Indiana

DEPARTMENT OF EDUCATION

2020-2021 Accessibility and Accommodations Guidance

The Office of Student Assessment

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Introduction

The Indiana Department of Education's (IDOE) Accessibility and Accommodations Guidance is intended for school-level personnel and decision-making teams as they prepare for and implement Indiana state assessments. Information is provided for school personnel to use in selecting and administering universal tools, designated features, and accommodations for those students who need them.

Federal and state laws require that all students, including students with disabilities and students with limited English proficiency, participate in statewide assessments to hold schools accountable for the academic performance of students according to Indiana Code (IC) 20-32-5-1 *et. seq*, IC 20-32-5.1-1 *et. seq*, and Sec.1111(b)(2)(B)(i)(II) of ESSA (codified at 20 U.S.C. § 6303b) Indiana Code Title 20.

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

This document is intended for the following audiences:
- IEP, Section 504 plan, CSEP, Service Plan, or ILP teams
- Special Education Teachers
- English Learner Teachers
- General Education Teachers
- Administrators and Test Coordinators

Consider the document's guidance as a whole prior to informing instructional and assessment decisions to ensure appropriate implementation of these features to students, including changes and improvements. Educators should consider which accommodations should be provided to students in an instructional setting to improve their skills. However, instructional supports and accommodations may vary from those utilized on assessments to ensure the validity of reporting to the intended construct.

A description of each Indiana State assessment is provided in the link below. **https://www.doe.in.gov/sites/default/files/assessment/2019-2020-assessment-overview-april.pd**

The Five Step Decision-Making Process
The five step decision-making process will help ensure that consideration of specific needs of the individual student when selecting accessibility features and accommodations for use in a variety of instructional and assessment settings. For students who receive accommodations, these must be utilized daily during instruction prior to being considered for any state assessment.

(CCSSO Accessibility Manual, 2016)

Indiana Accessibility Advisory Group

The Indiana Department of Education collaborates with expert consultants in Indiana with distinct knowledge of specific populations and their utilization of accommodations. They provide guidance to the Indiana Department of Education regarding accommodations and accessibility features to students requiring additional support on state assessments. The advisory group supports the work of ensuring a high-quality assessment system by providing:

- support and review of accessibility features and accommodations on Indiana standardized assessments;
- information and guidance for IDOE on the use of best practices, resources and tools; and
- feedback on revisions to materials.

IDOE welcomes the opportunity to offer guidance and review feedback on materials and tools. Specific concerns can be routed to:
Phone: (317) 232-9050
Toll-free: (888) 544-7837
INassessments@doe.in.gov

Sections

Note: Sections 1-3 apply to Indiana federally- and state-mandated assessments, except WIDA.

Section 1: Universal Features – Universal features are available to all students as they access instructional or assessment content.

Section 2: Designated Features – Designated features are available for use by any student for whom the need has been indicated by an educator (or team of educators) familiar with the student's characteristics and needs.

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

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

Section 5: **Special Circumstances and Non-Standard Accommodations** – Specific guidelines describing documentation and requesting testing accommodations for students with temporary conditions, such as a broken arm.

Section 6: **Specific Protocol for Scribe and Human Reader-** Specific guidelines for using scribes and human readers.

Section 7: **English Learner Guidance**-- Guidance for Spanish Translations, glossaries, and Use of Bilingual Dictionaries.

Section 8: Data Upload and TIDE Guidance-- Guidelines for data upload for Indiana IEP, ILP, DOE-TA, and DOE-TL.

Section 1: Universal Features

Universal features are accessibility resources available to all students as they access assessment content. No formal plans are required for students to access these features. Students should be familiar with these features prior to testing and have the opportunity to select and practice using them in order to appropriately use these features on test day. Universal features are intended to benefit a wide range of students and may be used by the student at his or her discretion during testing. Universal features are grouped into two broad categories based upon how they are provided to the student. They are:

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

Table 1 includes the Universal Features embedded in each assessment program. Table 2 includes the non-embedded Universal Features. The X indicates the Feature is available for the assessment program.

Table 1. Embedded Universal Features

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

Strikethrough	X	X	X	X	X	X	X
Writing Tools		X	X				
Zoom	X	X	X	X	X	X	X

Table 2. Non-Embedded Universal Features

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

Table 3 and 4 offers brief descriptions of the Universal Features available.

Table 3. Embedded Universal Feature Descriptions

Embedded
English Dictionary, Thesaurus: On-screen access to the Merriam-Webster English Language Dictionary and Thesaurus. A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.
Expandable Passages: Each passage or stimulus can be expanded so that it takes up a larger portion of the screen.
Global Notes: It is a notepad that allows students to take notes while they're taking a test. Only available on the Performance Tasks. ILEARN grades 3-8 and ILEARN Biology
Glossary (English): Allows students the ability to click on pre-selected construct-irrelevant terms with the definition.

Highlighter: A digital highlighting tool for marking desired text, item questions, and item answers in yellow.
Line Reader: Allows one line at-a-time to be underlined to guide reading of a lengthy passage during ELA assessments.
Mark for Review: Allows students to flag an item for future review during the assessment.
Notepad: Allows students to enter notes as they are taking a test for test items only. Information typed into Notepad is not saved. Students are not able to copy and paste their notes into their response. Only available on fixed-form and computer-adaptive tests (CATs).
Calculator: Desmos Four-Function Digital Calculator for calculator allowed items (ILEARN Grade 6). Desmos Scientific On-Screen Digital Calculator for calculator allowed items (ILEARN Grades 7-8). Desmos Four-Function On-Screen Digital Calculator for all items (I AM Grades 3-8 and 10). Refer to the Calculator Policy for more details. A Desmos calculator will be available on ISTEP+ Retest online. (Note: Calculator flexibility exists for applicable sections.)
Tutorials: Item-specific animation that instructs the student how to use the item.
Strikethrough: Allows students to cross out response options on multiple-choice and multiple-select interactions.
Reference Sheet: Allows access to a Mathematics Reference Sheet via the Tools Window. This button was formerly the Exhibits button. Once clicked, it pulls up the mathematics reference sheet with formulas on it.
Writing Tools: Selected writing tools (i.e., bold, italic, undo/redo, spell check) available for student-generated responses.
Zoom: A tool for making text or other graphics in a window or frame appear larger on the screen.

Table 4. Non- Embedded Universal Feature Descriptions

Non-Embedded
English Dictionary, Thesaurus: Available for writing items to be used with paper testing. A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.
Headphones or Noise Buffers: Used to block out distractions. (No music is allowed to be playing or plugged in. This is for sound dampening only.) No Bluetooth features are allowed unless requested to IDOE in advance with a fidelity assurance form.
Highlighters for Paper Assessments: Highlighters for marking desired text, item questions, item answers, or parts of these with a color.
Preferential Seating: Determined by the Test Administrator (TA). (Can be due to lighting conditions, seat arrangement, behaviors, etc.) The student can sit where the TA determines is the best seating arrangement for the student.

Small Group Setting: Available for students to be assessed in smaller groups. The size of the small groups are determined locally.

Scratch/Blank Paper (including lined or graph): Available for students that prefer to write out their responses on paper before typing out their answers or to solve mathematics problems. No sticky notes allowed as scratch paper. White boards are not allowed to be used as scratch paper.

Section 2: Designated Features

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

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 need to be identified and assigned in the Cambium Assessment Inc. (CAI) Test Information Distribution Engine (TIDE) prior to assessment administration. Students should be familiar with using the designated features assigned to them prior to accessing the test as part of regular instructional practices and also through the practice test experience. .

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

- **Embedded**: Available through the online computer platform

- **Non-Embedded**: Provided to the student by the school

Table 5 includes the Designated Features embedded in each assessment program. Table 6 includes the Non-Embedded Designated Features. The X indicates the Feature is available for the assessment program.

Table 5. Embedded Designated Features

Embedded	IREAD-3	ILEARN 3-5	ILEARN 6-8	I AM	ILEARN Biology	ILEARN U.S. Government	ISTEP+
Color Contrast	X	X	X	X	X	X	X
Glossaries		X	X		X	X	
Masking	X	X	X	X	X	X	X
Mouse Pointer	X	X	X	X	X	X	X
Print Size	X	X	X	X	X	X	X
Translation Stacked Spanish (NOT available for ELA)		X	X	X	X	X	

Table 6. Non-Embedded Designated Features

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

Tables 7 and 8 offers a brief description of the Designated Features available.

Table 7. Embedded Designated Features

Embedded
Color Contrast: Allows students to change background and foreground colors. TA selects color choices prior to testing. Available choices are: ● Black on White (default) ● Yellow (dark and light) ● Blue (dark and light) ● Magenta (dark and light) ● Gray (dark and light) ● Green (dark and light) ● Yellow on Blue ● Reverse Contrast ● Medium Gray on Light Gray
Glossary (Languages): Translated glossaries provided for selected construct-irrelevant terms for Mathematics, Science, and Social Studies. Available languages are: ● Spanish ● Burmese ● Mandarin ● Arabic ● Vietnamese
Masking: Involves blocking off content that is not of immediate need or that may be distracting to the student.
Mouse Pointer: Allows changes to size (large and extra-large) and color (black, green, red, yellow, and white) of mouse pointer. TA selects color choices prior to testing.
Print size: The online print size can be changed to 24 pt., 31 pt., 41 pt., and 51 pt. with higher options available with streamline mode and may be more appropriate than a paper version.
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. Note: Guidance for making the determination to utilize stacked Spanish translations is located later in **Section 7.**

Table 8. Non-Embedded Designated Features

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

Section 3: Accommodations

An accommodation is a change in the standardized testing materials or procedures that allow students with an IEP, Section 504 Plan, ILP, Service Plan, and 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:

Students with Disabilities who are eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA) of 1973 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.
- Individual Learning Plan (ILP) - English learners 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 W-APT) and demonstrate an overall English proficiency level between 1.0 – 4.9 but have not yet achieved proficiency on ACCESS for English learners.

Nonpublic Schools
- Service Plan – A nonpublic school student with a disability receives special education and related services from the public school in accordance with a Service Plan. A Service Plan is similar to an IEP but does not contain all of the components of an IEP and does not ensure a Free Appropriate Public Education.
- Nonpublic Schools Section 504 Accommodation Plan - If the student does not have a Service Plan, the nonpublic school may develop a Section 504 Accommodation Plan *if the student qualifies as a student with a disability under Section 504.*
- Choice Special Education Plan (CSEP) – Students whose choice scholarships include special education funds have a CSEP that is developed by the nonpublic school per the current rules.
- Individual Learning Plan (ILP) - English learners are identified as students who:
    - Are enrolled in Indiana schools with a non-English language indicated on the Home Language Survey;
    - Have been assessed with WIDA English language proficiency screener (WIDA Screener or W-APT) and demonstrate an overall English proficiency level between 1.0 – 4.9 but have not yet achieved proficiency on ACCESS for English learners.

o English learners with an IEP may receive all accommodations listed below, as determined by their Case Conference Committees.
o English learners with an ILP for language needs only may receive the following accommodation as part of their program:

Table 9. ILP Accommodations

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

Accommodations

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

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

Table 10. Embedded Accommodations

Embedded	IREAD-3	ILEARN 3-5	ILEARN 6-8	I AM	ILEARN Biology	ILEARN U.S. Government	ISTEP+
Accommodated Fixed Form		X	X		X	X	
Audio Transcripts		X	X				
Braille Embosser		X	X		X	X	
Closed Captioning for online Audio Items		X	X				
Online ASL Videos for Listening Items		X	X				
Online Calculator for ALL Mathematics Items			X	X			X
Online Calculator for Calculator allowed items			X				X
Permissive Mode to Access Assistive Technology (AT) Device(s)		X	X	X	X	X	
Print on Demand for Online Test		X	X		X	X	

	IREAD-3	ILEARN 3-5	ILEARN 6-8	I AM	ILEARN Biology	ILEARN U.S. Government	ISTEP+
Refreshable Braille		X	X		X	X	
Streamline Format for Online Test	X	X	X	X	X	X	
TTS Except items testing Reading Comprehension	X	X	X		X	X	X
TTS for all items including items testing reading comprehension			X	X	X	X	X

Table 11. Non-Embedded Accommodations

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

testing reading comprehension							
Human reader for Paper Assessment for all items including items testing reading comprehension			X	X	X	X	X
Hundreds Chart		X	X	X			
Individual Testing	X	X	X	X	X	X	X
Interpreter for Sign Language	X	X	X	X	X	X	X
Read aloud to Self	X	X	X	X	X	X	X
Large Print Booklet	X	X	X	X	X	X	X
Low Assistive Writing Instrument							X
Multiplication Table		X	X	X	X		
Print Booklet	X	X	X	X	X	X	X
Read Aloud Script for Paper Booklet	X	X	X	X	X	X	X
Scribe		X	X		X	X	X
Spanish Booklets		X	X		X		
Use of Adaptive and /or Handheld Calculator during All Sessions			X	X	X		X
Student Provided with Additional Breaks	X	X	X	X	X	X	X
Student Provided Access to Own Resources (tactile symbols, raised lined graph paper)				X			X

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

Table 12. Embedded Accommodations

Embedded
Accommodated Fixed Form: An online fixed form assessment with a human reader script is intended for students who are deaf or hard of hearing that cannot access ASL via the online platform. The accommodated fixed form is not adaptive and will not alter items present to students based on their performance during the assessment.
Audio Transcriptions: Allows students to view a transcript of the audio content for the current test page. All text in a test item's audio content will display in a separate window. The text in transcripts can be read by screen readers, such as JAWS. This is useful for visually impaired students who are accustomed to accessing information presented via audio in the form of braille. This accommodation is only available on ILEARN ELA assessments. **Please note this is a different accommodation from closed captioning, which is intended to assist hearing-impaired students. Additionally, please note that Audio Transcripts are available only on ILEARN ELA assessments.**
Braille Embosser: Provides the graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) in a raised format (paper or thermoform). Permissive mode must be indicated as an accommodation.
Closed Caption for Online Audio Items: Printed text that appears on the computer screen as audio materials are presented. This accommodation is only available on ILEARN ELA assessments
Online American Sign Language (ASL) Video: ASL videos will be available for any ELA item that has a listening component. ASL human signer and the signed test content are viewed on the same screen. This accommodation is only available on ILEARN ELA assessments
Online Calculator for All Mathematics items: Desmos Four-Function Digital Calculator for All items (ILEARN Grade 6). Desmos Scientific On-Screen Digital Calculator for all items (ILEARN Grades 7-8). Desmos Scientific On-Screen Digital Calculator for all items (ISTEP+). Desmos Four-Function On-Screen Digital Calculator for all items (I AM Grades 3-8 and 10).
Online Calculator for Calculator Allowed Items: Desmos Four-Function Digital Calculator (ILEARN Grade 6). Desmos Scientific On-Screen Digital Calculator (ILEARN Grades 7-8).
Permissive Mode to Use Assistive Technology Devices: Permissive mode must be selected if accommodations requiring additional software is to be used or a specific assistive technology device needs to be used. A Fidelity Assurance Form must be completed and the guidelines followed.

Print on Demand: Paper copies of either passages/stimuli and/or items are printed for students. Students may request one or more test questions to be printed electronically from the online system for students to review on paper.

Permissive mode must be indicated as an accommodation.

Refreshable Braille: Students who are blind or have low vision may use refreshable braille to read text output. Permissive mode must be indicated as an accommodation.

Streamline Format: Streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli. Two-column scrolling or tables used for layouts are not present in the streamline format.

Text-to-Speech for ALL Items: Text is read aloud to the student including items testing reading comprehension via embedded text-to-speech technology. Students who use TTS will need headphones unless tested individually in a separate setting. *NOTE:* Guidance for Use of Text-to Speech for all items is located in **Section 7.**

Text-to-Speech Except Items Testing Reading Comprehension: Text is read aloud to the student except items testing reading comprehension via embedded text-to-speech technology. Students who use TTS will need headphones unless tested individually in a separate setting. *NOTE:* Guidance for Use of Text-to Speech is located in **Section 7.**

Table 13. Non-Embedded Accommodations

Non-Embedded
Adaptive and/or Handheld Calculator for Calculator Allowed Items: A non-embedded calculator for students needing a handheld or adaptive calculator, such as a braille calculator or a talking calculator for calculator allowed items (ILEARN 6-8 Mathematics). This calculator can be Adaptive or handheld or both adaptive and handheld. *NOTE:* Guidance for Use of the Adaptive and/or Handheld Calculator is located in **Section 7.**
Adaptive and/or Handheld Calculator for All Items: A non-embedded calculator for students needing a handheld or adaptive calculator, such as a braille calculator or a talking calculator, for all items (I AM,ILEARN 6-8 Mathematics, ILEARN grades 4 and 6 Science, ILEARN Biology, and ISTEP+). This calculator can be Adaptive or handheld or both adaptive and handheld. *NOTE:* Guidance for Use of the Adaptive and/or Handheld Calculator is located in **Section 7.**
Alternative Indication of Response: Alternate response options include, but are not limited to: circling, pointing to, stating or adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.   Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.
Bilingual Word-to-Word Dictionary: A bilingual word-to word dictionary can be provided for students who are English learners. *NOTE:* Guidance for Use of Bilingual Dictionaries is located in **Section 8.**
Braille Booklet: A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). IDOE provides these assessments in Unified English Braille (UEB) and/or UEB with Nemeth for all grades.
Braille Transcript 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 assessment with a time limit that is set based on identified testing times. The TA must utilize the guidance given in the IEP. Unlimited time is not allowed. Because ILEARN tests are not timed, TAs must use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.   ISTEP+ and IREAD-3 must have a time limit for Extra Time.
Human Reader For ALL Items: Text is read aloud to the student by a human reader using a reader's script for paper fixed-forms. All items are read aloud including items testing reading comprehension. For I AM, students may utilize a human reader with a reader's script during online testing if noted in their IEP. *NOTE:* Guidance for Use of a Human Reader on a Paper Assessment is located in **Section 7.**
Human Reader Except Items Testing Reading Comprehension: Text is read aloud to the student (except items testing reading comprehension) by a human reader using a reader's script for paper fixed-

forms. For I AM, students may utilize a human reader with a reader's script during online testing if noted in their IEP. *NOTE:* Guidance for Use of a Human Reader on a Paper Assessment is located in **Section 7.**

Hundreds Chart: For students with a documented and persistent calculation disability (i.e., dyscalculia' visual processing, or visual perception difficulties), a paper-based 1-100 chart may be used. (ILEARN Mathematics 3-8 and ILEARN Science grades 4 and 6).

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

Interpreter for Sign Language: Students can access their school-employed certified Interpreter and a script must be used by the interpreter. The TA must oversee the Interpreter. NOTE: Parents/guardians are not allowed to serve as an interpreter during state testing.

Large-Print Booklet: Large-print assessment booklets are printed in 18-point font. NOTE: The online print size can be changed to 24 pt., 31 pt., 41 pt., and 51 pt. with higher options available with streamline mode and may be more appropriate than a paper version.

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

Multiplication Table: For students with a documented and persistent calculation disability (i.e., dyscalculia, visual processing, or visual perception difficulties), a paper-based 9x9 multiplication table may be used. (ILEARN Mathematics 3-8, ILEARN Science grades 4 and 6, and ILEARN Biology)

Print Booklet: 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. The paper form is a fixed form and not adaptive*.

*Fixed form assessments may not have the same level of reporting as the computer adaptive assessments.

Read Aloud Script for Paper Booklet: 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. Items measuring reading comprehension will only be read aloud if designated by the Case Conference Committee.

Read Aloud to Self: Students may read aloud to self so they can listen to themselves as they answer the questions, using devices such as a whisper phone. This accommodation requires the student to be tested individually.

Scribe: Students dictate their responses to a human who records verbatim what they say. The scribe must be trained and qualified, and must follow the administration guidelines provided under NOTE*:* Guidance for Use of a Scribe is located in **Section 7.**

Spanish Booklets: Test content (e.g., stimuli, items, charts, graphs, diagrams) is translated and printed in Spanish, and stacked on top of the corresponding English content. This non-embedded accommodation is available only for the ILEARN Mathematics, Science, and Social Studies content areas.

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

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

Guidance on Text-to-Speech and Human Reader

Text-to-Speech
TTS is a reading accommodation support provided through the online platform. The student uses headphones which allows them personal control and more independence, especially when testing in a large group. The online delivery of this accommodation produces a virtual one-to-one experience for students. Students that take IREAD-3 and ILEARN grades 3-5 using TTS as an accommodation will not have items that measure reading comprehension read aloud. Students that participate in ILEARN grades 6-8 and ISTEP+ can have all items and passages including items that measure reading comprehension read aloud via TTS if the case conference committee determines the accommodation is appropriate based on student need.

Guidance on Assigning Text to Speech Accommodation for all English Language Arts Items
TTS accommodations on all items in ELA may be assigned locally based on case conference decisions which review data and instructional strategies for a student and determine that a student has a life-long inability to read text without support as indicated by challenges with long-term application of reading skills or additional long-term deficits in the area of reading.

Framework to guide conversations regarding the assignment of this accommodation:
- *Does the local school or corporation have well-documented evidence of deficient reading 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 read the text?*

Human Reader
The human reader accommodation is a reading accommodation support provided by the TA/Proctor for a paper assessment. Scripts are required when a human reader is providing the read-aloud accommodation. A script must be ordered or downloaded ahead of time and the human reader must follow the script verbatim. Students taking the I AM assessment can utilize a human reader for a paper based assessment or online, but this accommodation must be in their IEP. . Students that take IREAD-3 and ILEARN Grades 3-5 that use a human reader as an accommodation will not have items that measure reading comprehension read aloud. Students that take ILEARN Grades 6-8 and ISTEP+ can have all items and passages including items that measure reading comprehension read aloud via a human reader for a paper assessment if the case conference committee determines the accommodation is appropriate based on student need.

Guidance on Assigning a Human Reader for all English Language Arts Items
The Human Reader accommodation on all items in ELA for a paper-and-pencil assessment may be assigned locally based on case conference decisions which review data and instructional strategies for a student and determine that a student has a life-long inability to read text without support as indicated by challenges with long-term application of reading skills or additional long-term deficits in the area of reading.

Framework to guide conversations regarding the assignment of this accommodation:
- *Does the local school or corporation have well-documented evidence of deficient reading 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 read the text?*
- The Human Reader 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 TA/Proctor will have worked with the student(s) previously.
- The TA/Proctor must read the script word for word, exactly as written, using a neutral tone and no detectable changes in inflection.
- The TA/Proctor administering the read aloud accommodation should be attentive when reading the script so students are not inadvertently clued to a correct response or a response option is eliminated.
- The TA/Proctor may reread the directions, questions, and response options at the student's request only.
- The TA/Proctor may review the script no more than the day before administering the read aloud accommodation to ensure proper administration.

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 require it per their education plan. This accommodation is not intended to be provided to every student with poor reading skills, including those who can decode but have poor comprehension skills or those who simply have not been taught decoding skills.

Calculator
Students who use a calculator as an accommodation can have access to a calculator for ALL mathematics items if the case conference committee determines the accommodation is appropriate based on student needs. The Online Desmos Four-Function Calculator is available for ILEARN Grade 6. The Online Desmos Scientific Calculator is available for ILEARN Grades 7-8 and ISTEP+. Students that use an adaptive and/or handheld calculator can use their calculators in lieu of the online calculator.

Guidance on Assigning Calculator Use Accommodation for all Mathematics Items
Calculator accommodations on all items in Mathematics may be assigned locally based on case conference decisions which review data and instructional strategies for a student and determine that as student has a life-long inability to compute and reason general numerical principles (i.e., 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?*

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

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

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

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

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

Administrative Considerations for WIDA Assessments

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

Table 14. WIDA Administration Procedures

Administrative Consideration	Description
Adaptive and Specialized Equipment of Furniture	Students who routinely use adaptive and specialized equipment or furniture should have access to those during testing. Some examples include special seating, weighted vests, fidget tools, specialized lighting, and adaptive keyboards.
Alternative Microphone	If students are uncomfortable using a microphone attached to a headset, an external microphone or the microphones built into the testing device may be used instead.
Frequent or Additional Supervised Breaks	Students may take breaks, as needed. Frequent breaks refer to multiple, planned, short breaks during testing based upon a student's specific needs (e.g., test anxiety, test fatigue).
Small Group Setting	Students may be tested in a small group setting.
Monitor Placement of Responses	TAs may monitor response placement to ensure the student is marking responses in the correct location of the paper test booklet or onscreen.
Read Aloud to Self	A student may read the test aloud to self. Devices, such as "whisper phones," should be used in group settings. If not using a device such as a whisper phone, students should be tested individually.
Specific Seating	Students may be seated in a specific location in the testing room.
Short Segments	Students may need longer breaks during administration of a single test domain. In these cases, the assessment may be administered in short segments. *Note: A language domain should be completed within a single school day.*
Verbally Redirect Student's Attention to the Test	TAs may verbally redirect a student's attention to the test, if the student is demonstrating off-task behavior. Verbal redirection can be given in English or the student's native language.

Universal Tools for WIDA Assessments

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

Table 15. Universal Tools

Universal Tool	Description and Test Mode
Audio Aids	A tool the student can use to amplify or diminish sound. *Online and Paper*
Color Contrast	A tool the student can use to change the text and background color. *Online*
Color Overlay	A tool the student can use that changes the contrast between the text and the background color. *Paper*
Highlighters	A tool the student can use to mark specific text. *Online (embedded tool) and Paper (highlighter marker)*
Keyboard Navigation	A tool the student can use to change to different areas of the online test screen or move from screen to screen by using the keyboard in place of the mouse. *Online*
Line Guide or Tracking Tool	A tool the student can use to guide his/her eyes while reading text. *Online (embedded tool) and Paper (tracking tool, such as a blank note card)*
Low-Vision Aids or Magnification Devices	A tool the student can use to increase the size of graphics and text. *Online (embedded magnification tool of 1.5x or 2.0x) and Paper (low vision device)*
Sticky Notes	A tool the student can use to make notes in preparing for responses on the Writing test. *Online (embedded sticky notes tools)*
Scratch paper	A tool the student can use for notes, drafts, and diagrams. WIDA strongly discourages the use of scratch paper on the Speaking test. Note: Used scratch paper is considered secure test material and must be collected, turned in to the STC, and securely destroyed. *Online and Paper*

Accommodations for WIDA Assessments

Accommodations on WIDA assessments are intended only for English learners with disabilities, as specified in an IEP, 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).

Table 16. Accommodations

Accommodation Code and Name	Description	Test Domains	WIDA Assessment
BR: Braille with Tactile Graphics	Used to provide access to the assessment for a braille-proficient English learner who is blind.	Listening Reading Writing	Screener (Paper) ACCESS (Paper)
EM: Extended time of a test domain over multiple days	In rare cases, students may complete a test domain over multiple days. **A Non-Standard accommodations request must be submitted. Extended Time must be approved and monitored by IDOE.**	Listening Reading Speaking Writing	ACCESS (Online and Paper) KG ACCESS Alternate ACCESS
ES: Extended Speaking test response time	Student is provided up to twice the allowable time to respond to items.	Speaking	All
ET: Extended testing time within the school day	Student is allowed extended test time within the same school day.	Listening Reading Writing	All
HI: Human Reader for items (stimuli and prompts)	Provided to students who have a documented need for an in-person human reader. A script must be ordered from DRC.	Listening Speaking Writing (4-12, Tiers B/C)	Screener (Paper) ACCESS (Paper) Alternate ACCESS
HR: Human reader for response options	Read aloud of text-based response options by an in-person human reader.	Listening	Screener (Online and Paper) ACCESS (Online and Paper)
RI: Human reader for repeat of items (stimuli and prompts	Read aloud and repeat test items by in-person human.	Listening (1x) Speaking Writing	Screener (Paper) ACCESS (Paper)
RR: Human reader for repeat of response options one time	Read aloud of text-based response options and repeat (one time) by an in-person human reader.	Listening (1x)	Screener ACCESS
SD: Interpreter signs test directions in ASL	Interpreter uses ASL or another sign system to	Listening Reading	All

	sign test <u>directions</u> to the student.	Speaking Writing	
LP: Large Print	Large print version of the test; student responses must be transcribed verbatim into a scannable test book and returned to DRC for scoring.	Listening Reading Speaking Writing	ACCESS (Paper) KG ACCESS
MC: Manual control of item audio	Used to support students who need additional time for language processing or focusing.	Listening Speaking Writing (N/A for paper)	Screener (Online and Paper) ACCESS (Online and Paper)
RA: Repeat item audio	Used to support students who need repetition based on language processing or focus needs.	Listening (1x) Speaking Writing	Screener (Online and Paper) ACCESS (Online and Paper)
SR: Scribed response	For students who are unable to write due to a disability or temporary medical condition (e.g., broken arm).	Listening Reading Writing	All
RD: Student responds using a recording device	Student uses a recording device to respond, and then transcribes the response into the test.	Writing	Screener ACCESS
NS: Test may be administered by school personnel in non-school setting	For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the test window. **Must be approved by IDOE.**	Listening Reading Speaking Writing	All
WD: Word processor or similar keyboarding device used to respond to test items	Students respond using standalone word processing or similar keyboarding device. Transcription must occur immediately following the completion of the tested domain.	Listening Reading Writing	All

Additional Accommodations Not Indicated in Students' WIDA AMS Profile
The following accommodations are approved for the 2020-2021 school year for WIDA assessments. Please note that these accommodations are not indicated in a student's WIDA AMS profile and require manual entry in WIDA AMS by the CTC or STC.

Handwriting for WIDA ACCESS (Online) Writing Domain, Grades 4-12
- Students access Writing test items via the online platform and handwrite their responses in a paper Writing Response Booklet.
- A Non-Standard Assessment Accommodation Request must be submitted for approval of this accommodation (See *Section 6: Special Circumstances and Non-Standard Accommodations*).
- Students with this accommodation must be manually assigned to an Online "HW" test session in WIDA AMS and an Additional Materials Order placed for Writing Response Booklets.

Exempt from Participating in One or More Domains
- Students whose disability prevents meaningful participation in one or more domains is exempt from participating in the specific domain test(s) (e.g., a student who is deaf is unable to participate in Listening).
- The exemption for each applicable domain must be documented in the student's formal plan.
- 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.

Use of a Communication Device
- Students that use a communication device (e.g., LAMP device) can use it on WIDA assessments.
- A Non-Standard Assessment Accommodation Request must be submitted for approval of this accommodation (See *Section 6: Special Circumstances and Non-Standard Accommodations*).

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

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

- **RA:** Repeat of test item audio

Unallowable Accommodations and Supports:

The following actions are not permitted for WIDA assessments:
- The TA reading aloud test items or passages in the Reading domain;
- The TA translating test items into a language other than English;
- The TA reading test items in a language other than English;
- The student using a bilingual word-to-word dictionary; and
- The student responding to test questions in a language other than English.

Section 5: 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 manner in which 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. These recommendations must come from the student's health care provider.

An Emergency/Temporary Accommodation Plan under 511 IAC 5-2-4(b) is a written plan that includes a description of what took place and describes the accommodation(s) the student will utilize during testing.

For students with concussions, IDOE has developed several guidance documents that can be used by both providers and schools regarding academic accommodations. These documents can be found under the Return to Learn Protocol section at http://www.doe.in.gov/student-services/health/concussion-and-sudden-cardiac-arrest.

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

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

- If a scribe is needed, follow the instructions for scribing in the Test Coordinator's Manual (TCM) for the specific assessment.
- If the student will be typing one or more responses, follow the Computer-Generated Response Directions in the TCMI for the specific assessment.
- If the test needs to be transcribed, the instructions for transcribing can be found in the TCM for the specific assessment.

Homebound Students

Students who are normally enrolled in a public school, charter school, accredited nonpublic school, or choice school, but who are physically unable to attend school and who receive instruction in their homes, are required to participate in statewide assessments under conditions similar to general education students. For a student receiving homebound services, the CTC may request approval for a paper form of an assessment for the student by submitting a Non-Standard Assessment Accommodation Request form. The assessment may also be delivered online following IDOE

established protocols. The assessment can be administered during the student's scheduled service hours within the testing window, as long as the student does not have contact with other students

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

- Students with an IEP, Section 504 Plan, ILP, or Service Plan. The accommodation must be part of the student's IEP, Section 504 Plan, ILP, or Service Plan
    - Students using the Handwriting accommodation on WIDA
    - Students using a Communication Device on WIDA.
- Students without a formal plan, including:
    - Religious reason
    - Students in a facility without access to computers
    - Students on homebound
    - Students with an Emergency/Temporary Accommodation Plan

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

Requests must be made to IDOE by the CTC.

Prohibited Accommodations
The following accommodations are **not allowed for any students at any time:**
- Reduce the complexity of the language in the directions or test items.
- Use of visual cues or color-coded prompts.
- Administer the entire assessment in a language other than English with the exception of ILEARN Mathematics, Science, and Social Studies assessments utilizing Spanish Translation.
- 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
- Animals as a calming mechanism unless it is a licensed therapy animal
    - A Non-Standard Accommodation Request must be filled out and approved by IDOE.

Protocol for the Presence of a Medical Support During Testing
If a student has the need for a medical support during testing, the following protocol must be implemented.

- The need for a student to have a medical device (e.g., Glucose Monitor, cell phone, smart watch) for a medical purpose during testing must be documented in the student's formal plan (e.g., IEP, Section 504 plan, etc.) in advance of testing. In the event the school is monitored by IDOE, this documentation may be requested.
- The CTC must complete and submit a Fidelity Assurance Form to IDOE.
- The medical support cannot be visible during testing unless there is a medical need that requires this.
- A Proctor must be present in the testing room (along with a TA).
  - The Proctor must be next to/near the student and monitor the student to ensure the student is not accessing the support for anything unless there is a medical need (in this case, testing should be paused or stopped to allow the student to receive medical attention).
- Once testing is finished:
  - The student's support must be checked (parents may need to be contacted for assistance) to review email, text messages, or any other social media outlets that were accessible on the student's support to ensure the support was not used as a resource and testing information was not videoed, photographed, referenced, obtained, shared on social media, or sent to others.
  - The Proctor (or TA in a 1:1 testing situation) must develop a signed and dated written statement verifying the monitoring of the student during testing and confirming the student's support was checked after testing to confirm there were no test security concerns.
    - This statement must be provided to the STC and CTC and kept on file locally. In the event the school is monitored by IDOE, this documentation may be requested.

Section 6: Specific Protocol for Scribe and Human Reader

Scribing Protocol
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 response. 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.

A scribe is an adult who writes down what a student dictates in a variety of ways (e.g., speech, ASL, braille, assistive communication device, etc.). The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content. 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.

Before Testing:
- Scribes must complete Test Security Training and read and sign the Testing Security and Integrity Agreement prior to test administration which is located in the Indiana Assessments Policy Manual.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Scribes should practice the scribing process with the student at least once prior to the scribing session.

The directions below outline the procedure for using a scribe:
- For multiple-choice or technology-enhanced items, the student must point to (or otherwise indicate) the desired response option (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 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 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.

Considerations for students also using ASL or other sign system:
- The scribe should be proficient in the sign system utilized (e.g., ASL) or the scribe should be working with an interpreter proficient in the sign system. The interpreter must complete Test Security Training and read and sign the Testing Security and Integrity Agreement prior to test administration which is located in the Indiana Assessments Policy Manual. **Interpreters must be school employed and certified.**
- When a constructed response is required, the interpreter should convey the meaning behind the student's indicated response, such as stating out loud to the TA the student's response.
- The interpreter/scribe should 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.

Considerations for students using Braille:
- The scribe should be proficient in reading (visually or tactually) braille in all braille codes used by the student.
- The scribe should 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 brailled responses for clarification if the brailled 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 it to the STC.

Permissive Mode:

For students requiring assistive technology, the Secure Browser provides the option for assessments to be taken in less restrictive environments. This feature is known as Permissive Mode.

Permissive Mode is an accommodation option that allows students to use accessibility software in addition to the Secure Browser. Using MacOS and Windows, students testing in Permissive Mode can have moderated access to the system outside of the Secure Browser. This allows students who need accessibility tools to navigate seamlessly between the Secure Browser and approved applications that suit their test-taking needs.

NOTE: Accessibility software must be certified for use with the Test Delivery System, and forbidden applications will still not be allowed to run. Permissive mode requires careful monitoring to ensure outside content is not accessed by the student. Students should be tested individually when they're using assistive technology devices that could be disruptive to other students such as speech-to-text software. The following protocol must be implemented.
- The CTC must complete and submit a Fidelity Assurance Form to IDOE.
- A Proctor must be present in the testing room (along with a TA).
  - The Proctor must be next to/near the student and monitor the student to ensure the student is not accessing the device for anything.
- If the student is being tested individually, then only the TA is necessary.
- Once testing is finished:
  - The student's device must be checked to ensure the device was not used as a resource and testing information was not videoed, photographed, referenced, obtained, shared on social media, or sent to others.

- The Proctor (or TA in a 1:1 testing situation) must develop a signed and dated written statement verifying the monitoring of the student during testing and confirming the student's device was checked after testing to confirm there were no test security concerns.
  - This statement must be provided to the STC and CTC and kept on file locally. In the event the school is monitored by IDOE, this documentation may be requested.

Fidelity Assurance Form

If a student is using speech-to-text software or an assistive technology device that requires active connection to the internet and/or contains prohibited features that CANNOT be disabled, the CTC must submit a Fidelity Assurance Form to OSA. Permissive mode will be required as an accommodation. Questions regarding speech-to-text or assistive technology devices should be directed to the OSA at INassessments@doe.in.gov or (317)232-9050.

Print on Demand

Print on Demand is an accommodation available **only** for students with an IEP 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 report this accommodation for the student in Indiana IEP or DOE-TA. Print on Demand is a tool that can 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 who is unable to read a graph online (even with the Zoom features), they may need to print the singular item. Utilizing the Print on Demand functionality is not equivalent to a paper version due to its adaptive nature. A very small number of students may need this accommodation. Any student using this accommodation will need additional time to complete the assessment, must be tested individually, and must have permissive mode turned on. The student, TA, or Proctor must transcribe student responses for any items into the online system at the time of testing before the student may advance to the next item. This would include multiple-choice, performance task items and mathematics equation/numeric response items. Due to the increased security risks associated with this tool, this tool requires two adults (one TA and one Proctor) to administer the assessment to the individual student. It is not possible to utilize this tool in a group setting due to the security risks involved.

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

Ensuring Proper Use
OSA will contact CTCs at least one month prior to the test window with information relating to the required process and Fidelity Assurance Agreement. CTCs of schools reporting the print on demand accommodation for one or more students must sign a Fidelity Assurance Agreement acknowledging intent to follow the required procedures (outlined below) before, during and after testing.

Before Testing:
The CTC and School Test Coordinator (STC) will develop test security management that includes:

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

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

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

After Testing:
All printed materials resulting from the student's Print on Demand test administration must be provided to the STC for secure storage (until the end of the day) immediately following the completion of the student's test session. The STC must collect the TA's signature and document the date, time, test segment, and content area of the printed test items upon the TA's submission of the items. The STC must securely destroy the print on demand test items at the end of each testing day. Documentation of secure

destruction must be kept on file (the signature of the STC and another school administrator serving as a witness confirming the date, time, and method of destruction will suffice). 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: English Learner Guidance

Guidance on Spanish Translation and Glossaries
ILEARN assessments for grades 3-8 have Spanish translations (stacked Spanish) and Glossaries available. I AM assessments for grades 3-8 and 10 have Spanish translations available.

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

Language Glossaries:
Eligible students (see below) may benefit from a glossary of translated terms for specific assessment items. Language glossaries in Spanish, Burmese, Arabic, Mandarin, and Vietnamese are provided for selected construct-irrelevant terms for Mathematics, Science, and Social Studies.

Eligible Students:
Both stacked Spanish translation and translated language glossaries are designated features.

School staff familiar with the student's academic and linguistic background should determine appropriate language supports, taking the following student characteristics into account:

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

Eligible students include the following groups:
- **English learners –** Students who speak a language other than English but have not yet scored proficient on an English language proficiency assessment (placement or annual) and have an ILP.
- **English learners with disabilities –** English learners with disabilities have both an IEP and ILP. These students are eligible for accommodations through both plans to meet both their special education and language proficiency needs**.**

- **Former English learners –** Students who have exited English learner status by scoring proficient on the annual English language proficiency assessment and no longer have an ILP**.**
- **Multilingual students –** Multilingual students may be fluent in more than one language, regardless of home language or English learner status.

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

Use of Bilingual Dictionaries by English Learners on State Assessments

IDOE permits word-to-word bilingual dictionaries for use on Indiana assessments as an accommodation for English learners. However, use of a bilingual dictionary is not appropriate for all English learner students. Students must meet the following requirements in order 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 English learners on state standardized tests meet specific criteria. Schools are not required to seek formal approval from IDOE for use. The criteria includes:

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

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

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

The Chin language, commonly spoken by students from Burma, does not have a widely-published word-to-word bilingual dictionary. If you are in need of a Chin dictionary, please contact MSD Perry Township English learner Department at 317-789-3700. If you are in need of a dictionary and cannot locate an appropriate option, have questions or concerns, or need additional guidance, please contact OSA at inassessments@doe.in.gov.

Section 8: Data Upload and TIDE Guidance

Students that use accommodations will have their data uploaded into TIDE through Indiana IEP, ILP, DOE-TA, and DOE-TL.

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

DOE-TA
- Students with a Section 504 Plan, CSEP, or ILP
- Section 504 Plan, CSEP, or ILP Accommodations
  - IEP and Service Plan accommodations are extracted from Indiana IEP.
  - Schools utilizing Indiana ILP do not submit English learners or ILP accommodations on DOE-TA.
- Test Code:
  - ILEARN (ELA, Math, Science, Social Studies, ECAs)
  - IREAD-3

   o ISTEP+ Grade 10 (ELA and Math)

The DOE-IR is used to upload IREAD-3 data.

DOE-IR Good Cause Exemptions (GCE):
The following student groups are able to apply for a GCE:
- Students retained two times prior to grade 4;
- Special Education students (Case Conference Committee decision); and
- English learners (ILP committee decision).

Please note:
- GCE only exempts students from retest opportunities.
- GCE impacts participation accountability calculations.
- GCE does not impact performance accountability calculations.

Data Upload
The following table is how school's accommodations are uploaded into TIDE for state testing.

Table 17. Data Upload

School Entity	IEPs	Service Plans	CSEPs	504s	ILPs	How are accommodations uploaded for state testing
Public	X	X		X	X	IIEP, IILP, DOE-TA, DOE-TL
Nonpublic				X	X	DOE-TA, DOE-TL
Choice School			X	X	X	DOE-TA, DOE-TL
Charter School	X			X	X	IIEP, IILP, DOE-TA, DOE-TL