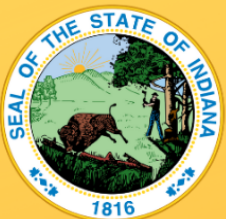


2022-2023

**Accessibility and
Accommodations Information for
Statewide Assessments**



**INDIANA
DEPARTMENT *of*
EDUCATION**

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Introduction

The Indiana Department of Education's (IDOE's) Accessibility and Accommodations Information for Statewide Assessments is intended for school-level personnel and decision-making teams as they prepare for and implement Indiana statewide assessments. Information is provided for school personnel as a reference to inform guidance on universal features, designated features, and accommodations for students. A description of each Indiana statewide assessment can be found on [IDOE's Assessment webpage](#).

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

IDOE recognizes that the validity of assessment results depends on the utilization of appropriate universal features, designated features, and accommodations, when needed, based on the constructs being measured by the assessment. Indiana statewide assessments are developed with universal design as a key feature to support the fair and valid measurement of all students' knowledge and skills as they progress towards college and career readiness. IDOE implements systematic steps through item development and content presentation to ensure accessibility is interwoven throughout all stages of assessment delivery and scoring outcomes.

This document is intended for the following audiences:

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

It is important to note that accommodations and their upload process will vary depending on the assessment vendor. Cambium Assessment, Inc. (CAI) is the vendor for ILEARN, IREAD-3, and I AM assessments. WIDA assessments are overseen through WIDA, and the SAT and PSAT/NMSQT are administered by College Board. Consider this document as a whole and a supplement to training provided by the Office of Special Education prior to informing instructional and assessment decisions. Contact the Office of Student Supports and Accessibility for additional information or training related to IEPs.

Indiana Accessibility Advisory Group

IDOE collaborates with expert consultants in Indiana with distinct knowledge of specific student populations and their utilization of accommodations and other accessibility features. These consultants advise IDOE regarding accommodations and accessibility features to ensure that intentional focus on supporting the needs of all student populations is realized throughout the assessment process. The advisory group supports the work of ensuring a high-quality assessment system by providing:

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

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

Sections

Section 1: Cambium Assessments- 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: Cambium Assessments- 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: Cambium Assessments- 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 - Accessibility Tools and Accommodations for WIDA ACCESS and Alternate ACCESS (English Language Proficiency Assessments) – Accessibility tools are allowed for all ELs during the administration of WIDA ACCESS and Alternate ACCESS. There are also accommodations available for ELs with disabilities.

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

Section 6: Specific Testing Protocol- ILEARN, I AM, IREAD-3 – This section outlines specific guidelines for using scribes, permissive mode, the fidelity assurance form, braille tests, and print on demand.

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

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

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

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

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

Universal features are accessibility tools, supports, or resources available to all students as they access assessment content. No formal plans are required for students to access these features. It is expected that students are familiar with these features prior to testing.

Universal features are intended to benefit a wide range of students and may be used by the student at their discretion during testing. Universal features will not display in TIDE.

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

- **Embedded:** Available via the online assessment platform. (See Tables 1 and 2.)
- **Non-Embedded:** Provided to the student by the school. (See Tables 3 and 4.)

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

Embedded
English Dictionary, Thesaurus: Onscreen access to the Merriam-Webster English Dictionary and Thesaurus, which contains synonyms of terms, is provided to allow students to interact with text included in the assessment. Provided for ELA performance tasks only.
Expandable Passages: Passages or stimuli may be expanded to take up a larger portion of the screen for easier readability.
Notes: (See “Notepad” for additional information on a similar support for additional content area tests.) An online notepad for students to take notes during the test, which is only available on the Performance Tasks for ILEARN grades three through eight. Notes persist across items on the performance task, where the notepad appears as specific notes for each individual item.
Notepad: A digital tool which allows students to enter notes for each test item. The digital notepad is item-specific and availability corresponds to the item. Students are unable to copy and paste their notes into their response. Notepad is only available on the ILEARN Biology End-of-Course Assessment (ECA) and fixed-form and computer-adaptive tests (CATs). Notes in the notepad are not saved upon test submission.
Glossary (English): Allows students the ability to click on pre-selected construct-irrelevant terms and access the definition.
Highlighter: Used for marking desired text, item questions, and item answers in transparent colors on the screen.
Line Reader: Allows the student to read one line at a time during ELA assessments.
Mark for Review: Students are able to flag an item for future review.
Online Calculator: An online Desmos four-function calculator for calculator allowed items will be available for ILEARN grade six. An online Desmos scientific calculator for calculator-allowed

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items will be available for ILEARN grades seven and eight. An online Desmos four-function calculator for all mathematics items will be available for I AM grades three through eight and 10. Refer to IDOE’s calculator policy for more details.
Tutorials: Item-specific animations that instruct the student how to interact with the item.
Strikethrough: Allows students to cross out answer options on multiple-choice and multiple-select interactions.
Rich Text Writing Tools: Bold, italic, undo/redo, and spell check are available for student-generated responses.
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. The ‘X’ indicates the feature is available for the assessment program.

Embedded	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
Notes		X	X			
Notepad	X	X	X	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			X			X
Tutorials	X	X	X	X	X	X
Strikethrough	X	X	X	X	X	X

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Rich Text Writing Tools		X	X			
Zoom	X	X	X	X	X	X

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

Non-Embedded
English Dictionary, Thesaurus: An English dictionary and thesaurus may be used for the ILEARN ELA performance task with paper testing.
Headphones or Noise Buffers: 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. See the accommodations section of this manual for additional information regarding bluetooth use as an accommodation. Permissive mode is required for bluetooth features.
Highlighters for Paper Assessments: Students can mark desired text, item questions, item answers, or parts of these with a transparent color. Students should not use the highlighter to mark their responses to test items.
Preferential Seating: Seating arrangements are determined by the Test Administrator (TA) based on the best surroundings for the student. Some factors include lighting conditions, behaviors, and proximity to doors or windows.
Small Group Setting: Students may be assessed in smaller groups. The size of the small group is determined locally.
Scratch/Blank Paper (including lined or graph): Students may be provided scratch, blank, lined, and/or graph paper to record responses on paper before typing out their answers or to solve mathematics problems. Sticky notes and dry erase boards are not allowable.

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

Non-Embedded	IREAD-3	ILEARN 3-5	ILEARN 6-8	ILEARN Biology	ILEARN U.S. Government	I AM
English Dictionary and Thesaurus		X	X			
Headphones or Noise Buffers	X	X	X	X	X	X
Highlighters for	X	X	X	X	X	X

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Paper Assessments						
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

I AM Universal Features available to ALL I AM testers

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

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

Section 2: Designated Features: ILEARN, IREAD-3, and I AM

Assessments

Designated features are available for use by **any student** for whom the need has been indicated by an educator (or team of educators), parents/guardians, or the student (if appropriate) who is familiar with the student’s characteristics and needs.

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

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

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

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

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

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

Embedded
<p>Color Contrast: Sets the screen background and font colors to a setting other than default. TA selects color choices prior to testing.</p> <p>Available choices are:</p> <ul style="list-style-type: none"> ● Black on white (default) ● Yellow (dark and light) ● Blue (dark and light) ● Magenta (dark and light) ● Gray (dark and light) ● Green (dark and light) ● Yellow on blue ● Reverse contrast ● Medium gray on light gray ● White on navy

<ul style="list-style-type: none"> • 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 mouse pointer. TA selects color choices prior to testing.</p>
<p>Print Size: The online print size can be set to 24 pt., 31 pt., 41 pt., and 51 pt. with higher options available with streamline format that may be more appropriate than a paper version. This designated feature is set for the student prior to testing.</p>
<p>Translated Glossaries: Translated glossaries are provided for selected construct-irrelevant terms for Mathematics, Science, and Social Studies segments. Translated glossaries also speak 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>Translation Stacked Spanish: Allows students to view the full Spanish translation of each test item above the original item in English for the content areas of Mathematics, Science, and Social Studies segments.</p> <p>Note: Guidelines for making the determination to utilize stacked-Spanish translations is located in Section 8.</p>

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

Embedded	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
Print Size	X	X	X	X	X	X

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

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

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

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

Non-Embedded	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: Accommodations: ILEARN, IREAD-3, and IAM Assessments

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

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

Public Schools

- IEP: For students with disabilities served under the Individuals with Disabilities Education Act (IDEA) receiving special education services.
- Section 504 Plan: Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA.
- ILP: For identified English learner (EL) students. ELs are identified as students who:
 - Are enrolled in Indiana schools with a non-English language indicated on the Home Language Survey;
 - Have been assessed with the WIDA English language proficiency screener (e.g., WIDA Screener) and demonstrate an overall English proficiency level between 1.0 – 4.9; and
 - Have not yet achieved proficiency on WIDA ACCESS for ELs.

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 7-32-84.
- Non-public Schools 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: For identified EL students. ELs are identified as students who:
 - Are enrolled in Indiana schools with a non-English language indicated on the Home Language Survey; and
 - Have been assessed with WIDA English language proficiency screener (WIDA Screener or the Kindergarten Screen) and demonstrate an overall English proficiency level between 1.0 – 4.9; and
 - Have not yet achieved proficiency on WIDA ACCESS for ELs.

Types of Accommodations

- **Embedded:** Available through the online computer platform. (see Tables 9 and 10).
- **Non-Embedded:** Provided to the student by the school. (see Tables 11 and 12).

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

Embedded
<p>Audio Transcriptions: Audio transcriptions of test content that may be read by the student and braille devices; this is an appropriate accommodation for students who are deaf or hard of hearing. The text transcribed from the audio content in the item will display in a separate window. The text in the transcripts may be read by compatible screen readers.</p> <p>This is a different accommodation from closed captioning, and audio transcriptions are available only on ILEARN ELA assessments.</p>
<p>Braille Embosser: The Test Delivery System (TDS) provides the software needed, but the local schools provide the access to the braille embosser. The braille embosser provides materials (e.g., maps, charts, graphs, diagrams, and illustrations) in a raised format to be embossed on a local braille embosser (paper or thermoform).</p> <p>Braille Embosser can only work if permissive mode and print on demand are also selected. Failure to select all three will result in the accommodation not functioning on the assessment.</p>
<p>Closed Captioning for Online Audio Items: Printed text that appears on the computer screen as audio/visual materials are presented. Closed captioning is only available on ILEARN ELA tests.</p>
<p>Embedded Speech-to-Text (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 which listens to a student's verbal response and transforms it to text for open-ended items. The Secure Browser also allows certain supported third-party STT tools to run during testing if permissive mode is enabled (see the Assistive Technology Manual for details). If the embedded STT tool is utilized, permissive mode is not required. STT is only available for assessments that have constructed response or essay items.</p>
<p>Online American Sign Language (ASL) Video for Listening Items: The audio portions of items measuring listening skills are presented in ASL through embedded videos for students who are deaf or hard of hearing. This accommodation is only available on ILEARN ELA assessments.</p>
<p>Online Calculator for All Items: An online Desmos four-function calculator for all items will be available for ILEARN Grade 6 Mathematics and Grades 4 and 6 Science. An online Desmos scientific calculator for all items will be available for ILEARN Grades 7 and 8 Mathematics. An online Desmos four-function calculator for all items will be available for I AM Grades 3-8 and 10. Also available on ILEARN Biology and ILEARN Grades 4 and 6 Science.</p> <p>An online calculator for all items is available for specific tests.</p> <p><i>Desmos four-function calculator</i></p>

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

Desmos scientific calculator

- ILEARN Grades 7 and 8 Mathematics
- ILEARN Biology

Online Calculator for Allowable Items: An online Desmos four-function calculator will be available for ILEARN Grade 6 Mathematics. An online Desmos scientific calculator will be available for 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 non-embedded STT, refreshable braille, sound magnification for frequency modulation (DM) devices, personal hearing devices with bluetooth functionality, and language acquisition through motor planning (LAMP) devices. 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. 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”.

Permissive mode is required for Print on Demand to function.

Refreshable Braille: TDS provides the required software to view test content through refreshable braille displays. Local 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 (e.g., [American Foundation for the Blind](#)).

Permissive mode is required for Refreshable Braille to function.

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

Text-to-Speech Except Items Testing Reading Comprehension: Text is read aloud to the student except items testing reading comprehension via embedded TTS software administered on the computer-adaptive test. Students who use TTS will need headphones unless tested individually in a separate setting. Items that measure reading comprehension and are not read aloud will display with

the “Do Not Speak” icon. Guidelines to help drive decision-making of TTS except items testing reading comprehension is located in **Appendix A** of this document.

Text-to-Speech Including Items Testing Reading Comprehension: Text is read aloud to the student including items testing reading comprehension via embedded TTS software administered on the computer-adaptive test. Students who use TTS will need headphones unless tested individually in a separate setting. A student using TTS for all items will receive a fixed form. TTS including items testing reading comprehension is only applicable to ILEARN ELA assessments. **(All items on I AM are read to students as a universal feature.)**

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

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

Embedded Word Prediction cannot function in tandem with STT.

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

Embedded	IREAD-3	ILEARN 3-5	ILEARN 6-8	ILEARN Biology	ILEARN U.S. Government	I AM
Audio Transcriptions		X	X			
Braille Embosser		X	X	X	X	
Closed Captioning for online Audio Items (ELA Only)		X	X			
Embedded Speech-to-Text (STT)		X	X	X	X	
Hard of Hearing (HoH) Form	X					
Online ASL Videos for		X	X			

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Listening Items (ELA Only)						
Online Calculator for ALL Mathematics Items			X			X
Online Calculator for ALL Science Items		X	X	X		X
Online Calculator for Calculator-Allowed Items			X			
Permissive Mode to Access Assistive Technology (AT) Device(s)	X	X	X	X	X	X
Print on Demand for Online Test		X	X	X	X	
Refreshable Braille		X	X	X	X	
Streamline Format for Online Test	X	X	X	X	X	X
TTS Except items testing Reading Comprehension	X	X	X	X	X	
TTS for all items including Reading Comprehension		X	X			

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

Non-Embedded
<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 for calculator-allowed items (ILEARN Grades 6-8 Mathematics). This calculator may be adaptive, handheld, or both adaptive and handheld.</p> <p>Guidelines for use of the adaptive and/or handheld calculator are located on page 26.</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 (I AM, ILEARN Grades 6-8 Mathematics, ILEARN Grades 4 and 6 Science, and ILEARN Biology). This calculator may be adaptive, handheld, or both.</p> <p>Guidelines for use of the adaptive and/or handheld calculator are located on page 26.</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 are 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: Students whose primary language is not English and who use dual-language support in the classroom, the use of a standard published bilingual or dual-language word-to-word dictionary may be appropriate. Guidelines for use of bilingual dictionaries are in Section 8.</p>
<p>Braille Booklet: A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform).</p> <p>IDOE provides these assessments in Unified English Braille (UEB) with Nemeth Math for all grades. Refer to Table 11. Non-embedded accommodations for clarification on contracted and uncontracted braille booklets are available for each assessment.</p>
<p>Braille Embosser: TDS provides the required software, but local schools provide access to the Braille Embosser, which provides graphic materials (e.g., maps, charts, graphs, diagrams, and illustrations) in a raised format to be embossed on a local braille embosser (paper or thermoform).</p> <p>Braille Embosser can only work if permissive mode and print on demand are also selected. Failure to select all three will result in the accommodation not functioning on the assessment.</p>

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

Extra Time: Students are given extra/extended time to complete assessments with a time limit that is determined based on identified test time limits. TAs must utilize the guidance given in the IEP, ILP, Service Plan, Section 504 Plan, or CSEP. Unlimited time is not allowed.

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

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

Human Reader Except Items Testing Reading Comprehension: Text is read aloud to the student by a human reader for the online CAT or using a reader's script for paper fixed-forms. Protocol for administering the online CAT with a human reader is located on page 24-25. Additional guidance can be located in the Test Administrator's Manual (TAM) on the [ILEARN portal](#). If the human reader 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. Guidelines to help drive decision-making of a human reader except items testing reading comprehension is located in **Appendix A** of this document.

Human Reader For ALL Items: Text is read aloud to the student by a human reader for the online CAT or using a reader's script for paper fixed-forms. All items are read aloud including items testing reading comprehension. Protocol for administering the online CAT with a human reader is located on page 24-25. Additional guidance can be located in the Test Administrator's Manual (TAM) on the [ILEARN portal](#).

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

Hundreds Chart: For students with visual processing or visual perception difficulties, a paper-based 1-100 chart may be used. (ILEARN Grades 3-8 Mathematics, ILEARN Grades 4 and 6 Science, ILEARN Biology, I AM Grades 3-8 and 10 Mathematics, I AM Grades 4, 6, and Biology.)

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

Interpreter for Sign Language: A student who is deaf or hard of hearing may require the use of a sign language interpreter. A student who requires a sign language interpreter to sign content must have the following selected in IIEP:

1. Student provided access to an interpreter for sign language.
2. Test directions and content signed to the student- hard of hearing.

Selecting these general accommodations will generate assessment specific accommodations regarding directions and content signed, shown below.

1. Student provided access to a sign language interpreter for **items except** items testing reading comprehension via the online test or paper test.
2. Student provided access to a sign language interpreter for **all items including** items testing reading comprehension via the online test or paper test.

The interpreter must use the appropriate script (paper) or protocol (online) to sign test content based on the student's accommodation. 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 contracted by the school and have signed the Testing Security and Integrity Agreement.

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., and 51 pt. with higher options available with streamline format and may be more appropriate than a paper version.

Multiplication Table: For students with visual processing, or visual perception difficulties, a paper-based 9x9 multiplication table may be used. (ILEARN 3-8 Mathematics, ILEARN Grades 4 and 6 Science, ILEARN Biology, and I AM 3-8 and 10 Mathematics, and I AM Grades 4 and 6 Science and Biology.)

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

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

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

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

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

Student Provided with Additional Breaks: Students are allowed additional breaks during testing. Some students may need to take a break due to the existence or sudden onset of a temporary or long-term medical condition, or to refocus due to attention concerns. If this occurs, the student's testing time is suspended during the break and is resumed upon the student's return.

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

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

Non-Embedded	IREAD-3	ILEARN 3-5	ILEARN 6-8	ILEARN Biology	ILEARN U.S. Government	I AM
Adaptive and/or Handheld Calculator for Calculator-Allowed Items			X			
Adaptive and/or Handheld Calculator for ALL Mathematics items			X			X
Adaptive and/or Handheld Calculator for ALL Science Items		X	X	X		X
Alternate Indication of Response	X	X	X	X	X	X
Bilingual Word-to-Word Dictionary	X	X	X	X	X	X
Braille Booklet (Contracted)	X	X	X	X	X	X
Braille Booklet (Uncontracted)	X	X	X	X		X
Braille Embosser		X	X	X	X	
Braille Transcription for Audio Items (ELA Only)		X	X			

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Extra Time	X					
Human Reader Except Items Testing Reading Comprehension	X	X	X	X	X	
Human reader for All Items Including Reading Comprehension		X	X			
Hundreds Chart		X	X	X		X
Individual Testing	X	X	X	X	X	X
Interpreter for Sign Language	X	X	X	X	X	X
Large Print Booklet	X	X	X	X	X	X
Low Assistive Writing Instrument						
Multiplication Table		X	X	X		X
Print Booklet	X	X	X	X	X	X
Read aloud to Self	X	X	X	X	X	X
Refreshable Braille		X	X	X	X	
Scribe	X	X	X	X	X	X
Student Provided with Additional Breaks	X	X	X	X	X	X
Student Provided Access to Own Resources (tactile symbols, raised lined graph paper)						X
Word Prediction		X	X	X		

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

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

Text-to-Speech (TTS)

TTS is a reading accommodation support provided through the online platform. The student can use headphones, which allows them personal control and more independence, especially when testing in a large group. Students who take IREAD-3 using TTS as an accommodation will not have items that measure reading comprehension read aloud. Students that participate in ILEARN 3-8 have two options for TTS.

- TTS except items testing reading comprehension.
- TTS including items testing reading comprehension.

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

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

Human Reader

The human reader accommodation is a reading accommodation support provided by the TA for a paper assessment.

- Scripts are required when a human reader is providing the read aloud accommodation.
- A script must be ordered or downloaded ahead of time in TIDE and the human reader must follow the script verbatim.
- Students taking I AM can utilize a human reader for a paper-based or online assessment, but this accommodation must be in their IEP, Service Plan, CSEP, Section 504 Plan, or ILP.
- Students taking IREAD-3 can use a human reader as an accommodation but cannot have items that measure reading comprehension read aloud.
- Students taking ILEARN 3-8 can have a human reader except for items that measure reading comprehension or have all items and passages, including items that measure reading comprehension read aloud, via a human reader for a paper assessment.

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

Reminders for Administering the Human Reader Accommodation on the online and paper assessment.

- The human reader accommodation may be administered one-on-one or to a small group of students, provided that each student has this accommodation listed in the IEP, Service Plan, CSEP, Section 504 Plan, or ILP. Ideally, TAs will have worked with the student(s) previously.
- TAs/Proctors must read the script word for word, exactly as written, using a neutral tone.
- TAs/Proctors administering the read aloud accommodation should be attentive when reading the script, so students are not inadvertently clued to a correct response or a response option is eliminated.
- TAs/Proctors may reread the directions, questions, and response options at the student's request only.
- TAs/Proctors may review the script no more than 24 hours before administering the read aloud accommodation to ensure proper administration.

Protocol for Administering the Sign Language Interpreter and/or the Human Reader Accommodation on the ILEARN computer-adaptive test.

If the IEP Case Conference Committee determines a student requiring a sign language interpreter or the human reader accommodation should participate in the CAT, a protocol is in place for TAs to follow. CTCs must complete the Fidelity Assurance form prior to administering the sign language interpreter and/or human reader accommodation.

- The sign language interpreter and/or human reader accommodation must be administered one-on-one, and the student must have this accommodation listed in the IEP, Service Plan, CSEP, Section 504 Plan, or ILP. Ideally, TAs will have worked with the student(s) previously.
 - A one-on-one administration is required because the computer adaptive test administers different items to each student. No exceptions are available. If the human reader or sign language interpreter accommodation is required for a large group of students, the CTC may request to administer the paper fixed form to accommodate logistics of test administration.
- Prior to administering the assessment, the CTC must complete the Fidelity Assurance Form to ensure test security is maintained at all times.
- During test administration, TAs will:
 - Administer the assessment using the Test Administrator's Manual (TAM).
 - Sit with the student and sign the item and answer options from the student's screen to the student as the items are administered.
 - Adhere to all of the following procedures to maintain standardization and avoid clueing:
 - English/Language Arts: There are two types of human reader available for ELA assessments. TAs must not read aloud items that measure reading comprehension for students who are assigned the human reader accommodation for items except items measuring reading comprehension. The test delivery system will display a "Do Not Speak" icon on items and passages that cannot be read aloud to the student

based on their assigned accommodation. Do not read aloud any items or passages labeled with the “Do Not Speak” Icon. Images and additional guidance are provided in each applicable program’s Test Administrator’s Manual.

- Numbers and decimals: Sign numbers (including decimals) without indicating place value.
 - Example: Sign 45,000 as “four five zero zero zero” and not as “forty-five thousand”
 - Example: 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...”) sign as typical to indicate a date.
 - Tables and graphs: Sign headers, keys, and labels, but do not interpret the graph by signing its contents.
 - Maps: Sign titles, keys, and labels exactly as they are displayed. Do not interpret labels. The interpreter may instruct the student to point to text if they would like it signed.
 - Example: If the label is abbreviated (such as IN for Indiana), sign the abbreviation, do not interpret the abbreviation for the student.
 - Equations: Sign equation symbols when they are present, but do not sign implicit mathematical steps.
 - Example: $4(3x + 2)$ should be signed “four open parenthesis three x plus two close parenthesis” and should not be signed “four times the quantity three x plus two” or “four times three x plus two”. Adding the “times” or “times the quantity” interprets the equation for the student.
 - Images: Text or labels on images may be signed.
- TAs must not sign additional instructions or guidance to the student beyond the item, its answer options, or system message/tool names exactly as displayed on the screen.
 - TAs must not provide content support to the student during testing.
 - TAs/Proctors administering the read aloud accommodation should be attentive when reading directions and/or content to avoid inadvertently signaling to a correct response or an eliminated response option.
 - TAs/Proctors may reread the directions, questions, and response options at the student’s request only.
 - 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 standardized translation methods. (Direct word-to-word translation is not always appropriate to convey the meaning.)

Calculators

Students who use a calculator as an accommodation on ILEARN 6-8 Mathematics can have access to a calculator for **all** mathematics items if the Case Conference Committee

determines the accommodation is appropriate based on student needs. Students taking ILEARN 3-5 Mathematics do not have access to any calculators.

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

Desmos four-function calculator:

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

Desmos scientific calculator:

- ILEARN Grades 7-8 Mathematics
- ILEARN Biology

Assigning Calculator Use Accommodation for All Mathematics Items

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

Framework to guide conversations regarding the assignment of this accommodation:

- *Does the local school or corporation have well-documented evidence of deficient computational skills even with the implementation of evidence-based strategies done with fidelity?*
- *Does the student have a recent educational eligibility that would impact the student's ability to accurately and effectively compute or numerically reason?*

IREAD-3 Accommodations

Hard of Hearing (HoH) Fixed-Form

Students with a documented hearing loss and a formalized plan (e.g., IEP, ILP, CSEP, Section 504 Plan, or a Service Plan) may be assigned the HoH form. Students assigned the HoH form will not respond to items measuring phonics skills; however, students must still respond to items in Segment 1 that do **not** measure phonics skills.

Section 4: English Language Proficiency Assessments (WIDA Assessments)

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

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

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

Administrative Considerations for WIDA Assessments

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

Table 14. WIDA Administrative Considerations

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

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		engaged in testing can continue working up to the end of the school day.
Test Environment	Adaptive and Specialized Equipment or Furniture	Students who routinely use adaptive and specialized equipment or furniture (e.g., special seating, weighted vests, fidget tools, adaptive keyboards) should have access to those during testing.
	Alternative Microphone	Students who are uncomfortable using a headset may use an alternative microphone (external or the testing device's built in microphone).
	Familiar Test Administrator	The TA can be any staff member the student is familiar with, provided the certification and training requirements have been met.
	Individual or Small Group Setting	Students may be tested individually or in a small group setting.
	Specific Seating	Students may be seated any place in the testing environment that helps them hear, see, focus, or otherwise engage with the test. Seating arrangements must ensure the student can access test materials, hear the TA and any recorded audio, and be monitored.
Test Content Presentation	Redirection	TAs may quietly redirect a student's attention back to the test when the student is demonstrating off-task behavior. This must be done without disturbing other test takers. Verbal redirection may be given in English or the student's home language.
	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 for WIDA Assessments

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

Table 15. Universal Tools

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

	*Used scratch paper is considered a secure test material. It must be collected and securely destroyed.	
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Accommodations for WIDA Assessments

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

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

Table 16. WIDA-Specific Accommodations

Accommodation Code and Name	Description	Test Domains	WIDA Assessment
BR: Braille	Used to provide access to the assessment for a braille-proficient EL who is blind.*	Listening Reading Writing	ACCESS Paper *Questions regarding screening should be directed to IDOE’s Office of Student Assessment.
EM: Extended time of a test domain over multiple days	In rare cases, students may complete a test domain over multiple days. EM must be approved by IDOE via a Non-Standard Assessment Accommodation Request .	Listening Reading Speaking Writing	Screener for Kindergarten Screener Online and Paper Kindergarten ACCESS ACCESS Online and Paper Alternate ACCESS
ES: Extended speaking test response time	The student is provided up to twice the allowable time to respond to items.	Speaking	Screener Online and Paper ACCESS Paper and Online
IR: In-person human reader	This accommodation may support students with a documented need for an in-person human reader. TAs can read labels or captions, but never describe images. Answer choices may only be read aloud for the Listening test. TAs must utilize a special script for paper test administrations.	Listening Speaking Writing	Screener Online and Paper ACCESS Online and Paper

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<p>RP: Repeat in-person human reader</p>	<p>This accommodation follows the same guidelines as the IR accommodation. TAs providing this accommodation can repeat anything that was read aloud. For the Listening test, TAs can only repeat one time.</p>	<p>Listening (1x) Speaking Writing</p>	<p>Screeener Online and Paper ACCESS Online and Paper</p>
<p>SD: Interpreter signs test directions in ASL</p>	<p>Interpreter signs test logistics, directions, and practice items into ASL or another signed system. Translation of actual test items is not allowed.</p>	<p>Listening Reading Speaking Writing</p>	<p>Screeener for Kindergarten Screeener Online and Paper Kindergarten ACCESS ACCESS Online and Paper Alternate ACCESS</p>
<p>LP: Large Print</p>	<p>Large print version of the test. Student responses must be transcribed verbatim into the scannable test booklet for scoring.</p>	<p>Listening Reading Speaking Writing</p>	<p>Kindergarten ACCESS ACCESS Paper</p>
<p>MC: Manual control of item audio</p>	<p>This accommodation allows a student to indicate when they are ready to hear recorded audio during testing.</p>	<p>Listening Speaking Writing</p>	<p>Screeener Online and Paper ACCESS Online and Paper</p>
<p>RA: Repeat item audio</p>	<p>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.</p>	<p>Listening (1x) Speaking Writing</p>	<p>Screeener Online and Paper ACCESS Online and Paper</p>
<p>SR: Scribed response</p>	<p>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</p>	<p>Listening Reading Writing</p>	<p>Screeener for Kindergarten Screeener Online and Paper Kindergarten ACCESS ACCESS Online and Paper Alternate ACCESS</p>

<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 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>

Indiana-Specific Accommodations for WIDA ACCESS Assessments

The following accommodations are approved for the 2022-2023 school year for WIDA ACCESS assessments. Please note that these accommodations are not indicated in a student’s WIDA AMS profile and require manual entry in WIDA AMS by a District or School Coordinator user.

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

The Handwriting accommodation allows ELs in grades four through 12 to access writing test items via the online platform and handwrite their responses in a paper Writing response booklet. The following steps must be taken for ELs with this accommodation:

- This accommodation must be documented in the student’s formal plan and a Non-Standard Assessment Accommodation Request must be submitted.
- Students must be manually assigned to an online “HW” (Handwriting) test session in WIDA AMS.
- An additional materials order must be placed for Writing Response Booklets.

Exempt from Participating in One or More Domains

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

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

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

- The exemption for each applicable domain must be documented in the student's formal plan (e.g., Exempt - Listening, Exempt - Reading, Exempt - Speaking, Exempt - Writing).
- The [WIDA ACCESS Domain Exemptions Form](#) must be submitted in order for the accommodation(s) to be verified.
- The impacted domain test(s) must manually be marked as "Do Not Score" with code "SPD" (Special Education) in WIDA AMS or on the cover of the paper test booklet.
- Students must complete two domains to receive an Overall Composite Scale Score and Proficiency Level.

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

Use of a Communication Device

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

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: SAT Universal Features and Accommodations

The SAT is administered to high school students during their junior year as Indiana’s high school accountability assessment. Students who take the SAT 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 SAT with accommodations approved by College Board and receive a college-reportable score. Most accommodations are approved by College Board, but certain accommodations listed are state-approved only (listed as State-Allowed Accommodations on page 39). Students who require state-allowed accommodations will receive a score for accountability, but the score will not be reportable to colleges.

Universal Features

Universal features are available to all students as they engage in the SAT, either embedded (see Table 17) or non-embedded (see Table 18).

Table 17. Embedded Universal SAT Features

Embedded
Calculator: There is an embedded calculator for calculator-allowed questions.
Student clock: The student clock feature identifies remaining time left for each section and gives a five-minute warning before the section ends.
Highlighter: The highlighter feature allows for marking text, test questions, and answer choices with color options.
Line Focus: The line focus feature uses highlighting to guide students as they read.
Mark for Review: The mark for review feature allows students to flag questions for later review.
Notes: The notes feature is for digital note taking. Students also receive scratch paper.
Reference: The reference feature allows students to view standard mathematical formulas.
Strikethrough: The strikethrough feature allows students to eliminate answer options.
Zoom: The zoom feature enlarges the text and images on a test page.

Table 18. Non-Embedded Universal Features

Non-Embedded
Calculator: A non-embedded calculator is permitted for some, but not all, math sections.

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 for Students with Disabilities

Students with documented disabilities may be eligible for accommodations; however, a student must be approved for accommodations in College Board's [Services for Students with Disabilities \(SSD\) Online](#) before testing. Accommodations must be documented per stated timelines and processed to be approved prior to testing.

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

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. 38), some of these students may not feel that extended time on the SAT is appropriate for them. In order to remove this accommodation, they would need to go through the process to update their IEP through a Case Conference Committee.

College Board Forms

- [Consent forms for accommodations requests.](#)
- [Accommodations and Supports Handbook.](#)

Types of Accommodations and Supports

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.

College Board Accommodations

Accommodations in SSD are categorized into six sections, as outlined in Table 19. College Board's Accommodations and Supports Handbook describes the non-embedded accommodations outlined in Table 19 in more detail. Additional information regarding acceptable calculators can be found in the Spring 2023 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, the SSD coordinator 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 non-embedded (Table 19) or embedded (Table 20), and must be approved by a Case Conference Committee..

Table 19. Non-Embedded SAT Accommodations

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

Important Notes

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

Reading/Seeing Accommodations: When requesting accommodations for a student with a visual disability, remember to request both the reading/seeing accommodation (e.g., human

reader or large print) and an accommodation for recording responses (e.g., large-print answer sheet, writer/scribe), as needed.

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

Table 20. Embedded SAT Accommodations

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

English Learner Supports: Some features are available for ELs as additional supports (see Table 21).

Table 21. EL SAT Supports

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

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

Text-to-Speech 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 is 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 (SAA).

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 enter SAAs in SSD online beginning in January every year. No documentation is required for approval, but requests must be made to administer a test with SAAs. 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.

Nonstandard Administration Report (NAR)

Each school administering the SAT must generate a Nonstandard Administration Report (NAR). The NAR contains a list of students approved for accommodations and testing in a particular test administration. The NAR is generated by following the instructions in the Accommodations and Supports Handbook by CollegeBoard. The NAR indicates appropriate digital alternatives for the digital SAT administration, which must be set in TIDE for students taking the SAT digitally.

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

Scribing Protocol

Scribing is an accommodation used with students who are unable to provide written responses on paper or enter answers into the online system due to a physical limitation. When a student's educational plan indicates that a response is to be scribed, the school must conduct a **one-on-one** test administration so as not to interfere with the standardized testing of other students.

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

Scribe Procedure for Multiple-Choice or Technology-Enhanced Items

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

Scribe Procedure for Open-Ended Responses

- The student will dictate the answer to the scribe.
- The scribe will correctly spell all words as dictated.
- The scribe will input work directly in view of the student.
- The scribe will **not** capitalize words or punctuate text. The student will prompt the scribe to use capitalization and punctuation.

The scribe must not coach or correct the student on:

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

Scribing with Sign Language

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

Scribing with Braille

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

After Testing

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

Permissive Mode

Permissive mode for students using assistive technology devices such as but not limited to STT software, refreshable braille, personal hearing devices with Bluetooth functionality, Augmentative and Alternative Communication (AAC) devices requiring an internet connection or other assistive technology approved by IDOE. The Secure Browser provides the option for assessments to be taken in less restrictive environments. Permissive Mode is an accommodation option that allows students to use accessibility software in addition to the Secure Browser. Offered on MacOS and Windows, students testing in Permissive Mode can have moderated access to the system outside of the Secure Browser. This allows students who need accessibility tools to navigate seamlessly between the Secure Browser and approved applications that suit their test taking needs.*

*Accessibility software must be certified for use with the Test Delivery System (TDS) and forbidden applications will remain blocked. For information about supported operating systems, see the Quick Guide for Setting Up Your Online Testing Technology and 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).
- The Proctor must be next to/near the student and monitor the student to ensure the student is not accessing the device for anything other than approved accessibility software. If the student is being tested individually, then only the TA is necessary.
- Permissive Mode activates when the student is approved for testing. Students who have the Permissive Mode setting enabled must not continue with the sign in process until their accessibility software is correctly configured.

Test Administration Guidance for STT: Using Assistive Technology Outside the Secure Browser

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

- TAs must have a device to access the TA Interface to create and manage test sessions for student testing.

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

Transcription Guidelines

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

- All test materials and student responses are to be considered secure and confidential. Responses must be securely destroyed, not simply recycled or placed in trash.
- Transcribers must be impartial and have no vested interest in student scores.
- TAs must be able to see the monitor or screen of the STT device at all times.
- Transcriptions of student responses must be identical to what the student provides, including grammar, pronunciation, and spelling. If a student provides an incomplete response, the transcription must match that incomplete response exactly.
- Transcriptions should be proofread by a second impartial party to confirm accuracy. For cases in which a student provides a graphic response, two transcribers must collaborate to transfer the response.
- TAs must provide written affirmation to the Test Coordinator that the student's responses have been transcribed with fidelity. Under no circumstances should a student's answer be altered or edited — to do so is a direct violation of test security.
- At the conclusion of the test sessions each day, the STT device must be examined 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 is used when a student is using STT software or an assistive technology device that requires active connection to the internet and/or contains prohibited features that **cannot** be disabled, which is submitted to IDOE by the CTC. Permissive mode will be required as an accommodation. The [Fidelity Assurance Form](#) is housed in the [Moodle Test Coordinator Corner](#) under the 'Assessment Forms' section.

Print-on-Demand for ILEARN, IREAD-3, and I AM Assessments

Print-on-demand is an accommodation available **only** for students with an IEP, Service Plan, CSEP, or Section 504 Plan who normally participate in online assessments. The decision to allow students to use the print-on-demand accommodation must be made on an individual basis. A corporation or school must ensure this accommodation is selected for the student in TIDE. Print-on-demand is a tool that may be utilized for students with an identified need and is typically used for students with low vision. The intent of the tool is to enable a student to request a paper copy of an individual online test item that might be difficult for the student to interpret in an online environment. For example, if a student is unable to read a graph online (even with the Zoom features), they may need to print the singular item. Utilizing the print-on-demand functionality is not equivalent to a paper version due to its adaptive nature. A very small number of students may need this accommodation. Any student using this accommodation will need additional time to complete the assessment, must be tested individually, and must have permissive mode turned on. The student, TA, or Proctor must transcribe student responses for any items into the online system at the time of testing before the student may advance to the next item due to the increased security risks associated with this tool. This would include multiple-choice items, performance task items and mathematics equation/numeric response items. It is not possible to utilize this tool in a group setting due to the security risks involved.

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

Before Testing

CTCs and STCs will develop test security management that includes:

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

During Testing

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

1. The student sends a print request to the TA for an item.
2. The TA approves the student's print request and allows the item to print to a predetermined secure location.
3. Once printed, the Proctor retrieves the printed item from the secure printer and provides the printed page to the student.
4. The student responds to the item on the printed page.
5. The student or TA transcribes the student's response into the online system.

6. The student proceeds to the next item in the assessment.
7. This process repeats for each item, as directed by the student.
8. The TA must collect the printed item after the student enters his or her response online and securely retain the printed item to check in to the STC according to the test schedule for a given day.

After Testing

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

Section 7: Special Circumstances and Non-Standard Accommodations

Temporary Accommodations

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

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

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

Temporary accommodations may include using assistive technology, such as STT software or a scribe, if the student is taking the assessment in a paper booklet. CTCs can place an order through TIDE for a paper test booklet after submitting a [Non-Standard 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 who receive instruction in their homes, are required to participate in statewide assessments under conditions similar to general education students. For a student receiving homebound services, CTCs may request approval for a paper form of an assessment for the student by submitting a [Non-Standard Assessment Accommodation Request Form](#). The assessment may also be delivered online following IDOE established protocols. The assessment may be administered during the student's scheduled service hours within the testing window.

Non-Standard Assessment Accommodation Request

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

- Students with an IEP, Section 504 Plan, ILP, CSEP, or Service Plan. The accommodation must be part of the student's IEP, Section 504 Plan, ILP, CSEP, or Service Plan.
- Students without a formal plan, including:
 - Students with a religious belief requiring an accommodation;
 - Students in a facility without access to computers;
 - Students on homebound; and

- o Students with an Emergency/Temporary Accommodation Plan.

The accommodation:

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

Requests must be made to IDOE by the CTC using this form.

Prohibited Accommodations

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

- Reduce the complexity of the language in the directions or test items.
- Use of visual cues or color-coded prompts.
- Administer the entire assessment in a language other than English except for ILEARN Mathematics, Science, and Social Studies assessments utilizing the designated feature Stacked Spanish.
- Sessions extended beyond the instructional day. Extended time must be added to the current test session (not applicable to ILEARN or I AM).
- Sticky notes as scratch/blank paper.
- Visual timers (ILEARN is an untimed test).
- Music in the background, which includes white noise or calming sounds.
- Facilitated communication.
- Animals as a calming mechanism unless it is a licensed service animal.
 - o A [Non-Standard 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 during testing must be documented in the student's formal plan (e.g., IEP, Section 504 Plan, etc.) prior to testing. In the event the school is monitored by IDOE, this documentation may be requested.
- CTCs must submit a Fidelity Assurance Form to IDOE.
- The medical support cannot be visible during testing unless there is a medical need that requires this.
- A Proctor must be present in the testing room (along with a TA).
 - o 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:
 - o The student's support must be checked (parents may need to be contacted for assistance) to review emails, text messages, or any other social media outlets that were accessible on the student's support to ensure the support

was not used as a resource and testing information was not videoed, photographed, referenced, obtained, shared on social media, or sent to others.

- o 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 in their ILPs on Indiana statewide assessments except WIDA Access (Table 22).*

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

Table 22. ILP Accommodations

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

Guidance on Stacked Spanish and Glossaries

ILEARN 3-8 assessments have Stacked Spanish (Spanish translation) and translated glossaries available. Translated glossaries have an audio option that will read the definition and description of a word to the student in their native language. I AM 3-8 and 10 assessments have Stacked Spanish available.

Stacked Spanish

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

Language Glossaries

Eligible students (see below) may benefit from a glossary of translated terms for specific assessment items for ILEARN Mathematics, Science, and Social Studies. Language glossaries in Spanish, Burmese, Arabic, Mandarin, and Vietnamese are provided. If selected, the student can only receive the language glossary and not the English glossary as well.

Eligible Students

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

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

Additional Considerations

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

Use of Bilingual Dictionaries by English Learners on State Assessments

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

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

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

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

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

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

The Chin language, commonly spoken by students from Burma, does not have a widely published word-to-word bilingual dictionary. If you need a Chin dictionary, please contact MSD Perry Township EL Department at 317-789-3700. If you need a dictionary and cannot locate an appropriate option, have questions or concerns, or need additional guidance, please contact IDOE's [Office of Student Assessment](#).

Section 9: Data Upload and Testing Systems

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

WIDA Assessments: Data Exchange

Data exchange provides student information to WIDA AMS including:

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

Accommodations from Indiana IEP are imported for students with IEP or Service Plan. Accommodations for Section 504 Plans and CSEPs must be provided through the Data Exchange Validation Portal with a direct connection from a school's Indiana Certified SIS vendor. ILP accommodations do not apply to WIDA assessments.

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

Data exchange provides student information to TIDE, including:

- Student demographic information
- Indiana IEP accommodations (IEP and Service Plan)
- Indiana ILP accommodations (ILP)
- Test Code:
 - ILEARN (ELA, Math, Science, Social Studies, Biology, U.S. Government)
 - IREAD-3

Good Cause Exemptions (GCEs) are provided to eligible students by local determination to be exempt from future IREAD-3 retest administrations. Students who have been retained twice, students with disabilities, and ELs are eligible to receive GCEs upon a Case Conference Committee decision. GCEs are submitted to IDOE via the DOE-IR template instructions, found on IDOE's [Data Reporting Help webpage](#) under Layouts'. Schools must report GCEs in the STN Application Center to see these reflected in TIDE for the student.

SAT & College Board Assessments: Data Exchange

Although student information will be imported via Data Exchange to the College Board TIDE system, accommodations for College Board assessments are completed

independently, and will not flow from Indiana IEP or other systems. All accommodations must have College Board approval prior to administering the SAT within the [Student Supports and Management System \(SSD Online\)](#). Schools should designate one SSD Coordinator to request accommodations and oversee this process.

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

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

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

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

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

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

What is Read Aloud for Assessment?

Read aloud is when the content of an assessment is read to a student. Read aloud may be provided through TTS in a computer-based assessment or it may be provided by a human reader who is trained and qualified. For a computer-administered assessment, the Case Conference Committee should consider whether TTS is preferable to a human reader (or vice versa) and list this in each student's IEP or 504 plan (e.g., "TTS is preferable, but human reader is acceptable"). On a paper and pencil test, it must be provided by a human reader.

Who can have a Read Aloud?

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

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

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.

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

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

Table 24. Guiding Questions with Explanatory Information

<p>Student Name:</p> <p>Teacher:</p> <p><i>Responses in shaded boxes may indicate a need for the text-to-speech or human reader accommodation for reading comprehension. A majority of positive indications should exist rather than one or two marks in the shaded boxes for students to receive the accommodation in grades 3-12 for ELA reading passages. It is assumed that corporations and schools are supporting literacy practices for successful readers as part of daily instruction.</i></p>			
Question	Yes	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 grades K-2 and reflected in such difficulties as difficulty learning letters or letter sounds, difficulty in learning sight words, and difficulty in phoneme blending. These and other data (for example, student work) should be reviewed by the Case Conference Committees or Section 504 team to consider the access effects of the use of the accommodation. The TTS or read aloud accommodation is meant to provide access to the text, not make up for being a slow reader. Being a slow reader does not mean that the student should receive the TTS or read aloud accommodation for the ILEARN ELA reading assessment in grades three through twelve.</p>			

<p>2. Have interventions been used over time (e.g., several years) to improve the student’s decoding, fluency, or comprehension skills? If so, what approaches have been used to strengthen the student’s decoding, fluency, or comprehension skills?</p> <p>Documentation of the approaches that have been taken to strengthen the student’s decoding, fluency, or comprehension skills is an important step in determining whether a TTS or read aloud accommodation is needed. This documentation should include specific dates with progress monitoring data and interventions implemented. It should demonstrate that continuous, intensive interventions have not been successful in improving student decoding, fluency, or comprehension performance. Only if this can be demonstrated should the TTS or read aloud accommodation be considered for the student.</p>			
<p>3. Does the student use TTS or receive a read aloud accommodation during instruction?</p> <p>Students with significant disability-related barriers to accessing text usually have demonstrated these barriers over an extended period. As a result, for instructional purposes, they have used the TTS or read aloud accommodation during instruction to gain access to text. They also may have membership in an organization such as Bookshare, or regularly use assistive technology software to provide them access to text. If the student has not been provided these types of accommodations during instruction, they should not be provided during the assessment.</p>			
<p>4. Does the student use TTS or receive the human reader accommodation during formative assessments?</p> <p>Another indicator of the need for TTS or read aloud for the ILEARN ELA reading passages is that the student regularly receives the accommodation during formative assessments.</p>			
<p>5. Does someone (e.g., teacher, paraprofessional, another student, parent) regularly read aloud to the student in school?</p> <p>A possible supporting indicator of the need for TTS or the read aloud accommodation is that the student typically is read to instead of the student reading for himself or herself.</p>			

<p>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 grades three through eight ELA. There is a risk that some students who are regularly read aloud to in school may not have had appropriate access to high-quality reading instruction; this needs to be ruled out when using read aloud in school as a supporting indicator. Further, instruction should always strive to increase the student’s independent reading.</p>			
<p>6. Is this student recently blind or does this student have a significant visual impairment? If so, is the student learning to read braille?</p> <p>A student who is learning to read braille should be assessed in grades three through twelve with the braille form of the assessment, so that an accurate measure of his or her reading and comprehension skills is obtained. If the student has not learned to read braille, providing the ILEARN ELA reading assessment passages through TTS or read aloud is appropriate.</p>			
<p>7. Is the student an EL?</p> <p>An EL is a student who is learning to read in English as part of the language acquisition process. It is important to obtain an accurate measure of his or her decoding and skills in English as the student learns the language, which may take several years. Thus, being an EL is not a sole reason to receive TTS or a read aloud accommodation for the LEARN ELA reading passages. If the student learning English also has a reading-based disability (as defined in Question 1) or is blind, then the considerations for those disabilities would apply.</p> <p>Only students with an IEP or 504 accommodation plans are eligible to receive the TTS or read aloud accommodation.</p>			

8. Does the student have other needs that might be accommodated by the provision of the TTS or read aloud accommodation?

In the past, some educators attempted to monitor the pace at which a student went through an assessment by providing the read aloud accommodation. Pacing involved adjusting how fast the administrator read an item, the punctuation used as he or she read, and how much time was provided between each item to allow the student to respond. This is not an appropriate reason to provide the TTS or read aloud accommodation because it masks what the assessment is assessing. Sometimes a student who is not blind or does not have a significant visual impairment, or does not have a reading-based disability, has a disability that may have produced a situation where the child ended up lagging in his or her reading skills. This should be addressed through instruction rather than the assessment. It is important that students with other learning needs not be provided the TTS or read aloud accommodations for the ELA reading passages. Case Conference Committees and 504 teams should recognize that beginning readers struggle for a variety of reasons. Thus, the team must use student data on the effect of the accommodation during instruction to decide whether the child's struggles are due to the disability. By only offering the TTS and read aloud accommodations to those students with true reading-based disabilities or blindness (for 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.