



INDIANA
DEPARTMENT of
EDUCATION

Accessibility & Accommodations Information for Statewide Assessments

2024-2025

Indiana Department of Education
Office of Student Assessment

100 N. Senate Ave.
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Introduction

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

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

The validity of assessment results depends on the utilization of the full array of accessibility features and accommodations appropriately for each student. These options include appropriate universal features, designated features, and accommodations, when needed, based on the constructs being measured by the assessment. Indiana statewide assessments are developed using principles of universal design to support the fair and valid measurement of all students' knowledge and skills. This means that the assessment systems were designed to have the broadest use possible for the full student population. 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 serves to describe and clarify the appropriate uses of accessibility features and accommodations for Indiana assessments ILEARN, IREAD-3, I AM, WIDA Assessments, Digital SAT School Day, ISPROUT, and Indiana's Kindergarten Readiness Assessment (IKRA).

This document is intended for the following audiences:

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

Available accommodations and the processes of confirming them within test delivery systems will vary depending on the assessment construct (e.g. foundation reading test versus grade-level proficiency test) and assessment vendor.

Assessment	Vendor
ILEARN, IREAD-3, & I AM	Cambium Assessment, Inc (CAI)
WIDA Assessments	WIDA
Digital SAT School Day	College Board
ISPROUT (ages 0-5) & IKRA	John Hopkins University

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. These consultants are selected for their specialized expertise in diverse student needs across various demographics. The advisory group supports the work of ensuring a high-quality assessment system by providing:

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

IDOE welcomes feedback on the accessibility materials and tools related to assessment, which can be submitted to the Office of Student Assessment via 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: Adaptations and Allowable Supports for ISPROUT and the Indiana Kindergarten Readiness Assessment (IKRA)

This section consists of allowable adaptations and supports for all students participating in ISPROUT and the IKRA, unallowable supports, and field supports for students with disabilities and multilingual learners.

Section 10: 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 2024-2025 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 take the assessment. No formal plans are required for students to access these features. Schools are responsible for ensuring that all non-embedded features are available to students while they take the assessment.

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

- **Embedded:** Available via the online Test Delivery System (TDS). (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 (terms that are not part of what is being assessed) and access their definitions.
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. Items with flags are displayed for the student’s review 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 2024-2025 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 2024-2025 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 items.

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		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
Additional I AM Embedded Universal Features						
Text-to-Speech						X

Non-Embedded Universal Features

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

Non-Embedded Universal Features
<p>Dry Erase Board: Students may use a dry erase board in place of scratch paper if testing individually. Schools should be cautious when providing a dry erase board to students participating in the ILEARN ELA PT Segment 1. TAs 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. TAs must ensure that all notes are erased from dry erase boards after administration.</p>
<p>English Dictionary, Thesaurus: An English dictionary and thesaurus may be used for the ILEARN ELA paper-and-pencil performance task.</p>

<p>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.</p>
<p>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.</p>
<p>Preferential Seating: Seating arrangements are determined by the Test Administrator (TA) based on the best surroundings for the student. Some factors include lighting conditions, behaviors, and proximity to doors or windows.</p>
<p>Small Group Setting: Students may be assessed in smaller groups. The size of the small group is determined locally.</p>
<p>Scratch/Blank Paper (including lined or graph): Students may be provided scratch, blank, lined, and/or graph paper to record responses or solve mathematics problems before entering their answers into TDS. Sticky notes are not allowable.</p>

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
Dry Erase Board	X	X	X	X	X	X
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 Non-Embedded Universal Features						
Additional Breaks						X

Handheld/Adaptive Calculator for All Items						X
Individual Testing						X
Read Aloud to Self						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 are familiar with the student’s characteristics and needs. No formal plan is required to access designated features. Schools are responsible for ensuring that all non-embedded features are available to students while they take the assessment.

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

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

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

- **Embedded:** Available via the online Test Delivery System. (See 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
<p>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.</p> <p>Available choices are:</p> <ul style="list-style-type: none"> ● Black on white (default) ● Yellow (dark and light) ● Blue (dark and light) ● Magenta (dark and light) ● Gray (dark and light) ● Green (dark and light) ● Yellow on blue ● Reverse contrast ● Medium gray on light gray ● White on navy ● White on red ● Red on white ● Yellow on black

<p>Masking: Blocks content that is not of immediate need or that may be distracting to the student.</p>
<p>Mouse Pointer: Allows changes to size (large and extra large) and color (black, green, red, yellow, and white) of the mouse pointer. TA selects color choices prior to testing.</p>
<p>Spanish Toggle: Provides a full Spanish translation of each test item for Mathematics, Science, and Social Studies ILEARN assessments. The student may toggle back and forth between Spanish and English as desired. This setting replaces the previous setting “Translation Stacked Spanish” and reduces the cognitive burden on students by allowing them to toggle back and forth between the languages as needed.</p>
<p>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.</p>
<p>Text-to-Speech (TTS) Tracking: Works in conjunction with the embedded TTS feature. As TTS reads text aloud, TDS highlights both the word and row of the spoken text. TTS Tracking is automatically defaulted “on” in TIDE for students. This feature may be turned off locally before testing.</p>
<p>Translated Glossaries: Translated glossaries are provided for selected construct-irrelevant terms for Mathematics, Science, and Social Studies assessments. 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.</p> <p>Available languages are:</p> <ul style="list-style-type: none"> ● Spanish ● Burmese ● Mandarin ● Arabic ● Vietnamese
<p>Visual Human Reader (VHR): 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.</p>

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
Text-to-Speech (TTS) Tracking		X	X	X	X	X
Spanish Toggle (NOT available for ELA)		X	X	X	X	
Translated Glossaries (NOT available for ELA)		X	X	X	X	
Visual Human Reader (VHR)	X					

Non-Embedded Designated Features

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

Non-Embedded Designated Features
<p>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.</p>
<p>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 by the zoom universal feature.</p>
<p>Color acetate film for paper assessment: Color transparencies that are placed over paper-based assessments. This feature is not available on the ILEARN Checkpoints as checkpoints are exclusively available online.</p>
<p>Human Reader for All Items: Text is read aloud to the student by a human reader for the I AM paper fixed-form or online assessment. Human Reader for All Items is available as a designated feature for I AM only. ILEARN and IREAD-3 students must have a formal accommodation to have content read aloud by a human reader during testing.</p>
<p>Special furniture or equipment for viewing test: Allows the student adaptive/specialized furniture or equipment when engaging in the assessment.</p>

Special lighting conditions: Allows the student to view their test with the lighting conditions they use daily.

Time of day for testing altered: Tests are 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 knowledge and skills required by academic standards. Schools are responsible for ensuring that all non-embedded features are available to students while they take the assessment.

Accommodations must be documented formally in the student’s formal plan 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](#).
- ESA Service Plan: Participating students in Indiana’s Education Scholarship Account (ESA) program must take the state test or the assessment dictated by their special education service plan.
- 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
<p>Audio Transcriptions: Audio transcriptions of test content that may be read by the student or a braille device. The text transcribed from the audio content in the item will display in a separate window. The text in the transcripts may be read by compatible screen readers. Audio transcriptions can deliver content directly to the student or on a braille device. This is an appropriate accommodation for students who are deaf or hard of hearing or blind or low vision, and may be useful for students who are accustomed to accessing information presented via audio in the form of braille.</p> <p>This accommodation is different from closed captioning. Audio transcriptions are available only on ILEARN ELA assessments due to ELA containing items that measure listening. Non-ELA subjects do not have listening items that require audio transcriptions.</p>
<p>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. TDS provides the required files and software (print on demand) needed to print items, but local schools are responsible for providing access to the braille embosser.</p> <p>Braille embossers can only function if permissive mode and print on demand are also selected as accommodations in TIDE. Failure to select all three will result in the braille embosser not functioning during the assessment.</p> <p>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 the embosser type, users will still be able to print both types of files. If there is 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. The embosser will then be able to print the file.</p>
<p>Closed Captioning for Online Audio Items: Printed text appears on the computer screen as audio/visual materials are played. Closed captioning is available on ILEARN ELA tests due to ELA containing items that measure listening. Non-ELA subjects do not have listening items that require closed captioning.</p>
<p>Hard of Hearing Feature: Students with a documented hearing loss and a formalized plan (i.e., IEP, CSEP, Section 504 Plan, or a Service Plan) may benefit from this accommodation on ILEARN Science (i.e., grades four and six) and ILEARN ELA (i.e., grades three through eight). This accommodation must be indicated within a current, finalized formal plan.</p> <p>Students who receive the hard of hearing feature accommodation for ILEARN Science and ILEARN ELA will not receive items that may be sensitive to students who are deaf or hard of hearing (e.g., items that require a student to write a narrative about how music makes them feel or items requesting students draw upon experiences pertaining to sound and/or music). ILEARN Science contains some</p>

items that require students to interact with sound in animations or with content related to sound waves. Students with the hard of hearing feature enabled will only receive items that do not require sound interactions, but will still receive items that discuss sound waves in ways consistent with instructional practice for students who are deaf or hard of hearing.

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

Hard of Hearing (HoH) Form: Students with documented hearing loss and a formalized plan (e.g., IEP, CSEP, Section 504 Plan, or a Service Plan) may be assigned the HoH form if indicated within their formal plan. On the IREAD-3 assessment, 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.

Students who have the hard of hearing form accommodation indicated in a current IEP, Service Plan, or indicated in a schools' certified Student Information System (SIS) will display the hard of hearing accommodation in TIDE.

Human Reader or Sign Language Interpreter for Reading Comprehension Items (ILEARN 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 appear 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 appear 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 45. 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 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. 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”. A print booklet is not available on the ILEARN Checkpoints as the checkpoints are exclusively available online only.

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. Students using STT require a one-on-one testing environment. ILEARN Checkpoints, ILEARN Biology ECA, and ILEARN U.S Government do not include item types that require the use of STT however, students are able to use the word completion tool on the notepad tool.

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 streamline format.

Text-to-Speech Except Items Testing Reading Comprehension: Text is read aloud to the student via embedded TTS software for content except items testing reading comprehension. Students who use TTS will need headphones unless testing individually in a separate setting. For ILEARN ELA, items that measure reading comprehension are not read aloud and will display the “Do Not Speak/Sign” icon. Students are able to use this icon as a visual clue to help identify which items will be read aloud by the TTS software. TTS except items testing reading comprehension is applicable to all ILEARN subject areas, and is the only TTS accommodation for non-ELA subjects. Non-ELA subjects will have all items and stimuli read aloud to students. Text-to-speech tracking works in conjunction with the embedded TTS feature. As TTS reads text aloud, TDS highlights both the word and row of the spoken text. Refer to the Text-to-Speech Supplemental Information Sheet on the [Indiana Assessment Portal](#) for more information.

All items on IREAD-3 measure reading comprehension; therefore only the directions are read aloud for IREAD-3. TTS tracking is not a feature for IREAD-3 assessments.

Text-to-Speech Including Items Testing Reading Comprehension (ILEARN ELA): Text is read aloud to the student including items testing reading comprehension via embedded TTS software. Students who use TTS will need headphones unless testing individually in a separate setting. Students who require TTS for all items will have all items and passages read aloud, including those that contain reading comprehension content. TTS including items testing reading comprehension is applicable to ILEARN ELA assessments. Text-to-speech tracking works in conjunction with the embedded TTS feature. As TTS reads text aloud, TDS highlights both the word and row of the spoken text. Refer to the Text-to-Speech Supplemental Information Sheet on the [Indiana Assessment Portal](#) for more information. See Universal Features for more information regarding TTS with I AM.

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

Word Completion: The word completion tool is available on all supported operating systems. Students type letters or words and a list of predicted words appear. The word completion tool is only available on constructed response and essay items. Color contrast and zoom features will not apply to this embedded software. ILEARN Checkpoints, ILEARN Biology ECA, and ILEARN U.S. Government do not include item types that require the use of word completion, however, students are able to use the word completion tool on the notepad tool.

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

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			

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Braille Embosser		X	X	X	X	
Closed Captioning for online Audio Items (ELA Only)		X	X			
Hard of Hearing Feature		X	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			
Online Calculator for All Science Items		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	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 Completion		X	X	X	X	

Non-Embedded Accommodations

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

Non-Embedded Accommodations
<p>Abacus: A non-embedded abacus may be provided in place of scratch paper for students who may be visually impaired or have a documented processing impairment.</p>
<p>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.</p>
<p>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 the ILEARN Biology End of Course Assessment (ECA). This calculator may be adaptive, handheld, or both.</p> <p>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.</p>
<p>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.</p>
<p>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 native language support in the classroom. Guidelines for use of bilingual dictionaries are in Section 8.</p>
<p>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).</p>

IDOE provides these assessments in Unified English Braille (UEB) with Nemeth Math for all grades. A braille booklet is not available on the ILEARN Checkpoints as the checkpoints are exclusively available online.

Braille Embosser: 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.

Human Reader Except Items Testing Reading Comprehension: Text is read aloud to the student by a human reader.

ILEARN and I AM

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

The protocol for administering the online CAT with a human reader is located on page 45. If the human reader accommodation is required for a large group of students, the CTC may request to administer the paper fixed-form test to accommodate logistics of test administration. Additional guidance can be located in the appropriate TAM on the [ILEARN portal](#).

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

IREAD-3

Due to the nature of IREAD-3 (a foundational reading assessment), only some specific directional text is read aloud to students. A human reader would not be able to identify this text on the online CAT. Therefore, the human reader accommodation **must** be provided via paper only (with accompanying read aloud script) for IREAD-3.

For IREAD-3, TAs must use the Paper Read Aloud Script (secure) and Secure Segment 1 Script when administering the human reader accommodation. The required scripts must be ordered or downloaded ahead of time in TIDE for IREAD-3, and the human reader must follow the script verbatim if administering the read aloud accommodation for paper testing. TAs/proctors may review the Paper Read Aloud Script for IREAD-3 paper assessments no more than 24 hours before administering the human reader accommodation to ensure proper administration. **Providing the human reader accommodation on the online assessment will result in a test irregularity and invalid test score.**

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 page 45. Additional guidance can be located in the ILEARN TAM on the [ILEARN portal](#).

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

This accommodation is only applicable to ELA because only ELA measures reading comprehension.

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 print booklet.

A large print booklet is not available on the ILEARN Checkpoints as the checkpoints are exclusively available online.

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. A print booklet is not available on the ILEARN Checkpoints as the checkpoints are exclusively available online.

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

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](#). For students participating in the ILEARN Checkpoints who are unable to participate in the online assessment due to religious purposes, a Nonstandard Assessment Accommodation request may be submitted for the use of a scribe. More information pertaining to Nonstandard Assessment Accommodation requests is found in [Section 7](#).

Sign Language Interpreter Except Items Testing Reading Comprehension: 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 ILEARN 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 ILEARN English/language Arts, Mathematics, Science, and Social Studies.

For IREAD-3, students who only require general directions from the IREAD-3 Online Test Script, which does not contain secure test information, are able to participate in the online IREAD-3 assessment and would not require a sign language interpreter assessment accommodation. The information signed to the student from the Online Test Script includes directions provided to all students and does not contain secure information. Students who require a sign language interpreter for items except items testing reading comprehension on secure test directions are required to test paper-and-pencil and must have both accommodations indicated in their current formal plan. Sign language interpreters and TAs must use the IREAD-3 Paper Testing Script for Read Aloud Accommodation and Secure Segment 1 Script for students. The required scripts must be ordered or downloaded ahead of time in TIDE for IREAD-3. The TA and sign language interpreter must follow the script verbatim if administering the sign language interpreter accommodation for paper testing. TAs/sign language interpreters may review the script for IREAD-3 paper assessments no more than 24 hours before administering the sign language interpreter accommodation to ensure proper administration.

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.

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

Students who require a sign language interpreter for all items **including** reading comprehension will have text signed by an interpreter for the CAT or paper fixed-form on ILEARN ELA. 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.

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 TDS provides STT technology within the secure browser. Some limited cases may require the use of a non-embedded, third-party add on. In such cases, permissive mode is also required, and the third-party add on must be approved for use. Refer to the Assistive Technology Manual for more information.

Speech-to-text is only available for assessments that have constructed response or essay items. Students using STT require a one-on-one testing environment. ILEARN Checkpoints do not consist of items that would require the use of STT.

Student Provided Access to Own Resources: Students can use their own resources, such as an abacus, 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 Completion: Word prediction is an assistive technology tool that suggests words while students type. TDS provides word prediction technology within the secure browser. Some limited cases may require the use of a non-embedded, third-party add on. In such cases, permissive mode is also required, and the third-party add on must be approved for use. Refer to the Assistive Technology Manual for more information regarding accepted third-party software for word prediction. ILEARN Checkpoints do not consist of items that would require the use of 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
Abacus		X	X	X		
Adaptive and/or Handheld Calculator for Calculator-Allowed Items			X			
Adaptive and/or Handheld Calculator for ALL Mathematics items			X			
Adaptive and/or Handheld Calculator for ALL Science Items		X	X	X		

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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 Embosser		X	X	X	X	
Braille Transcription for Audio Items (ELA Only)		X	X			
Human Reader Except Items Testing Reading Comprehension	X	X	X	X	X	
Human Reader Including Reading Comprehension		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	
Sign Language Interpreter Except Items Testing Reading Comprehension	X	X	X	X	X	
Sign Language Interpreter Including Items Testing Reading Comprehension		X	X			X

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Speech-to-Text (STT)		X	X	X		
Student Provided Access to Own Resources						X
Student Provided with Additional Breaks	X	X	X	X	X	X
Word Completion		X	X	X		

Section 4: WIDA Administrative Considerations and Accommodations

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

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

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

Administrative Considerations

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

Table 14. WIDA Administrative Considerations

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

		continue working beyond the recommended timing guidance.
	<p>Extended Testing of a Test Domain over Multiple Days (EM)</p> <p><i>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.</i></p>	<p>ACCESS Online and Paper: The Listening, Reading, and Speaking domain tests can be completed across multiple days. IDOE approval is not required. However, Indiana policy requires that the Writing domain test be completed on the same day it is started. EM is not allowed for the Writing domain.</p>
Test Environment	Adaptive and Specialized Equipment or Furniture	Students who routinely use adaptive and specialized equipment or furniture (e.g., special seating, weighted vests, fidget tools, adaptive keyboards) should have access to those during testing.
	Alternative Microphone	Students who are uncomfortable using a headset may use an alternative microphone (external or the testing device's built-in microphone, in conjunction with external or the device's speakers).
	Familiar Test Administrator	The TA can be any staff member the student is familiar with, provided the certification and training requirements have been met.
	Individual or Small Group Setting	Students may be tested individually or in a small group setting.
	Specific Seating	Students may be seated any place in the testing environment that helps them hear, see, focus, or otherwise engage with the test. Seating arrangements must ensure the student can access test materials, hear the TA and any recorded audio, and be monitored by the TA.
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
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. Scratch paper is only permissible for the Listening, Reading, and Writing domain tests. Indiana	Online and Paper

	<p>assessment policy does not allow for the use of scratch paper on the Speaking domain test, as students reading from a prepared response is not an accurate reflection of their speaking ability and fluency.</p> <p>Note: Used scratch paper is considered secure test material. It must be collected and securely destroyed following test administration.</p>	
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Accommodations

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

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

Table 16. WIDA-Specific Accommodations (Allowable in Indiana)

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. This accommodation only applies to text. TAs can read labels or captions, but never describe images. Answer choices may only be read aloud only for the Listening domain test. TAs must utilize the Human Reader Accommodation Script for paper test administrations. A special script is not needed for online test administrations; TAs only	Listening Speaking Writing	Screener Online and Paper ACCESS Online and Paper

	supplement the pre-recorded audio. Additional information regarding IR is detailed below this chart.		
RP: Repeat in-person human reader	This accommodation follows the same guidelines as the IR accommodation. TAs providing this accommodation can repeat anything they read aloud. For the Listening domain test, TAs can repeat each Listening passage and the associated test questions only one additional time. Additional information regarding RP is detailed below this chart.	Listening (1x) Speaking Writing	Screener Online 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 scannable test booklet for scoring.	Listening Reading Speaking Writing	Kindergarten ACCESS ACCESS Paper
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. See Appendix C or WIDA's Accessibility and Accommodations Manual for scribing guidance.	Listening Reading Writing	Screener for Kindergarten Screener Online and Paper Kindergarten ACCESS ACCESS Online and Paper Alternate ACCESS

<p>RD: Student responds using a recording device, which is transcribed by the student</p>	<p>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.</p>	<p>Writing</p>	<p> Screener for Kindergarten Screener Online and Paper Kindergarten ACCESS ACCESS Online and Paper Alternate ACCESS</p>
<p>NS: Test may be administered by school personnel in non-school setting</p>	<p>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.</p>	<p>Listening Reading Speaking Writing</p>	<p> Screener for Kindergarten Screener Online and Paper Kindergarten ACCESS ACCESS Online and Paper Alternate ACCESS</p>
<p>WD: Word processor or similar keyboarding device used to respond to test items</p>	<p>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.</p>	<p>Listening Reading Writing</p>	<p> Screener for Kindergarten Screener Online and Paper Kindergarten ACCESS ACCESS Online and Paper Alternate ACCESS</p>

Additional Information Regarding IR and RP Accommodations

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

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

- Students with the IR and RP accommodations must be administered testing in an individual test setting. For ACCESS Online, external speakers and a microphone, rather than a headset, should be used so the TA knows when to supplement the pre-recorded audio.

Indiana-Specific Accommodations

Table 17 details Indiana-specific accommodations approved for WIDA ACCESS assessments. These accommodations cannot be indicated in a student’s WIDA AMS profile, but do require manual action to be taken in WIDA AMS by a District or School Coordinator user.

Table 17. Indiana-Specific Accommodations for WIDA ACCESS

Accommodation and Description	Required Actions
<p>Exempt from Participating in One or More Domain Tests</p> <p>A student whose disability always prevents meaningful participation in one or more domains is exempt from participating in the specific domain test(s). ELs who participate in at least two domains have the opportunity to meet exit criteria. Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • A student who is deaf is unable to participate in Listening. • A student who is nonverbal is unable to participate in Speaking. 	<ol style="list-style-type: none"> 1. Ensure the exempt accommodation is correctly documented in the student’s formal plan for each applicable domain. 2. Submit the WIDA ACCESS Domain Exemptions Form for the exempt accommodation(s) to be verified by IDOE. 3. During the ACCESS testing window, mark each impacted domain with Do Not Score code SPD (Special Education). <p>Note: Do Not Score codes are marked in WIDA AMS for online tests (the student must have a test registration for each exempt domain) and on the back cover of the test booklet for paper tests.</p>
<p>Handwriting for ACCESS Online Writing Domain, Grades 4-12</p> <p>A student accesses Writing test items via the online platform and handwrites responses in a paper Writing Response Booklet.</p>	<ol style="list-style-type: none"> 1. Ensure the Handwriting accommodation is documented in the student’s formal plan. 2. Remove the student from the standard online Writing test registration in WIDA AMS. 3. Register the student for the Online Writing “HW” (Handwriting) test in WIDA AMS. 4. Place an AMO for the appropriate Writing Response Booklet.
<p>Paper Testing, Grades 1-12</p> <p>A student is unable to access or participate in online testing and instead participates in ACCESS Paper. Examples include, but are not limited to:</p> <ul style="list-style-type: none"> • A student with paper testing as an accommodation. • A student with limited or no exposure to technology (i.e., refugee). • A student with religious objections for technology use. 	<ol style="list-style-type: none"> 1. Ensure the paper testing accommodation is documented in the student’s formal plan. 2. For ELs who do not have paper testing as an accommodation, but are not able to test online, submit the Nonstandard Assessment Accommodation Request Form for approval. 3. Remove the student from online test registrations if assigned in error. 4. Determine tier assignment (Tier A or B/C) and place an AMO for ACCESS Paper materials, if needed.

- | | |
|---|--|
| <ul style="list-style-type: none"> • A student with a temporary medical condition (e.g., concussion). • A student in a facility without internet access (e.g, correctional facility, hospital). | |
|---|--|

Additional Guidance for Domain Exemptions

Please note the following additional information regarding ELs with exempt accommodations who participate in less than four domains.

- In order for an Overall scale score and proficiency level to be calculated:
 - The steps outlined in Table 17 must be completed.
 - The student must participate in at least two domains.
- For ACCESS Online, completion of the Listening and Reading domain tests generates tier placement for the Speaking and Writing domain tests. For online testers with Listening and/or Reading domain exemptions, IDOE must end the incomplete tests in WIDA AMS prior to the student being administered the Speaking and Writing domains. This will occur based upon [WIDA ACCESS Domain Exemptions Form](#) submissions. Do not remove students from exempt online test registrations in WIDA AMS.
- Overall scale scores and proficiency levels for students with domain exemptions **do not** populate in DRC's reporting. Exempt domain and associated composite scores will report as NA. Calculations are made outside of WIDA AMS after final state reporting is made available. Updated results for impacted ACCESS testers will be available in EdData (WIDA Outcomes Report) in late June.

As a reminder, no EL is exempt from participating in the annual ELP assessment, including ELs with disabilities. Just as there is no opt-out provision for students without disabilities, there is also no provision that allows a student's parent or case conference committee (CCC) to determine a student with disabilities will not participate in a particular assessment. Schools are federally required to assess 100 percent of identified ELs. Exempt accommodations must not be given unnecessarily as a means to opt a student out of participating in the assessment. Only in very rare circumstances should a student have exempt accommodations for all four domains.

- No Kindergarten ACCESS, ACCESS Online, or ACCESS Paper tester should be exempt from all four domains. If the CCC determines that a standard ACCESS tester should be exempt from all four domains, then participation in Alternate ACCESS should be considered for that student.
- The majority of Alternate ACCESS testers will be able to participate in at least a portion of the assessment. Alternate ACCESS is designed for ELs with the most significant cognitive disabilities, and each domain test has built in stopping points after three consecutive tasks are scored as *No Response* and/or *Incorrect*.
- If there is a specific situation that warrants an exemption from all four domains on the Alternate ACCESS, schools should contact IDOE's [Office of Student Assessment](#) for guidance on how to proceed so that the student is able to participate to the highest degree possible.
- If a student does not participate in any domains (i.e., test administration is not even attempted), then Do Not Score SPD codes should be marked for all test domains. The

Individual Characteristics Questionnaire (ICQ) in the student's test booklet must still be completed by the TA. ICQ information will be reported on the Individual Student Report for educators.

Accommodated Test Forms

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

- **ACCESS Paper:** Available for ELs in grades 1-12 who are unable to access or participate in online testing. Tier B/C is the only version of ACCESS Paper in which a student can meet Indiana exit criteria and be reclassified as fluent.
- **Large Print:** Available for ELs in kindergarten through grade 12 who have the LP accommodation. Test materials are printed in 18-point font on 11x17 inch paper. The large print kit also includes a scannable (standard) test booklet, in which student responses must be transcribed verbatim for scoring. Responses that are not transcribed into the scannable test booklet will not be scored.
- **Braille:** Unified English Braille (UEB) is available for grades 1-5. Both UEB with Nemeth and UEB Math/Science are available for grades 6-12. Specify UEB type, as well as contracted or uncontracted braille, when ordering materials. Braille materials are not shipped with initial materials orders. AMOs for braille materials require IDOE approval. Braille is available for the Listening, Reading, and Writing domains. The Speaking domain requires students to view images and is not available in a braille format. The standard Speaking test is included in the braille kit; however, students with the BR accommodation may receive a domain exemption for Speaking.

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 (SAAs) on page 43). Students who require an SAA will receive a score for accountability, but the score will not be reportable to colleges.

Universal Tools

Universal Tools are available to all students. 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 Reader: The line reader feature uses highlighting to guide students as they read.
Mark for Review: Students may use the bookmark icon to flag any question they want to review before submitting the test.
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](#) after which they will be able to gain access to SSD Online from their College Board professional account. Once approved in SSD Online, accommodations will be reflected in Test Day Toolkit (TDTK) and Bluebook and can be used on all SAT Suite of Assessments

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

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 Online 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 2025 Digital SAT School Day Coordinator Manual*.

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
<p>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.</p>
<p>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.</p> <ul style="list-style-type: none"> ● 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.
<p>Recording Responses: Students approved for the writer/scribe or dictation accommodation will test digitally using speech-to-text accessibility on their operating device. The accommodation includes time and one-half 50%. Students approved for the Large-Print Answer Sheet will be able to take digital</p>

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.

Paper Test: To request a paper test in SSD Online, click the “Reading/Seeing Text” accommodation category. After selecting “Other”, type in “Paper test requested for digital assessments.” Provide the necessary documentation before submitting the request.

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:** While students are permitted to eat snacks during the break between the Reading/Writing and Math sections, students are not allowed to take a lunch break during the Digital SAT School Day. This has special implications for students who are designated to take time and one-half (50%) extended time on the Digital SAT School Day, which requires a single full day of testing without a lunch break.

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/Mandarin, Haitian-Creole, Hindi, Russian, Urdu, Pashto, Ukrainian, 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 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) and State Data Management System (SDMS) to manage the administration of the test. TDTK and SDMS 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.

If a student’s SDMS registration data does not exactly match their demographic data in SSD Online, the student’s approved accommodations will not appear in SDMS, Test Day Toolkit, or Bluebook. If the school test coordinator or SSD coordinator is certain the student in SDMS is the same student associated with a particular SSD ID in SSD Online, one of them may “force match” these students by: Clicking Student Roster → Selecting the designated student → And entering the SSD ID from SSD Online into the SSD ID field in SDMS.

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

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

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

ILEARN

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

- The sign language interpreter and/or human reader accommodation must be administered one-on-one for the ILEARN CAT, and the student must have this accommodation listed in their IEP, Service Plan, CSEP, Section 504 Plan, or ILP. Ideally, TAs and/or sign language interpreters will have worked with the student(s) previously.
- A one-on-one administration is required because the CAT administers different items to each student. No exceptions are available. If the human reader or sign language interpreter accommodation is required for a large group of students, the CTC may request to administer the paper fixed form to accommodate logistics of test administration.
- Two types of human reader and sign language interpreter accommodations are available for ILEARN ELA assessments (including reading comprehension or except reading comprehension). 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 TAM.
- The sign language interpreter may display the "say boxes" from the appropriate test script (i.e., Paper Testing Script, Online Testing Script) if determined necessary for the student during administration.
- The sign language interpreter must instruct the student on how to request signed interpretation support prior to test administration and what to expect in the test environment before test administration.

I AM

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

During test administration for ILEARN and I AM assessments

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

- Sign language interpreters and human readers may reread/sign the directions, questions, and response options at the student's request only.
- Sign language interpreters may correct themselves when signing incorrectly. If the sign language interpreter provides an answer to a question in error, the sign language interpreter must notify the TA immediately.
- The sign language interpreter must sign directions and/or content to the student using the information displayed on the student's screen. The interpreter must use literal translation methods. (Direct word-to-word translation is not appropriate to convey the meaning.)

The Role of TA

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

Scribing Protocol

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

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

Before Testing

- Scribes must complete IDOE's annual Test Security & Integrity Training and read and sign the Testing Security and Integrity Agreement, located in the Indiana Assessments Policy Manual.
- Scribes must familiarize themselves with the test format prior to the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. This includes reviewing the TAM and any appropriate scripts for the student.

Scribe Procedure for Multiple-Choice or Technology-Enhanced Items

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

Open-Ended Responses

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

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

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.
 - o Capitalization or punctuation should not be included in written responses unless instructed to do so by the student.
 - o 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)
 - o Students must specify spelling of homophones on writing prompts. (e.g., their, there, and they're).
 - o 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.
 - o When the student has finished dictating, the written text is presented to the student for review. The student can indicate any necessary punctuation or capitalization.
 - o The student may instruct the scribe to make other changes or additions (e.g., moving a sentence into another paragraph, adding an additional word or phrase, or correcting a spelling error).

Scribing with Sign Language

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

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

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

Scribing with Braille

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

After Testing

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

Permissive Mode

Permissive mode is an accommodation option that allows students to use accessibility software in addition to the Secure Browser. Offered on MacOS and Windows, 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 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 (i.e., parent/guardian or relative).
- 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 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 participates in online assessments.

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

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

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

Before Testing

CTCs and STCs will develop test security management that includes:

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

During Testing

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

1. The student sends a print request to the TA for an item.
2. The TA approves the student's print request and allows the item to print to a predetermined secure location.
3. Once printed, the Proctor retrieves the printed item from the secure printer and provides the printed page to the student.

4. The student responds to the item on the printed page.
5. The student or TA transcribes the student's response into the online system.
6. The student proceeds to the next item in the assessment.
7. The TA must collect the printed item after the student enters his or her response online and securely retain the printed item to check in to the STC according to the test schedule for a given day.

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

After Testing

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

Paper, Large Print, and Braille Booklet Practice Test

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

Section 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 by a certified test administrator.

Nonstandard Assessment Accommodation Request

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

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

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

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

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

The accommodation:

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

Prohibited Modifications

The following are modifications (rather than accommodations) and 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 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 for refreshable braille or Spanish Toggle.
- Sticky notes as scratch/blank paper.
- Music in the background, which includes white noise or calming sounds.
 - If calming noise or music is a typical need for a student participating in I AM, it is permissible to provide music and/or noise in the background.
- Personal items.
- Facilitated communication.

- Animals as a calming mechanism unless it is a licensed service animal.
 - A [Nonstandard Assessment Accommodation Request Form](#) must be submitted and approved by IDOE.

Protocol for the Presence of a Medical 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 medical support (i.e., phone) to ensure the medical support was not used as a resource and to confirm that 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 WIDA Screener and demonstrate an overall English proficiency level between 1.0 – 4.5; 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
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

^{*} Test item prompts and responses must never be translated for a student, as this would impact the validity of the assessment. Students participating in IREAD-3 may only receive a human reader ILP accommodation if also receiving a paper accommodation per an IEP, Section 504 Plan, or Service Plan.

Designated Features- Language Support

ILEARN assessments have Spanish Toggle (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.

Spanish Toggle

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

Language Glossaries

Eligible students (see below) may benefit from a glossary of translated terms for specific assessment items for ILEARN Mathematics, Science, and Social Studies. Language glossaries in Spanish, Burmese, Arabic, Mandarin, and Vietnamese are provided. If selected, the student will only receive the chosen language glossary; this feature replaces, rather than augments, the English glossary.

Eligible Students

Both Spanish Toggle 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 feature 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 require that the dictionaries:

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

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

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

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

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

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

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

Contact IDOE’s [Office of Student Assessment](#) if you need a dictionary and cannot locate an appropriate option, have questions or concerns, or need additional guidance.

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

ISPROUT Early Learning Assessment Adaptations

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

Table 23. ISPROUT Adaptations

Areas of Functioning	Examples of Adaptations	
Communication	Communication System	<ul style="list-style-type: none"> ● Simplify the language used by adults; use shorter phrases with familiar words. ● Become familiar with the child’s typical mode(s) of response, which may be subtle movements, eye gaze, gestures, or unique sounds. ● Use words the child understands. ● Use any signs the child understands or uses. ● Use an augmentative or alternative communication system the child understands or uses. ● Utilize a translator or translation app
	Sensory Support	<ul style="list-style-type: none"> ● Use visual or tactile cues to support the child’s communication.
Hearing	Communication System- Hard of Hearing	<ul style="list-style-type: none"> ● Add use of gestures or signs in communication.
	Sensory Support - Hard of Hearing	<ul style="list-style-type: none"> ● Make sure hearing aids or the auditory amplification system in the classroom are on and working. ● Get close to the child and face the child when speaking.
	Sensory Support - Hard of Hearing	<ul style="list-style-type: none"> ● Use the child’s system of communication: American Sign Language, Signing Exact English, Cued Speech, etc.
	Sensory Support - Hard of Hearing	<ul style="list-style-type: none"> ● Get the child’s attention visually and make sure the child is looking at objects in the environment that are being referenced.

Motor	Positioning - Large Motor	<ul style="list-style-type: none"> Place the child in a supported position.
	Adaptive Equipment - Large Motor	<ul style="list-style-type: none"> The child may need adaptive equipment for movement, such as a walker or wheelchair. Provide materials that will help the child's posture and stability such as wedges, bolsters, seating systems, and other postural supports.
	Alternate Response Mode - Large Motor	<ul style="list-style-type: none"> The child may use different body parts to accomplish a task.
	Time - Large Motor	<ul style="list-style-type: none"> The child may move more slowly than peers.
	Positioning - Small Motor	<ul style="list-style-type: none"> Place the child in a supported position that will provide stability needed for the most optimal control of movements.
	Adaptive Materials - Small Motor	<ul style="list-style-type: none"> Provide materials that will help the child grasp and manipulate the object, such as an adapted spoon and cup or writing tools such as a thick crayon or pencil.
	Alternate Response Mode - Small Motor	<ul style="list-style-type: none"> The child may use different body parts to accomplish a task.
	Time - Small Motor	<ul style="list-style-type: none"> The child may move more slowly than peers; provide for additional time during activities and routines if needed.
Sensory Sensitivity	Adjust Sensory Input	<ul style="list-style-type: none"> Increase, decrease, or provide different tactile, visual, or auditory input. Allow the child to engage in activities that have been identified to promote sensory regulation, such as swinging for a few minutes before group time or holding a vibrating object during group time.
	Preferred Materials	<ul style="list-style-type: none"> Use materials that are preferred by the child and that foster interest and engagement. Avoid materials or objects that may be

		aversive to the child because of a characteristic such as touch, light, or sound.
Social/Interactive Functioning	Communication System	<ul style="list-style-type: none"> Use any alternative or augmentative communication system or functional communication behaviors the child responds to or initiates.
	Preferred Materials	<ul style="list-style-type: none"> Use materials that are preferred by the child even if not typical for the activity.
	Preferred Adult or Peer	<ul style="list-style-type: none"> Arrange for proximity/interactions with preferred peer. Arrange for proximity of preferred adult to encourage interactions with others.
Vision	Visual Materials - Low Vision	<ul style="list-style-type: none"> Use objects that are large enough for the child to see, high contrast colors, and either extra or redacted lighting depending on the child. Use adaptive materials such as a light box, magnifiers, and other low vision aids as appropriate. Place materials in relation to the child such that they are within the child's visual field and at optimal viewing distance.
	Sensory Support - Low Vision	<ul style="list-style-type: none"> Provide tactile or physical input when explaining what the child is being asked to do. Provide verbal explanations about what the child is being asked to do. Make sure glasses are clean and any visual aids are available.
	Orientation and Mobility - Low Vision	<ul style="list-style-type: none"> Allow the child to use any beginning orientation and mobility techniques, including scanning, trailing, cane use, and protective techniques, at the level he or she is proficient.
	Alternative Response Mode - Low Vision	<ul style="list-style-type: none"> The child may turn head or use head movements to utilize a limited visual field.

	Time - Low Vision	<ul style="list-style-type: none"> The child may move more slowly than peers; provide additional time during activities and routines if needed.
	Sensory Support - Blind	<ul style="list-style-type: none"> Provide tactile input by letting the child tactilely explore and identify an object prior to being asked to perform an action with it. Guide the child physically through an action in order to communicate what is desired, and then observe whether the child can do it without guidance. Provide verbal explanations and/or tactile input about what the child is being asked to do.
	Environmental Support - Blind	<ul style="list-style-type: none"> Provide boundaries around the space the child is attending to; for example, put materials on a tray. Keep the larger environment organized and consistent.
	Orientation and Mobility - Blind	<ul style="list-style-type: none"> Allow the child to use any beginning orientation and mobility techniques, including scanning, trailing, cane use, and protective techniques, at the level he or she is proficient.
	Materials - Blind	<ul style="list-style-type: none"> When appropriate, use real objects rather than toy representations. The child may need to use Braille materials and tools. Use materials with tactile or auditory interest.
	Time - Blind	<ul style="list-style-type: none"> The child may move more slowly than peers; provide for extra time during activities and routines if needed.

IKRA Allowable Supports

Table 24. Universally Designed Allowances for All Students

Directions	<ul style="list-style-type: none"> Read directions aloud and repeat as many times as needed, either by request of the student or as determined by the teacher. Important: When repeating directions, teachers should not deviate from the item's script.
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	<ul style="list-style-type: none"> ● Pause while reading directions to ensure the student is attending. ● Redirect the student's attention to an item or a direction.
Item Presentation	<ul style="list-style-type: none"> ● Provide magnification or enlargement of the test items (as many as needed). ● Change the position or orientation of materials to maximize the student's visual engagement (e.g., hold the stimulus booklet at a vertical angle instead of placing it flat on a table). ● Provide audio amplification for verbal directions. ● Provide physical support that maintains all possible answer choices for a given item to improve visual acuity. For example, use a color contrast overlay. ● Allow the student to retake an item, as determined by the teacher, at any point within the test window if the teacher determines that the student's performance was not indicative of his or her typical level of functioning (e.g., due to illness).
Student Response	<ul style="list-style-type: none"> ● Allow the student to point to or verbally indicate a response for an item that asks the student to touch the correct response. ● Allow the student to indicate a corrected or changed response. ● Encourage a response from the student as long as the encouragement is not used as a cue. ● Teachers with students responding in their home language can utilize a translation app without recording the auditory responses.
Setting	<ul style="list-style-type: none"> ● Assess the student in a familiar, comfortable location in the classroom or school. ● Allow the student to move and change locations during a test session. ● Change the lighting. ● Change the arrangement of the furniture, including allowing the student to stand during a direct assessment activity. ● Provide noise buffers. ● Assess in a setting with minimal visual distractions.
Scheduling	<ul style="list-style-type: none"> ● Use teacher discretion for starting and stopping item and/or section administration. ● Allow the student to initiate starting and stopping item and/or section administration. ● Give as much time as needed to complete an item, unless otherwise indicated in the item directions.

Unallowable IKRA Supports

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

- Simplify language/words of the script.
- Rephrase, paraphrase, or change the semantics of the script.

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

IKRA Supports for Students with Disabilities

Table 25. IKRA Supports for Students with Disabilities

<p>Selected Response/Performance Task Item</p>	<ul style="list-style-type: none"> ● Use braille to present item content, when appropriate. ● Use sign language to administer the item to a student who is deaf or hard of hearing and uses sign language as his or her mode of communication. ● Allow the student to gesture toward, touch, use eye gaze, or otherwise indicate a response through whatever dominant communication mode/language he or she utilizes, including sign language, sign language approximations, and digital language (e.g., use of augmentative communication device, allowing the student to “show” versus “tell”).
<p>Observational Rubric Item</p>	<ul style="list-style-type: none"> ● Do not penalize the student for the use of varied materials that allow the student to demonstrate the skill independently as stated in the item (e.g., adapted writing utensils). ● The student can use any of the following modes of communication to demonstrate skills and behaviors that imply verbal or spoken language, such as items that use the words express, suggest, communicate, ask, or tell: <ul style="list-style-type: none"> ○ Sign language (including approximations). ○ Digital language (e.g., use of an augmentative communication device). ○ Gestural language (e.g., head nod, eye gaze).

IKRA Supports for Students who are Multilingual Learners

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

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

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

“Not Scorable” Option

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

Section 10: Data Upload and Testing Systems

Student data is provided to IDOE and the testing vendor through schools' Indiana-certified SIS. Testing accommodations not provided through 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 an SIS vendor or an Indiana Certified SIS vendor must provide the accommodation data through the Data Exchange Validation Portal by utilizing the [Student Indicator \(Accommodations\) Template](#).

Accommodations from 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 the school's SIS, the accommodation will still display within 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

For WIDA ACCESS annual assessments, all identified ELs and associated student demographic information are extracted via Data Exchange in mid-November to populate the Pre-ID file. IEP and non-public Service Plan accommodations are extracted from IIEP and incorporated into the Pre-ID file. Section 504 Plan and CSEP accommodations are extracted from the SIS and incorporated into the Pre-ID file. The Pre-ID file is a one time data submission to DRC for the WIDA ACCESS annual testing window. The Pre-ID file populates student data (including accommodations data) and online test registrations in WIDA AMS. The Pre-ID file also generates initial materials orders, including accommodated materials (e.g., ACCESS Paper, large print, braille). Identified ELs not included in the Pre-ID file can be manually added to the ACCESS test administration in WIDA AMS. WIDA-specific accommodations can also be manually updated in WIDA AMS.

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

ISPROUT & IKRA: Data Exchange

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

- Student demographic information
- IIEP indication
- Disability Code

- Teacher/class assignment

SAT & College Board Assessments: Data Exchange

Although IDOE will provide data to College Board to register all eligible (i.e., cohort 2026) students for testing, 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.

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
 - I AM

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

School Entity	IEPs	Service Plans	CSEPs	504s	ILPs	How Accommodations are Uploaded for Statewide Testing
Public	X	X		X	X	<ul style="list-style-type: none"> • IIEP: IEPs and SPs • IILP: ILP • SIS: 504s
Non-Public				X	X	<ul style="list-style-type: none"> • SIS
Choice School			X	X	X	<ul style="list-style-type: none"> • SIS
Charter School	X	X		X	X	<ul style="list-style-type: none"> • 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

<p>Student Name:</p>			
<p>Teacher: <i>Responses in shaded boxes may indicate a need for the text-to-speech or human reader accommodation for reading comprehension. A majority of positive indications should exist rather than one or two marks in the shaded boxes for students to receive the accommodation in grades 3-12 for ELA reading passages. It is assumed that corporations and schools are supporting literacy practices for successful readers as part of daily instruction.</i></p>			
Question	Yes	No	Comments
<p>1. Does the student have an identified reading disability or health issue that affects the student’s decoding, fluency, or comprehension skills?</p> <p>A reading-based disability may affect a student’s ability to decode, read with fluency, understand text that is decoded, or a combination of these. Determining the nature of the student’s reading challenges can help determine the appropriate intervention approaches as well as needed accommodations during classroom instruction and during assessments.</p> <p>Having a reading-based disability means that there is strong evidence of the persistence of the disability despite intensive, targeted instruction. There should be documentation of the interventions used and formative assessment data on the effect of each intervention. Evidence of a reading-based disability should have been documented in 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.</p>			

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

<p>5. Does someone (e.g., teacher, paraprofessional, another student, parent) regularly read aloud to the student in school?</p> <p>A possible supporting indicator of the need for TTS or the read aloud accommodation is that the student typically is read to instead of the student reading for himself or herself. This indicator should be used with caution. It should not just 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.</p>			
<p>6. Is this student recently blind or does this student have a significant visual impairment? If so, is the student learning to read braille?</p> <p>A student who is learning to read braille should be assessed in grades three through twelve with the braille form of the assessment, so that an accurate measure of his or her reading and comprehension skills is obtained. If the student has not learned to read braille, providing the ILEARN ELA reading assessment passages through TTS or read aloud is appropriate.</p>			
<p>7. Is the student an EL?</p> <p>An EL is a student who is learning to read in English as part of the language acquisition process. It is important to obtain an accurate measure of his or her decoding and skills in English as the student learns the language, which may take several years. Thus, being an EL is not a sole reason to receive TTS or a read aloud accommodation for the LEARN ELA reading passages. If the student learning English also has a reading-based disability (as defined in Question 1) or is blind, then the considerations for those disabilities would apply.</p> <p>Only students with an IEP or Section 504 Plans are eligible to receive the TTS or read aloud accommodation.</p>			

<p>8. Does the student have other needs that might be accommodated by the provision of the TTS or read aloud accommodation?</p> <p>In the past, some educators attempted to monitor the pace at which a student went through an assessment by providing the read aloud accommodation. Pacing involved adjusting how fast the administrator read an item, the punctuation used as he or she read, and how much time was provided between each item to allow the student to respond. This is not an appropriate reason to provide the TTS or read aloud accommodation because it masks what the assessment is assessing. Sometimes a student who is not blind or does not have a significant visual impairment, or does not have a reading-based disability, has a disability that may have produced a situation where the child ended up lagging in his or her reading skills. This should be addressed through instruction rather than the assessment. It is important that students with other learning needs not be provided the TTS or read aloud accommodations for the ELA reading passages. 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.</p>			
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Contact IDOE's [Office of Student Assessment](#) with additional questions regarding accessibility and accommodations practices on Indiana statewide assessments.

Appendix B: Change Log

Description	Section	Page(s)
Dry erase boards may be used in place of scratch paper if testing individually.	1	9
Text-to-Speech (TTS) Tracking for I AM and ILEARN are now embedded designated features.	2	13-14
“Translation Stacked Spanish” was replaced with “Spanish Toggle.”	2	13-14
Information pertaining to an ESA Service Plan was added.	3	16
The Hard of Hearing Feature accommodation has been added to Tables 9 and 10.	3	17-18
ILEARN Checkpoints, ILEARN Biology ECA, and ILEARN U.S Government do not include item types that require the use of STT. However, students are able to use the word completion tool on the notepad tool.	3	20-23
Word prediction is now word completion.	3	21-29
Paper, large print, and braille booklet are not applicable on the ILEARN Checkpoint as the checkpoints are exclusively available online.	3	23-25
Clarification regarding the human reader and sign language interpreter accommodation for IREAD-3 has been added.	3	24-26
Sign Language Interpreter has been broken into two separate rows for increased understanding of the differences between except and including reading comprehension.	3	26
IREAD-3 is no longer a timed test. This information was removed from the extra time accommodation in Tables 11 and 12.	3	N/A
Line focus is now Line Reader.	5	39
Recording Responses has been updated with new information.	5	41-42
Student Rosters has been updated with new information.	5	44
All references to the SAT Digital School Day the Nonstandard Administration Report (NAR) have been removed as there is no longer a NAR.	5	N/A
All references to TAs requiring a paper script to provide a human reader for all items on I AM have been removed.	6	45

During test administration for ILEARN and I AM assessments, sign language interpreters and human readers must not say/sign the range of a graph or number line.	6	46
Students participating in regular print, large print, or braille paper assessments may complete the practice test included within the secure materials five days prior to the operational assessment.	6	52
A Nonstandard Assessment Accommodation request may be submitted for a student who is unable to directly interact with computers due to a religious purpose and requires a scribe or human reader for the ILEARN Checkpoints.	7	54
Extra time has been removed from Table 22 as it is no longer applicable.	8	N/A
Stacked Spanish Translation has been updated to Spanish Toggle.	8	57
Section 9, Adaptations and Allowable Supports for ISPROUT and the Indiana Kindergarten Readiness Assessment (IKRA), was added for clarification.	9	59-65
ISPROUT and IKRA data exchange information was added for clarification.	10	66