

Accessibility and Accommodations Guidance

Introduction

Federal and state laws require that all students, including students with disabilities and students with limited English proficiency, participate in statewide assessments in order to hold schools accountable for the academic performance of students. Teachers provide instruction for all students to work toward grade-level content standards by using a variety of instructional strategies based on the needs of students. Students with disabilities and students with limited English proficiency are provided accommodations during classroom instruction and assessments to help level the playing field and promote equal access to grade-level curriculum.

In April of 2014, the Indiana State Board of Education approved college- and career-ready *Indiana Academic Standards* for English/Language Arts and Mathematics. These standards, in addition to *Indiana Academic Standards* for Science and Social Studies, clearly outline what students should know and be able to do for each content area and grade level.

Recent educational reforms have brought about many changes in approaches to accessibility. These new approaches provide an opportunity for students who may not have received accommodations in the past to now benefit from needed accessibility supports employed in instruction and on assessments as a result of rapidly developing technologies.

Appendix E presents a three-tier accessibility framework of ***Universal Features, Designated Features, and Accommodations***. This appendix contains 3 sections:

Section 1: Universal Features, Designated Features, and Accommodations for ISTEP+, IREAD-3, End of Course Assessments (ECAs) and ISTAR (Alternate) Assessments

Section 2: Accessibility Tools and Accommodations for WIDA ACCESS and Alternate ACCESS (English Language Proficiency Assessments)

Section 3: Specific Guidelines for Read Aloud, Scribe, Human Reader and Assistive Technology

Section 1: Universal Features, Designated Features, and Accommodations for ISTEP+, IREAD-3, ECAs and ISTAR

Universal Features

Universal features are accessibility supports that are either embedded or provided digitally through instructional or assessment technology (e.g., answer choice eliminator), or non-embedded and provided non-digitally at the local level (e.g., scratch paper). Universal features are available to all students as they access instructional or assessment content. For students with IEPs, Section 504 Plans, or nonpublic school Service Plans, their IEP/Section 504/Service Plan teams should make decisions regarding which universal features need to be provided and include them in their plan.

Non-Embedded: (ISTEP+, IREAD-3, ECAs and ISTAR). Although universal features are generally available to all students, educators may determine that one or more might be distracting for a particular student. Educators may need to pay special attention to *non-embedded* universal features to ensure that they are available to meet individual students' needs. Non-embedded universal features are listed below:

- Student provided preferential seating
- Student allowed to use headphones or noise buffers to block out distractions (no music; headphones are sound dampening only)
- Student allowed to use lined paper turned sideways to help align math problems
- Student allowed to use a low-tech assistive writing instrument
- Student tested in a small group (*NOTE: This would not apply to ISTAR, because students are tested individually.*)
- Students allowed to use scratch/blank paper, including lined or graph paper. Refer to Math Graph Paper Guidance found under Additional Resources at: [ISTEP+ Grades 3-8, 10 | IDOE](#) and
- Student allowed to use highlighters for paper/pencil assessments.

Embedded: Built-in Online Tools for ISTEP+ and IREAD-3

Available on All Content Areas	
Tool	Description
Review	A student can use this tool to view the question numbers, which questions he or she has answered and not answered, and which questions he or she has bookmarked for review.
Bookmark	A student can use this tool to bookmark a question for review at a later time.
Answer Eliminator	A student can use this tool to cross out answer choices that he or she has eliminated as possible correct answers. This tool is

	available for use only on multiple-choice or multiple-select questions.
Highlighter	A student can use this tool to highlight text in a passage or item. The highlighter is activated when a student selects a word or section of text. There are two colors available, or the student can choose to remove any existing highlighting.
Line Reader Mask	The line reader mask is a rectangular overlay with adjustable cutout and blocking areas that can allow a student to focus on limited sections of text. It can also be used as a straight edge. The line reader mask tool is accessed under the student menu in the upper right corner of the screen.
Available on Mathematics ISTEP+ Online Assessments Part 1 and 2	
Calculators	Students in grades 6 through 8 and 10 have a built-in scientific or graphing calculator, depending on grade level, for select sections of the Mathematics assessment.
Mathematics Reference Sheet	Students in grades 4 through 8 and 10 can access a Mathematics reference sheet via the Exhibits window.
Protractor	Students in grade 5 can use a protractor for all sections of the Mathematics assessment.
Rulers	A student can use rulers available in various size measurements to solve related problems in all sections of the Mathematics assessment.

ISTEP+ Mathematics Online	Grade 3	Grade 4	Grade 5	Grades 6-8	Grade 10
Tool					
Inch Ruler with 1/4" markings	•				
Inch Ruler with 1/8" markings		•	•	•	•
Centimeter Ruler	•				
Centimeter Ruler with millimeter markings		•	•	•	•
Protractor			•		
Scientific Calculator				•	

TI-84 Graphing Calculator (not available on the Experience form)						•
---	--	--	--	--	--	---

Embedded: Built-in Online Tools for ECAs

Available on Algebra I and English 10	
Tool	Description
Highlighter	When this tool is selected, the pointer changes to a highlighter pen, permitting the student to highlight specific text.
Option Eliminator	This tool permits the student to cross out an answer choice, marking it as incorrect.
Bookmark	A student can utilize this feature to mark any question for later review.
Notepad	A student can utilize this feature to take notes, however all work must be typed into the answer box. Nothing in the Notepad will be stored.
Available on Algebra 1 Online Assessments	
Math Reference Sheet	Contains formulas and conversions.
Calculator	Standard calculator with extra functions.

Designated Features

Designated features are those features that are available for use by any student for whom the need has been indicated by an educator (or team of educators, including the parents/guardians and the student, if appropriate) who is familiar with the student's characteristics and needs. Embedded designated features (e.g., color contrast) are provided digitally through instructional or assessment technology, while non-embedded designated features (e.g., magnification device) are provided locally. Designated features must be assigned to a student by trained educators or teams using a **consistent process**. Decisions should reflect those supports that the student requires and uses during instruction and for assessments. Student input into the decision, particularly for older students, is recommended. For students with IEPs, Section 504 Plans, or nonpublic school Service Plans, their IEP/Section 504/Service Plan teams

should make decisions regarding which designated features need to be provided and include them in their plan.

Non-Embedded (ISTEP+, IREAD-3, ECAs and ISTAR): In order to apply one or more of these particular resources and strategies to the testing situation, it is required that a student implements them routinely outside of the testing situation within the core academic content area being assessed.

- Student allowed use of special furniture or equipment for viewing test
- Student provided access to sound amplification system
- Student allowed to use assistive technology to magnify/enlarge
- Student allowed to use acetate film for paper assessments
- Student provided special lighting conditions
- Time of day for testing altered (Student is tested during a specific time of day based on individual needs [e.g., ELA in the morning; no testing after lunch].)

Embedded: Built-in Online Tools for ISTEP+ and IREAD-3

Available on All Content Areas	
Tool	Description
Color Contrast*	<p>Any student can use this tool to change background and foreground colors. The color contrast tool is accessed under the student menu in the upper right corner of the screen. Available choices are:</p> <ul style="list-style-type: none"> • Black on White (Default) • Black on Cream • Black on Light Blue • Black on Light Magenta • White on Black • Yellow on Blue • Gray on Green <p><i><u>NOTE:</u> For a student who needs a specific color contrast setting, it must be assigned to the student in the online system before the student begins testing.</i></p>
Zoom	<p>Students will use pinch/zoom with iPad and other touch-screen devices and browser zoom (Ctrl +/-) with desktop devices for enlarging the text. The zoom tool will enlarge to 18-point font.</p>

Embedded: Built-in Online Tools for ECAs

Available on Algebra I and English 10	
Tool	Description
Reverse Contrast*	<p>The reverse contrast accommodation displays the text of test questions and answer choices in a black background and white text to assist in viewing the questions and answer choices.</p> <p><i><u>NOTE:</u> This tool must be assigned in the online system before the student begins testing.</i></p>
Large Font/Zoom*	<p>The large font tool enlarges the text on a student's screen to assist in viewing the questions and answer choices.</p> <p><i><u>NOTE:</u> This tool must be assigned in the online system before the student begins testing.</i></p>

Embedded: Built-in Online Tools for ISTAR

Tool	Description
Highlighter	<p>When this tool is selected, the pointer changes to a highlighter pen, permitting the student to highlight specific text.</p>
Instructions	<p>The "Question mark" button will display the instructions window.</p>
Option Eliminator	<p>This tool permits the student to cross out an answer choice, marking it as incorrect.</p>
Bookmark	<p>A student can utilize this feature to mark any question for later review.</p>
Notepad	<p>A student can utilize this feature to take notes, however, all work must be typed into the answer box. Nothing in the Notepad will be stored.</p>
Reverse Contrast	<p>The reverse contrast accommodation displays the text of test questions and answer choices in a black background and white text to assist in viewing the questions and answer choices.</p>

	<i>NOTE: This tool must be assigned in the online system before the student begins testing.</i>
Color Contrast	<p>A student can use this tool to change background and foreground colors. Available choices:</p> <ul style="list-style-type: none"> • Black on White (Default) • Black on Pink • Black on Blue • Black on Green • Black on Yellow <p><i>NOTE: This tool must be assigned in the online system before the student begins testing.</i></p>
Large Font/Zoom	<p>The large font tool enlarges the text on a student’s screen to assist in viewing the questions and answer choices. Staff that are uncertain about selecting the online version using the Zoom tool or the paper, large-print version are encouraged to use the online “experience” to explore whether the magnification accessibility tool that is embedded in the online test will meet the student’s needs.</p>

Accommodations

What is an accommodation? An accommodation is a change in the standardized testing materials or procedures that enables students with a disability or with limited English proficiency to participate in an assessment in a way that measures abilities. An accommodation does not change the concept being measured. Testing accommodations are designed to “level the playing field” during the testing situation or to achieve “assessment parity” for all students regardless of disability or language deficiency. Information regarding accommodations is contained within this appendix.

Students with disabilities, students receiving special education services, and students who are Limited English Proficient (LEP) may be entitled to assessment accommodations. **These accommodations must be documented formally in the student’s educational record in one of the following ways:**

- **Students with Disabilities.** Students with disabilities are students who are eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

Public Schools.

- *Individualized Education Program (IEP)* – For students with disabilities served under IDEA receiving special education services.
- *Section 504 Plan* – Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA.

Nonpublic Schools.

- *Service Plan (SP)* – A nonpublic school student with a disability receives special education and related services from the public school in accordance with a Service Plan. A Service Plan is similar to an IEP but does not contain all of the components of an IEP.
- *Nonpublic Schools Section 504 Accommodation Plan*
 - If a student has a Service Plan (SP), but the SP does not include accommodations, the nonpublic school may develop a Section 504 Accommodation Plan to provide accommodations for the student.
 - If the student does not have an SP, the nonpublic school may develop a Section 504 Accommodation Plan *if the student qualifies as a student with a disability under Section 504.*
- *Choice School Education Plan (CSEP)* – Students whose choice scholarships include special education funds have a Choice School Education Plan (CSEP) that is developed by the nonpublic school per the current rules.
 - The CSEP shall be in writing and, at a minimum, include the following components:
 - 1 Measurable goals;
 - 2 Information on how the student's progress will be monitored and how parents will be informed of the progress;
 - 3 Accommodations that the Choice school will provide to the student, including accommodations needed for the student to participate in statewide assessments; and
 - 4 The length, frequency, and duration of the special education and related services to be provided.
- **English Learners.** Students who are English learners with disabilities and have an IEP or one of the other plans listed above are eligible for both accommodations for students with disabilities and English learners.
 - *Individual Learning Plan (ILP).* The ILP is a specialized plan that includes accommodations for Limited English Proficient (LEP) students who have been identified on the annual English Language Proficiency Assessment

as a Level 1-4 (score on WIDA ACCESS of 1.0 - 4.9) or has been identified on the placement test as Not Proficient (NP) or Approaching Proficiency (AP). Accommodations for state assessments are permitted for students who are Limited English Proficient at levels 1-4, NP or AP and are located later in this appendix.

English learners without disabilities have access to some accommodations. These are indicated in the specific accommodation description, as applicable.

Accommodations Charts

The *Assessment Accommodations* charts below provide information regarding the allowable accommodations a student may use during required state assessments. For statewide testing, schools are **expected** to utilize built-in resources that are provided for the test administration in order to maintain standardization and adhere to uniform administration procedures and conditions during testing. ***Each accommodation should be one with which the student is familiar and uses on a regular basis in his/her educational program.*** Accommodations must be reported on the DOE-TL data file submission prior to testing or on the *Student Profile*.

Available on ISTEP+, IREAD-3 and ECAs	
Accommodation	Description
Student permitted to read aloud to him or herself	<p>Student may need to also be testing Individually as to not distract other students. A whisper phone may be used for this accommodation.</p> <p><u>NOTE:</u> <i>This accommodation is also permitted for any student who is Limited English Proficient as long as it is formally documented in the student's Individual Learning Plan.</i></p>

<p>Student provided access to large-print version of test</p>	<p>Large-print (18-point font) paper test materials need to be ordered on the DOE-Test Layout (TL) prior to the testing window.</p> <p>A script will be included with the large-print test materials. The Test Administrator must also follow guidance regarding the Protocol for Administering the Read-Aloud Accommodation with a Human Reader, which is located later in Section 3 of this appendix.</p> <p><i>NOTE: The online zoom tool for ISTEP+/IREAD-3 will enlarge to 18-point font. For ECAs the online zoom tool enlarges up to 24-point font. Staff that are uncertain about selecting the online version using the zoom tool or the paper, large-print version are encouraged to use the online “experience” to explore whether the magnification accessibility tool that is embedded in the online test will meet the student’s needs.</i></p>
<p>Student provided a braille test format</p>	<p>IDOE provides these assessments in UEB and or UEB with Nemeth and EBAE/Nemeth for all grades and must be ordered on the DOE-Test Layout (TL) prior to the testing window.</p> <p>If a student needs uncontracted braille, a Non-Standard Assessment Accommodation form must be submitted by the due date listed on the form.</p> <p>Braille test materials need to be ordered on the DOE-Test Layout (TL) prior to the testing window.</p> <p>A script will be included with the braille test materials. The Test Administrator must also follow the guidance regarding the Protocol for Administering the Read-Aloud Accommodation with a Human Reader, which is located in Section 3 of this appendix.</p>
<p>Student provided access to own resources (i.e., bold print protractor, real coins, bold/raised line graph paper, bold/raised line writing paper)</p>	<p>The personal resource must be formally documented and cannot provide a student with an unfair advantage.</p> <p>Math - Acceptable Resources:</p> <ul style="list-style-type: none"> • Multiplication table • Number line with ONLY whole numbers (no fractions or decimals) • Hundreds chart • Open shapes (i.e., circles or squares for helping students organize their work) • Reference sheet with formulas for area/perimeter with variables described

- Base 10 blocks (or similar manipulatives)
- Addition/subtraction mat used with Base 10 blocks
- Standard (English)/Metric measurement guide that shows ONLY unit rates for conversion (examples of converting rates or examples of the sizes/weights/capacity of the unit are not allowed)

Math - Not Acceptable Resources:

- Fraction strips/bars
- Manipulatives that show fraction amounts
- Charts of shapes with their names (pentagon, hexagon, etc.) or attributes (number of sides, angles, etc.)
- Geometry charts (rays, lines, parallel, perpendicular, etc.)
- Number line with fractions or decimals labeled
- “Key word” lists for word problems (i.e., “take away” = subtraction, etc.)
- Standard (English)/Metric measurement guide that provides examples of conversions beyond the unit rate or examples of sizes/weights/capacity of the unit.

ELA Acceptable Resources:

- Bold/raised line writing paper for scrap paper
- Blank bookmark, notecard, or paper for a line guide on paper assessment
- Alphabet chart
- A grade-level editing checklist for ISTEP+ can be found at http://www.doe.in.gov/sites/default/files/assessment/grades-3-8-editing-checklists_1.pdf. This checklist is used for the writing prompt. It is located on a tab in the online assessment and at the end of the lined pages in the paper book.

Not Acceptable Resources:

- Editing/writing checklists other than the ones provided for ISTEP+
- Reading checklists or guidance
- Any word list (including vocabulary and/or spelling)
- Any phonics resources
- Parts of speech, punctuation, grammar resources
- Reference materials (e.g., standard dictionary, thesaurus, style guide)

	<ul style="list-style-type: none"> • Graphic organizers <p>For guidance on the use of any resources not listed above, please contact the Office of Student Assessment at INAssessments@doe.in.gov.</p>
<p>Student provided access to an interpreter for sign language</p>	<p>The Test Administrator must also follow the guidance regarding the <i>Protocol for Administering the Read-Aloud Accommodation with a Human Reader</i>, which is located in Section 3 of this appendix.</p> <p>Although the interpreter or proctor may read the questions following the script, the test directions must be provided by licensed school personnel. In addition, students should be familiar with the interpreter. (<u>NOTE: Parents/guardians are not allowed to serve as an interpreter during state testing.</u>)</p> <p>Reading comprehension questions may not be signed to the student under any circumstance.</p> <p>Scripts need to be ordered by selecting Read Aloud on the DOE-Test Layout (TL) prior to the testing window.</p>
<p>Test read aloud to the student (except items testing comprehension)</p>	<p>Under no circumstance can the reading comprehension questions be read to the student. In addition, for any question where oral presentation is noted as being prohibited, the question cannot be read to the student.</p> <p><u>ONLINE TESTING:</u> A screen reader must be used in lieu of a human reader to ensure standardization for online testing. The screen reader will only read those items that are allowed to be read, and the student can stop the reader at any time. <u>Read aloud must be selected on the DOE-Test Layout (TL) prior to the testing window.</u></p> <p><u>PAPER/PENCIL TESTING:</u> Scripts must be used by human readers for paper/pencil testing, and the Test Administrator must follow the guidance regarding the <i>Protocol for Administering the Read-Aloud Accommodation with a Human Reader</i>, which is located in Section 3 of this appendix. <u>Read aloud must be selected on the DOE-Test Layout (TL) prior to the testing window.</u></p> <p><u>NOTE: This accommodation is also permitted for any student who is Limited English Proficient as long as it is formally documented in the student's Individual Learning Plan.</u></p>

<p>Student provided a paper test format</p>	<p>A paper form of the assessment can be provided to a student as long as it is formally documented in the student’s educational record that the student cannot participate in online testing.</p> <p>A paper form must be ordered on the DOE-Test Layout (TL) prior to the testing window.</p>
<p>Student is tested individually</p>	<p>The location for testing should be planned prior to the administration.</p> <p><i>NOTE: This accommodation is also permitted for any student who is Limited English Proficient as long as it is formally documented in the student’s Individual Learning Plan.</i></p>
<p>Student is allowed to use alternative indication of response (i.e., circle, point to, state, or otherwise indicate answer choice)</p>	<p>Alternative indications of response options are: circle, point to, state, or otherwise indicate answers to multiple-choice, technology-enhanced and/or gridded-response questions.</p> <p>This accommodation may be used with students who have limited hand strength, are nonverbal, or experience lack of control over/expertise with prosthesis.</p>
<p>Student provided access to a Scribe</p>	<p>This accommodation involves a scribe writing out answers to test questions as dictated by the student for paper-pencil and online test administrations. Assistive technology (AT), rather than a human scribe, should be utilized whenever possible (e.g., a speech-to-text software program).</p> <p>The Test Administrator must also review the Use of a Scribe guidance, which is located in Section 3 of this appendix.</p>
<p>Student has use of a calculator during sessions identified as non-calculator sessions (available for Math and Science)</p>	<p>The student may use either his/her own calculator, one provided by the classroom teacher or the calculator provided in the online test.</p> <p>The student is required to write out the steps used to solve the problem. Written work must be submitted along with the test book and processed for scoring.</p> <p>Refer to the “Calculator Policy,” located in the “Additional Resources” section of the following ISTEP+ and ECA webpages: http://www.doe.in.gov/assessment/istep-grades-3-8, and http://www.doe.in.gov/assessment/end-courseassessments-ecas.</p>

	<p>Calculator needs to be selected on the DOE-Test Layout (TL) prior to the testing window.</p>
<p>Student provided access to a computer or other assistive technology (AT) device</p>	<p>Schools should test the functionality of the devices within their technology environment prior to testing. In the event that technology does not function properly, a backup plan should be developed prior to the test administration.</p> <ul style="list-style-type: none"> • <u>Text-to-Speech</u>. NEW - Students who need to type their responses during a paper-and-pencil test administration can and should be given the test online. The CTC must contact the test vendor for the specific assessment for further instructions for setting up single online assessments. If this is not possible, then the Computer-Generated Response (CGR) directions need to be followed. (Refer to the specific assessment’s <i>Test Coordinator’s Manual</i> for further instructions on <i>Computer-Generated Response</i>.) • <u>Speech-to-Text</u>. If a student is using speech-to-text that requires active connection to the Internet and/or contains prohibited features that CANNOT be disabled, the Corporation Test Coordinator will need to submit a Fidelity Assurance Form <p>The Test Administrator must also review the Use of Assistive Technology guidance, which is located in Section 3 of this appendix.</p>
<p>Student provided with extended testing time for test sessions (e.g., 50% additional time)</p>	<p>A time limit should be set for the student and the Test Examiner needs to be aware prior to testing. Unlimited time is not allowed.</p> <p><u>NOTE:</u> <i>This accommodation is permitted for any student who is Limited English Proficient and it is formally documented in their Individual Learning Plan.</i></p> <p>A test session cannot be extended beyond an instructional day. To provide “extended time,” minutes must be added to the current test session. (It is important to note that “extended time” does not represent an opportunity for the student to complete the current test session later that same school day.)</p>
<p>Student provided with additional breaks</p>	<p>Some students may need to take a “medical” break due to existence or sudden onset of a temporary or long-term medical condition. If this occurs, the student’s testing time stops during a medical break and is resumed upon the student’s return.</p> <p><u>NOTE:</u> <i>This accommodation is also permitted for any student who is Limited English Proficient as long as it is formally documented in the student’s Individual Learning Plan.</i></p>

	A test session cannot be extended beyond an instructional day.
Student has use of an approved, bilingual word-to-word dictionary	<u>NOTE:</u> This accommodation is ONLY permitted for a student who is Limited English Proficient and must be formally documented in the student's Individual Learning Plan.

Available on ISTAR (Alternate Assessment)	
Accommodation	Description
Student provided access to large-print version of test	Large-print (18-point font) test materials need to be ordered on the DOE-Test Layout (TL) prior to the testing window.
Student provided access to own resources (i.e., bold print protractor, real coins, bold/raised line graph paper, bold/raised line writing paper, multiplication charts)	The personal resource must be formally documented in the student's IEP, Section 504 Plan, Service Plan, or ILP and cannot provide a student with an unfair advantage. The Corporation Test Coordinator must approve any resource prior to the test session. Each resource must be inspected prior to use to ensure nothing is on the resource that could provide an unfair advantage and to confirm that no other modification to the resource has been made.
Student provided access to an interpreter for sign language	Scripts need to be ordered by selecting Read Aloud on the DOE-Test Layout (TL) prior to the testing window. The Test Administrator must also follow guidelines regarding the Protocol for Administering the Read-Aloud Accommodation with a Human Reader , which is located in Section 3 of this appendix.
Student provided a paper test format	A paper form of the assessment can be provided to a student as long as it is formally documented in the student's educational record that the student cannot participate in online testing. A paper form must be ordered on the DOE-Test Layout (TL) prior to the testing window.

<p>Student is allowed to use alternative indication of response (i.e., circle, point to, state, or otherwise indicate answer choice)</p>	<p>Alternative indication of response options are: circle, point to, state, or otherwise indicate answers to multiple-choice, technology-enhanced and/or gridded-response questions. This accommodation may be used with students who have limited hand strength, are nonverbal, or experience lack of control over/expertise with prosthesis.</p>
<p>Student provided access to a Scribe</p>	<p>This accommodation involves a scribe writing out answers to test questions as dictated by the student. Assistive technology (AT), rather than a human scribe, should be utilized whenever possible (e.g., a speech-to-text software program).</p> <p>The Test Administrator must also review the Use of a Scribe guidance, which is located in Section 3 of this appendix.</p>
<p>Student provided access to a computer or other assistive technology (AT) device</p>	<p>Schools should test the functionality of the devices within their technology environment prior to testing. In the event that technology does not function properly, a backup plan should be developed prior to the test administration.</p> <p>The Test Administrator must also review the Use of Assistive Technology guidance, which is located in Section 3 of this appendix.</p>

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 a manner in which the student would normally participate. Refer to the **Emergency / Temporary Accommodation Plan under 511 IAC 5-2-4(b)** in *Chapter 13 of the Indiana Assessment Program Manual*.

Prohibited Accommodations

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

Presentation.

- Reduce the complexity of the language in the directions or test items
- Use of visual cues or color-coded prompts
- Administer the assessment in a language other than English

Timing/Scheduling.

- Unlimited time given for each test section
- Sessions extended beyond an instructional day
- Return to a prior test session after conclusion of that session

Will the results of tests taken with accommodations (including students with disabilities and students who are Limited English Proficient) be included in aggregate assessment results?

Yes. One significant issue to be addressed by educators is the individualized determination of each student's necessary accommodations and the effect or impact of those accommodations on test results. Assessment accommodations may have a different impact on the general validity of the assessment depending upon, among other things, whether the test is referenced to national norms or specific educational criteria. For this reason, allowable accommodations, when applied during the assessment, must be documented on the DOE-TL data file submission prior to testing or on the *Student Profile*.

The results of required state and local assessments are reported annually according to the following categories:

- All students tested.
- General education students who tested with a permissible accommodation(s).
- General education students who tested without accommodation(s).
- Special education students who tested with a permissible accommodation(s).
- Special education students who tested without accommodation(s).
- Limited English Proficient students who tested with a permissible accommodation(s).
- Limited English Proficient students who tested without accommodation(s).

Section 2: Accessibility Tools and Accommodations for WIDA ACCESS and Alternate ACCESS

The WIDA Consortium has shared extensive guidance regarding accessibility and accommodations for use on WIDA ACCESS 2.0. However, to ensure compliance with Indiana guidance, please refer to this Indiana-specific list of approved accommodations.

The following list of test administration procedures are allowed for *all* ELLs during the online and paper test administration of ACCESS for ELLs 2.0 and Alternate ACCESS **at**

the discretion of the Test Coordinator (or Principal or designee), provided that all standardized testing and security requirements are met.

- Read test directions by Test Administrator
- Repeat test directions by Test Administrator
- Explain/clarify test directions in English by Test Administrator
- Provide verbal praise or tangible reinforcement to a student
- Verbally redirect student’s attention to test in English
- Test Administrator monitors placement of responses onscreen or in test booklet
- Scratch/blank paper (including lined or graph paper)
- Test administered:
 - In a small group
 - In a separate room
 - With preferential or adaptive seating
 - In a space with special lighting
 - In a space with special acoustics
 - With adaptive or specialized furniture or equipment
 - Using tools to minimize distractions or maintain focus (e.g., use noise-reducing headphones or instrumental music played through an individual student’s headphones or ear buds)
 - Frequent or additional supervised breaks
 - Test administered in short segments (i.e., administer brief sections of the test, one at a time)

***NOTE:** As a reminder, clarifying test directions in the student’s home language is not considered a valid accommodation in Indiana.*

Built-in Online Tools

Tool	Description
Highlighter	A tool which the student can use to mark specific text on the screen with a yellow color

Line Guide	A tool which the student can use to guide his or her eyes while reading text on the computer screen
Screen Magnifier	A tool which the student can use to increase the screen size by 1.5x or 2.0x. This magnifier is intended to enlarge small areas of the screen so that a student can get a closer look at a visual image, such as a picture or graphic.
Sticky Notes	A tool which the student can use to make notes to assist in responding to Writing items. This tool is only available on the Writing test.
Color contrast	Used to select a variety of background/text color combinations: <ul style="list-style-type: none"> • White with black text • Pink with green text • Yellow with blue text • Light grey with brown text • Orange with blue text • Dark grey with green text • Light green with purple text • Dark green with red text
Color Overlay	Used to change the background color that appears behind text, graphics, and response areas. There are five options: <ul style="list-style-type: none"> • Pink • Yellow • Blue • Green • Orange

Accommodations

Accommodations are available *only* to ELLs with disabilities. These accommodations must be formally documented in the student's educational record in one of the ways listed earlier in this appendix for students with disabilities and only when the student requires the accommodation(s) to participate meaningfully and appropriately in ACCESS for ELLs 2.0.

Available on WIDA ACCESS	
Accommodation	Description
Student provided a paper test format	<p>A paper form of the assessment can be provided to a student as long as it is formally documented in the student's educational record that the student cannot participate in online testing. A paper form, Tier A, B or C, must be ordered on the DOE-Test Layout (TL) prior to the testing window.</p> <p><i><u>NOTE:</u> Alternate ACCESS is only available in a paper/pencil format.</i></p>
<p>Interpreter signs test directions in ASL (for Listening, Reading, Speaking and Writing domains)</p>	<p>This accommodation may be used to help students who use ASL become familiar with test logistics, test directions, and practice items.</p> <p>No part of the actual test (including directions or prompts <i>within</i> test items) may be signed to a student.</p> <p><i><u>NOTE:</u> This accommodation is also permitted for Alternate ACCESS.</i></p>
<p>Manual control of item audio (for Listening, Speaking and Writing domains)</p>	<p>This accommodation may be used to support students with disabilities who need additional time for language processing or have attention/focus needs due to a documented disability.</p>
<p>Repeat item audio (for Listening, Speaking and Writing domains)</p>	<p>This accommodation may be used to support students who need repetition based on language processing needs or attention/focus needs due to a documented disability.</p>
<p>Read aloud Listening test response options by human reader (Listening domain only)</p>	<p>This accommodation may be used for students who have a documented disability requiring reading or print support or focus/attention support with some Listening test item response options (i.e., those answer choices that include text).</p>
<p>Repeat Listening test item response options by human reader (Listening domain only)</p>	<p>This accommodation may be used to support students in demonstrating listening skills, rather than print decoding skills.</p> <p>The reader may repeat Listening item response options (i.e., answer choices) only one time.</p>

<p>Read aloud test items by human reader (for Listening, Speaking and Writing domains)</p>	<p>This accommodation may be used for students who have a documented need for more intensive support from an in-person, human reader (e.g., a documented need for lip reading support or support in focusing their attention).</p> <p><i><u>NOTE:</u> This accommodation is also permitted for Alternate ACCESS.</i></p>
<p>Repeat test items by human reader (for Listening, Speaking and Writing Domains)</p>	<p>This accommodation must be administered in a way that does not disturb or interfere with other test takers (e.g., individually, or in a small group if multiple students).</p> <p>This accommodation may be used to provide more intensive support for a student with print disabilities.</p> <p><i><u>NOTE:</u> This accommodation is also permitted for Alternate ACCESS.</i></p>
<p>Large-print version of test (for Listening, Reading, Speaking and Writing domains)</p>	<p>This accommodation may be used for students with visual impairments.</p> <p>Large-print (18-point font) test materials need to be ordered on the DOE-Test Layout (TL) prior to the testing window.</p> <p><i><u>NOTE:</u> Staff that are uncertain about selecting the online version of ACCESS for ELLs 2.0 (with embedded magnification tools) or the paper, large-print version are encouraged to use the online practice items to explore whether the magnification accessibility tool that is embedded in the online test will meet the student's needs.</i></p> <p><i><u>NOTE:</u> This accommodation is also permitted for Alternate ACCESS.</i></p>
<p>Braille version of test (for Reading and Writing Domains)</p>	<p>This accommodation may be used to provide access to the assessment for a blind ELL who is braille-proficient.</p> <p>The version of braille must be specified when ordering on the DOE-Test Layout (TL) prior to the testing window. Unified English Braille code will be used.</p>

<p>Scribed response (for Listening, Reading and Writing domains)</p>	<p>This accommodation may be used when a student:</p> <ul style="list-style-type: none"> ○ is unable to select responses directly or, for online test administration, is unable to respond independently using other response accommodations; ○ has a physical disability that prevents independent computer input, even with adaptive equipment, or an inability to hold a writing instrument requiring routine dictation of written compositions to a scribe during classroom instruction; or ○ is unable to use a writing or keyboarding hand or arm at the time of testing due to a broken bone, injury, or other temporary disability, even if the student does not have an IEP, Section 504 Plan, or Service Plan. <p>The Test Administrator must follow scribing guidelines.</p> <p><i><u>NOTE:</u> This accommodation is also permitted for Alternate ACCESS.</i></p>
<p>Word processor or similar keyboarding device to respond to test items (for Listening, Reading and Writing domains)</p>	<p>This accommodation may be used by a student who is unable to keyboard responses directly on the online assessment, or use a pencil to respond on a paper test.</p> <p>May include use of a separate word processing device with or without adaptive keyboard, mouse, screen, etc. For the Writing test, spelling and grammar check, dictionary/thesaurus, and access to the Internet must be turned off.</p>
<p>Student responds orally using external augmentative and/or alternative communication device or software (for Listening, Reading and Writing Domains)</p>	<p>This accommodation may be used to support students who routinely use a specific type of assistive technology (AT) commonly referred to as an augmentative and/or alternative communication (AAC) device or software to respond to classwork or local assessments.</p> <p>Spelling and grammar check, dictionary/thesaurus, and access to the Internet must be turned off.</p>

<p>Student responds using a recording device, which is played back and transcribed by the student <i>(for Reading and Writing Domains)</i></p>	<p>This accommodation may be used to support students with writing processing issues to allow students to separate the processes of responding and writing the response.</p> <p>The device with recorded answers must be stored in a secured, locked location. Test content on the recording device must be deleted once responses have been transcribed.</p>
<p>Student responds using a braille writer or braille note taker <i>(for Reading and Writing Domains)</i></p>	<p>This accommodation may be used to provide access to response or note-taking device by a braille proficient ELL student.</p>
<p>Student uses assistive technology to respond to test items <i>(for Listening, Reading, Speaking and Writing Domains)</i></p>	<p>This accommodation may be used by a student who requires use of adaptive equipment in order to physically view the test onscreen, navigate through the test, or otherwise participate in the computer-based test (e.g., specialized pointing device, adaptive mouse).</p> <p><u>NOTE:</u> <i>This accommodation is also permitted for Alternate ACCESS.</i></p>
<p>Test may be administered by school personnel in non-school setting <i>(for Listening, Reading, Speaking and Writing Domains)</i></p>	<p>This accommodation may be used to test students who are enrolled but unable to attend school due to hospitalization or other absence during the testing window.</p> <p>The test must be administered by licensed school personnel who are trained to administer the test.</p> <p>The Corporation Test Coordinator can order a paper form of an assessment by submitting a <i>Non-Standard Assessment Accommodation Request</i>.</p> <p><u>NOTE:</u> <i>This accommodation is also permitted for Alternate ACCESS.</i></p>

<p>Extended testing time within the school day (for Listening, Reading, Speaking and Writing Domains)</p>	<p>This accommodation may be used to support students with disabilities who, due to effects associated with their disability, need additional time to complete one or more test sections.</p> <p>Students with disabilities may complete a test session until the end of the day on which the session was started (except for the Speaking test, for which students with disabilities may have up to twice the recommended time to complete).</p> <p><u>NOTE:</u> This accommodation is also permitted for Alternate ACCESS.</p>
<p>Extended testing session over multiple days for a single domain (for Listening, Reading, Speaking and Writing Domains)</p>	<p>This accommodation may be used in rare cases, and only when absolutely necessary, due to a student's illness, disability, or extended interruption in testing. A written request with evidence supporting the need for the accommodation must be submitted to the Office of Student Assessment for review and approval prior to this accommodation being utilized.</p> <p>Be sure to <i>pause</i> the test before exiting the student, rather than <i>ending</i> the test before exiting the student. If end/exit of the test is used, the only way to re-enter the test is to have the test ticket reset.</p> <p><u>NOTE:</u> This accommodation is also permitted for Alternate ACCESS.</p>

Section 3:

Specific Guidelines for Scribe, Human Reader and Assistive Technology

Use of a Scribe

How may a scribe be used? Scribing is an accommodation used with students who are unable to provide written answers for class work, and therefore, for state testing. When a student's educational plan indicates that a response is to be scribed, the test administration must be conducted one-on-one so as not to interfere with the standardized testing of other students.

In lieu of using a human scribe, several speech-to-text software programs exist that could be used to record the student's response¹. A student should use assistive technology (AT) devices in a testing situation only if the student uses the device(s) in the classroom and is able to independently use the accommodation. If the AT device is not conducive to an individual student's needs, a human scribe can be used for paper-and-pencil and online testing. The scribe should be given time to practice prior to entering the testing session.

The scribe should be familiar with the student's vocabulary, spelling and grammar skills. Unless the student is also eligible to have the assessments read, the student must read the test directions, questions, and response options on his or her own.

The directions below outline the procedure for using a scribe:

- For multiple-choice, technology-enhanced, or gridded-response items, the student must point to (or otherwise indicate) the desired response option (i.e., eye gaze, head pointer, etc.).
- Once the student makes his/her selection, the scribe will mark the indicated answer choice and have the student check for accuracy.
- For constructed-response, extended-response, or essay items, the student may dictate the answer to the scribe. The scribe, in return, records the response one of two ways:
 - Writing the answer while prompting for spelling when uncertain as to whether a word is within the student's vocabulary or spelling skill level (i.e., ask the student to spell the word as they desire the scribe to write it); or
 - Typing the student's response onto a computer (with spell check and grammar check disabled) while the student watches on the screen.

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

- The scribe may not coach or correct the student on:
 - the meaning of a word,
 - the spelling of a word, or
 - the punctuation of a sentence.
 - Capitalization or punctuation should not be included in the 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 so 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 also instruct the scribe to make other changes or additions (such as moving a sentence into another paragraph, adding an additional word or phrase, or correcting a spelling error).
- Each scribed response should begin with the word “*Scribe*” in the response field.

Use of a Human Reader

What is the policy on a human reader for the read-aloud accommodation? A screen reader **must be used in lieu of a human reader to ensure standardization whenever possible.** For statewide testing, schools are **expected** to utilize resource(s) that are provided for the test administration in order 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 truly need it. This accommodation is sometimes over-used when it is provided to every student with poor reading skills, including those who can decode but have poor comprehension skills and those who simply have not been taught decoding skills.

Protocol for Administering the Read-Aloud Accommodation with a Human Reader

Scripts are required when a human reader is providing the read-aloud accommodation. A script must be ordered ahead of time and the human reader must follow the script verbatim. Under no circumstance can the reading comprehension questions be presented orally. In addition, any question cannot be read where oral presentation is noted as being prohibited.

All Subject Areas

- This accommodation can be administered one-on-one or to a small group of students, provided that each student has this accommodation listed in the *IEP* or one of the other plans listed previously in this appendix. Ideally, the Test Administrator/Proctor will have worked with the student previously.
- The Test Administrator/Proctor must read the script word for word, exactly as written, using a neutral tone and no detectable changes in inflection.
- The Test Administrator/Proctor administering the read-aloud accommodation should be attentive when reading the script so students are not inadvertently clued to a correct response or a response option is eliminated.

- The Test Administrator/Proctor may reread the directions, questions, and response options at the student's request **only**.
- The Test Administrator/Proctor may review the script no more than the day before administering the read-aloud accommodation to ensure proper administration.

Use of Assistive Technology

When and how much assistive technology may be used during the administration of required state assessments (other than online testing)?

Access to technology may be provided for those students with a documented need when the student uses that technology on a regular basis within his/her educational program (including testing situations). Due to test security and the technological literacy of students, there are many parameters that must be followed when using technology devices during testing situations.

- The Test Administrator, Proctor, and School Test Coordinator must be aware of any technology-based accommodations.
- Extra batteries and back-up equipment, when possible, should be prepared prior to the start of the test session.
- Separate testing rooms for students taking the required state assessment with the aid of technology may need to be arranged.

What are the requirements when using technology (other than online testing) during the administration of state assessments?

- The computers used must be disabled from any network or Internet connection, including connections to any type of electronic distribution access, such as electronic mail, during the testing situation.
- The Test Coordinator or Proctor must be able to see the monitor or screen of the device being used at all times.
- The software used with the technology device must have the spell check, grammar check, the thesaurus and any other tool functions disabled.
- The software used with the technology device must have the capacity to either be password coded or have the student locked out from the help functions throughout the assessment.

What if a student is using speech-to-text that requires an active connection to the Internet and/or contains prohibited features that CANNOT be disabled?

The Corporation Test Coordinator will need to submit a **Fidelity Assurance Form** (refer to *Appendix D*).

What if a student needs to type responses when the rest of the class is taking the assessment in a paper format? There are two options:

- Set up an online test for the student. An online test can and should be set up for individual students who need to type their answers. The CTC must contact the test vendor for the specific assessment for further instructions.
 - Submit a **Computer-Generated Response**. For students who type their open-ended and/or extended-response answers, refer to the specific assessment's *Test Coordinator's Manual* for further instructions on **Computer-Generated Response**.

What resources are available to help determine the use of assistive technology? The **PATINS Project** (<http://www.patinsproject.com/>) is a state-wide technical assistance network for the provision of assistive/accessible technology for assisting local educational agencies in the utilization and creation of accessible learning environments and instructional materials.