability should have been documented in kindergarten through grade two and reflected in such difficulties as difficulty learning letters or letter sounds, difficulty in learning sight words, and difficulty in phoneme blending. These and other data (for example, student work) should be reviewed by the case conference committees or Section 504 Plan team to consider the access effects of the use of the accommodation. TTS or the read aloud accommodation is meant to provide access to the text, not 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.			

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

5. Does someone (e.g., teacher, paraprofessional, another student, parent) regularly read aloud to the student in school? A possible supporting indicator of the need for TTS or the read aloud accommodation is that the student typically is read to instead of the student reading for himself or herself. This indicator should be used with caution. It should not just be because students with disabilities are typically provided text-to-speech or a read aloud accommodation. Instead, it should be that someone reads aloud to the student, rather than the student reading for himself or herself, because it has been determined that the student will lack access to important information due to significant barriers to decoding, fluency, or comprehension. Even when this is the case, it does not necessarily mean that the student should receive the TTS or read aloud accommodation for ILEARN 3-8 ELA. There is a risk that some students who are regularly read aloud to in school may not have had appropriate access to high-quality reading instruction; this needs to be ruled out when using read aloud in school as a supporting indicator. Further, instruction should always strive to increase the student's independent reading.		
6. Is this student recently blind or does this student have a significant visual impairment? If so, is the student learning to read braille? A student who is learning to read braille should be assessed in grades three through 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.		
7. Is the student an EL? 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. Only students with an IEP or Section 504 Pans are eligible to receive the TTS or read aloud accommodation.		

8. Does the student have other needs that might be accommodated by the provision of the TTS or read aloud accommodation? In the past, some educators attempted to monitor the pace at which a student went through an assessment by providing the read aloud accommodation. Pacing involved adjusting how fast the administrator read an item, the punctuation used as he or she read, and how much time was provided between each item to allow the student to respond. This is not an appropriate reason to provide the TTS or read aloud accommodation because it 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. Decision-making teams should recognize that beginning readers struggle for a variety of reasons. Thus, the team must use student data on the effect of the accommodation during instruction to decide whether the child's struggles are due to the disability. By only offering the TTS and read aloud accommodations to those students with true reading-based disabilities or blindness (for 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.			

Contact IDOE's Office of Student Assessment with additional questions regarding accessibility and accommodations practices on Indiana statewide assessments.

Appendix B: Change Log

Date	Description	Page(s)
7/1/23	Section 4 was updated to WIDA- Administration Considerations and Accommodations for WIDA ACCESS and Alternate ACCESS (English Language Proficiency Assessments)	Pg 6
7/1/23	The ILEARN online calculator for allowable items is available on specific tests and will not display in TIDE.	Section 1; Table 1
7/1/23	The designated feature, Print Size, has been updated to Text Size.	Section 2; Tables 5-6
7/1/23	The Visual Human Reader for Phonics Items designated feature has been added for IREAD-3 assessments.	Section 2; Tables 5-6
7/1/23	The designated feature, Stacked Spanish, was removed for I AM.	Section 2; Tables 6-7
7/1/23	Bluetooth devices no longer require Permissive Mode.	Section 2; Table 7
7/1/23	Further detail was added for the accommodation, braille embosser. Braille files are provided in either Braille Ready Format (BRF) or Printer Output File (PRN) format, depending on the item in question. PRN files are commonly used for items with graphics and charts, while BRF files are used for items that are text.	Section 3; Pg. 17
7/1/23	Hard of Hearing (HoH) Form was added as an embedded accommodation in Table 9.	Section 3; Pg. 17
7/1/23	Students who require a human reader or sign language interpreter except items testing reading comprehension on ELA will only have items and passages read aloud or signed that do not measure reading comprehension. TDS will display a "Do Not Speak/Sign" icon on items and passages that cannot be read aloud or signed to the student. Due to TDS displaying a "Do Not Speak/Sign" icon on items and passages, this accommodation will display under embedded accommodations in TIDE.	Section 3; Pg. 18
7/1/23	Text-to-speech including items testing reading comprehension no longer requires a fixed-form.	Section 3; Pg. 19
7/1/23	Word prediction is available on all supported operating systems.	Section 3; Pg. 20

7/1/23	Table 10 was updated to indicate a human reader and sign language interpreter for reading comprehension as an embedded accommodation.	Section 3; Pg. 21
7/1/23	Table 10 was updated to display "ELA Only" for text-to-speech including items testing reading comprehension.	Section 3; Pg. 21
7/1/23	Read aloud scripts are no longer required for I AM and ILEARN. The human reader must read items and passages from the student's screen or paper assessment verbatim.	Section 3; Pg. 28
7/1/23	The human reader accommodation must be administered one-on-one for the ILEARN CAT or to a small group of students participating in the paper assessment.	Section 3; Pg. 28
7/1/23	A sign language interpreter may display the say boxes from the appropriate Test Administrator's Manual (TAM), if determined necessary for the student during administration. Sign language interpreters must not display secure scripts.	Section 3; Pg. 29
7/1/23	The Test Delivery System (TDS) delivers the assessment in a manner compatible with refreshable braille devices (RBDs), but local schools provide access to the refreshable braille device. This information is now included in both embedded and non-embedded tables.	Section 3; Table 9 and 11
7/1/23	Non-embedded low assistive writing instrument accommodation was removed due to the accommodation no longer being applicable.	Section 3; Tables 11-12
7/1/23	The Handwriting accommodation for the Writing Domain on WIDA ACCESS must be documented in a student's formal plan. If a student does not have a formal plan, a Nonstandard Assessment Accommodation Request must be submitted to IDOE.	Section 4; Pg. 37
7/1/23	EM is listed as an accommodation by WIDA. IDOE no longer recognizes EM as an accommodation and is now an Administrative Consideration. EM does not need to be indicated in the student's WIDA AMS profile.	Section 4; Table 14
7/1/23	Section 5 is updated with universal features and accommodations applicable to the Digital SAT School Day.	Section 5
7/1/23	A reference to a scribe being needed for students with a physical limitation was removed for further clarification.	Section 6; Pg. 45
7/1/23	Further clarification has been added in regards to scribing for open-ended responses.	Section 6; Pg. 45-46

7/1/23	Further clarification has been added in regards to requesting a Nonstandard accommodation.	Section 7; Pg. 50-51
7/1/23	Prohibited accommodations (i.e., visual cues, music in the background) have been updated with further clarification.	Section 7; Pg. 51
7/1/23	Protocol for the presence of medical support during testing has been updated.	Section 7; Pg. 52
7/1/23	Information pertaining to ILP accommodations can be found in Section 8 rather than Section 3.	Section 8; Pg. 53
7/1/23	Students who respond to open-ended or essay items in Spanish for Mathematics, Science and Social Studies will have written responses scored. Responses must be indicated in English to be scored on ILEARN ELA.	Section 8; Pg. 53
7/1/23	Students identified as ELs may receive text-to-speech except items testing reading comprehension or a human reader except items testing reading comprehension if listed on an Individualized Learning Plan (ILP).	Section 8; Table 22
7/1/23	If an accommodation is removed from a student's ILP but is still indicated within your SIS, the accommodation will still display within the TIDE and may create a discrepancy.	Section 9; Pg. 56
7/1/23	Data upload for various school entities has been updated.	Section 9; Table 23