



2018-2019
Accessibility and
Accommodations
Guidance

Updated July 2018

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Introduction

“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.” See 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)

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 *2016 Indiana Academic Standards* for Science and *2014 Social Studies*, clearly outline what students should know and be able to do for each content area and grade level. Additionally, the Indiana State Board of Education adopted Content Connectors in June, 2018 as Alternate Academic Standards for students with significant cognitive disabilities. Teachers provide instruction for all students to work toward grade-level content standards (i.e., Indiana Academic Standards or Content Connectors) by using a variety of instructional strategies based on the needs of students.

Educational reforms brought many changes in approaches to accessibility to ensure all students appropriately interact with content. 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 both instruction and standardized assessments as a result of rapidly developing technologies.

The Indiana Department of Education (IDOE) recognizes that the validity of assessment results depends on each and every student having appropriate universal tools, designated supports, 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 key steps of assessment delivery and scoring outcomes.

The next sections highlight the intended audiences, decision making process and organization of this document. Consider the document’s guidance as a whole prior to informing instructional and assessment decisions to ensure appropriate implementation, including changes and improvements.

Audience

- Individual Education Plan (IEP), 504 plan, or Individual Learn Plan (ILP) teams
- Special Education Teachers
- EL Teachers
- General Education teacher
- Administrators and Test Coordinators

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 in instruction prior to being considered for any state assessment.



(CCSSO Accessibility Manual, 2016)

Sections

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 those features that are available for use by any student for whom the need has been indicated by an educator (or team of educators) who are familiar with the student’s characteristics and needs.

Section 3: Accommodations – An accommodation is a change in the standardized testing materials or procedures that enables students with a disability or English Learner students to participate in an assessment in a way that measures abilities.

Section 4: Accommodations for English Learners – Students who are identified as English Learners may be entitled to assessment accommodations

Section 5: 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 ACCESS and Alternate ACCESS. There are also accommodations available for English Learners with disabilities.

Section 6: Special Circumstances and Non-Standard Accommodation – Specific guidelines describing documentation and requesting testing accommodations for students with temporary conditions, such as a broken arm.

Section 7: Specific Protocol for Scribe and Human Reader – Specific guidelines for using Scribes, Human Readers, and Assistive Technology.

Section 8: Specific Guidance - Guidance for Spanish Translations, glossaries, and Use of Bilingual Dictionaries.

Section 1: Universal Features

Universal features are available to ALL students as they access instructional or assessment content. Universal features are grouped into two broader categories based upon how they are provided to the student. They are:

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

ILEARN (grades 3-8) IREAD-3, End-of-Course Biology, U.S. History and I AM (Alternate Assessment grades 3-8 and 10)

Non-Embedded:

- Preferential seating
- Headphones or noise buffers to block out distractions (no music; headphones are sound dampening only)
- Low-tech assistive writing instruments (Not applicable to I AM)
- Small group setting (*NOTE: Does not apply to I AM, since all students are tested individually*)
- Use of scratch/blank paper, including blank lined or graph paper
- Use of highlighters for paper/pencil assessments
- English dictionary and thesaurus for writing items to be used with paper testing (*Not available for IREAD-3 or I AM*)
- A handheld calculator may be used in grades 6-8 during calculator segments for paper testing equivalent to the online tool
- I AM Only: Student tested individually
- IAM Only: Text to Speech (Text is read aloud to the student via embedded text-to-speech technology).

Embedded: Built-in Online Tools

Tool	Description
Answer Eliminator	Allows a student to eliminate response options on Multiple Choice and Multiple Select interactions
Calculator	Desmos Four Function on-screen digital calculator for <u>calculator-allowed items</u> (ILEARN: grade 6; I AM: grades 6-8 and 10)

	Desmos Scientific on-screen digital calculator for <u>calculator-allowed items</u> (ILEARN: grades 7-8) Refer to the Calculator Policy
English Dictionary, Thesaurus	On-screen access to the Merriam-Webster English language dictionary and thesaurus (<i>Not available for IREAD-3 or I AM</i>)
Expandable Passages	Allows student to expand the left side of the screen temporarily to make the passage more readable
Global Notes	Allows student to enter notes as they are taking a test (<i>Not available for IREAD-3 or I AM</i>)
Glossary (English)	Allows student the ability to click on pre-selected construct-irrelevant terms with the definition (<i>Not available for IREAD-3 or I AM</i>)
Highlighter	Allows student to highlight text
Line Reader	A visual indicator that accents one line at a time to make it easier to read a lengthy passage
Mark for Review	Allows student to flag an item and then be reminded later about it so that they check their answer
Mathematics Tools	Selected mathematics tools (i.e., embedded ruler, embedded protractor) for measurements related to mathematics items that are available only when the specific items indicate that one or more of these tools would be appropriate (<i>Not available for IREAD-3 or I AM</i>)
Tutorials	Item-specific animation that instructs the student how to use the item (<i>Not available for IREAD-3 or I AM</i>)
Writing Tools	Selected writing tools (i.e., bold, italic, undo/redo, spell check) available for student-generated responses. (<i>Not available for IREAD-3 or I AM</i>)
Zoom	Allows student to zoom in/out to make text or other graphics in a window or frame appear larger on the screen

ISTEP+ Grade 10 Mathematics and English/Language Arts and ISTEP+ End-Of-Course English 10 and Algebra 1

Non-Embedded:

- Preferential seating
- Headphones or noise buffers to block out distractions (no music; headphones are sound dampening only)
- Low-tech assistive writing instruments
- Small group setting
- Use of scratch/blank paper, including blank lined or graph paper
- Use of highlighters for paper/pencil assessments
- Zoom tool - text can be enlarged by using pinch/zoom with iPad and touch screen devices and browser zoom (Ctrl +/-) with desktop devices
- English dictionary and thesaurus for writing items to be used with paper testing
- A handheld calculator may be used for calculator segments for paper testing equivalent to the online tool

Embedded: Built-in Online Tools

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	Allows student to bookmark a question for review at a later time
Answer Eliminator	Allows student to eliminate response options on Multiple Choice and Multiple Select interactions
Highlighter	Allows student to highlight text in a passage or item
Line Reader Mask	Allows student to focus on limited sections of text with adjustable cutout and blocking areas and can also be used as a straight edge
Color Contrast	Allows student to change background and colors
Rulers	Online rulers with 1/8" units and 1 cm units with mm markings <i>(Not available for ECA Algebra 1)</i>

Available on Mathematics ISTEP+ Online Assessments Part 1 and 2 and Algebra 1

Calculators	Built-in TI-84 graphing calculator <i>Note: Students with IEPs or Section 504 Plans permitting the use of a calculator as an accommodation may use handheld calculators.</i>
Mathematics Reference Sheet	Allows access to Mathematics reference sheet via the Exhibits window

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, including the parents/guardians and 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 for assessments. Student input into the decision, particularly for older students, is recommended.

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

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

ILEARN (grades 3-8), IREAD-3, End-of-Course Biology, U.S. History and I AM (Alternate Assessment for grades 3-8 and 10)

Non-Embedded:

- Access to sound amplification system
- Assistive technology to magnify/enlarge
- Special furniture or equipment for viewing test
- 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

Embedded Designated Features need to be identified prior to assessment administration and must be entered into the Test Information Distribution Engine (TIDE), or set by the test administrator prior to the start of the test.

Tool	Description
Color Contrast	Allows student to change background and foreground colors Available choices are: <ul style="list-style-type: none"> • Black on White (default) • Yellow (dark and light) • Blue (dark and light) • Magenta (dark and light)

	<ul style="list-style-type: none"> • Gray (dark and light) • Green(dark and light) • Yellow on Blue • Reverse Contrast • Medium Gray on Light Gray
Glossary (Languages)	<p>Translated glossaries provided for selected construct-irrelevant terms for Mathematics, Science, and Social Studies</p> <p>Available languages are:</p> <ul style="list-style-type: none"> • Spanish • Burmese • Mandarin • Arabic • Vietnamese <p><i>(Not available for IREAD-3 or I AM)</i></p>
Masking	Allows student to draw boxes on the screen to eliminate distractions
Mouse Pointer	Allows changes to size (large and extra-large) and color (black, green, red, yellow, and white) of mouse pointer
Print Size (zoom in and out)	<p>Allows changes to default zoom level</p> <p>Options are 24 pt., 31 pt., 41 pt., and 51 pt. with higher options available with streamline mode</p>
Translation –Stacked Spanish	<p>Allows student 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</p> <p><i>Note:</i> Guidance for making the determination to utilize stacked Spanish translations is located later in Section 8</p> <p><i>(Not available for IREAD-3)</i></p>

ISTEP+ Grade 10 Mathematics and English/Language Arts and ISTEP+ End-Of-Course English 10 and Algebra 1

Non-Embedded:

- 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 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

Embedded Designated Features need to be identified prior to assessment administration and must be entered into the Student Profile prior to the start of the test.

Tool	Description
Color Contrast	This is a universal feature, but for a student who needs a specific color contrast setting by default, it must be assigned to the student before the student begins testing.

Section 3: Accommodations

An accommodation changes standardized testing materials or procedures to support students with a disability, students with a disability who are English Learners, or students with limited English proficiency to participate in an assessment in a way that measures the student's abilities. An accommodation does not change the construct being measured.

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) 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 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:
 - Measurable goals;
 - Information on how the student's progress will be monitored and how parents will be informed of the progress;
 - Accommodations that the Choice school will provide to the student, including accommodations needed for the student to participate in statewide assessments; and
 - The length, frequency, and duration of the special education and related services to be provided.

English Learners with disabilities: 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.

Accommodations are grouped into two broader categories based upon how they are provided to the student. They are:

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

ILEARN (grade 3-8), IREAD-3, End-of-Course Biology and U.S. History**Non-Embedded:**

Accommodation	Description
Reads aloud to self	Student may use a recording device so they can listen to themselves as they answer the questions, use a device such as a whisper phone, or be tested individually.
Large-Print Booklet	Large-print assessment booklets are printed in 18-point font. <i>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.</i>
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 UEB and/or UEB with Nemeth for all grades.
Paper 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.
Interpreter for Sign Language	Scripts must be used by interpreter or proctor and the test administration must be overseen by licensed school personnel. <i>NOTE: Parents/guardians are not allowed to serve as an interpreter during state testing</i>
Read Aloud Script for Paper booklet	Scripts must be used by human readers for paper/pencil testing, and the Test Administrator must follow the guidance provided under <i>Human Reader Protocol in Section 7</i> .
Tested Individually	The location for testing should be planned prior to the administration.

Alternative Indication of Response	<p>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.</p> <p>Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.</p>
Scribe	<p>Students dictate their responses to a human who records verbatim what they dictate.</p> <p>The scribe must be trained and qualified, and must follow the administration guidelines provided under <i>Scribing Protocol in Section 7.</i></p> <p><i>(Not available for IREAD-3)</i></p>
Calculator	<p>A non-embedded calculator for students needing a handheld or special calculator, such as a braille calculator or a talking calculator for calculator-allowed items in Mathematics grades 6-8 and Science</p>
Extra Time	<p>Because ILEARN tests are not timed, Test Administrators need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.</p> <p><i>NOTE: IREAD-3: 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.</i></p>
Multiplication Table	<p>For students with a documented and persistent calculation disability (i.e., dyscalculia), a paper-based 9x9 multiplication table may be used for Mathematics grades 6-8.</p>
Hundreds Chart	<p>For students with a documented and persistent calculation disability (i.e., dyscalculia), a paper-based 1- 100 chart may be used for Mathematics grades 3-8.</p> <p><i>(Not available for IREAD-3)</i></p>
Braille transcript for audio items	<p>A braille transcript of the closed captioning is available for the listening passages. <i>(Not available for IREAD-3)</i></p>
Student provided with additional breaks	<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>
Bilingual word-to-word dictionary	<p>A bilingual word-to word dictionary can be provided for students who are English learners with disabilities</p>

	<i>NOTE: Guidance for Use of Bilingual Dictionaries is located in Section 8</i>
Color acetate film for paper assessments	Different color contrasts can help some students focus better on their reading

Embedded:

Accommodation	Description
American Sign Language (ASL) Video	<p>ASL videos will be available for any English/Language Arts item that has a listening component.</p> <p>ASL human signer and the signed test content are viewed on the same screen.</p> <p><i>(Not available for IREAD-3)</i></p>
Braille Embosser	<p>Braille embosser provides the graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) in a raised format (paper or thermoform).</p> <p>Permissive mode must be indicated as an accommodation.</p>
Closed Caption for Online Audio Items	<p>Printed text that appears on the computer screen as audio materials are presented.</p> <p><i>(Not available for IREAD-3)</i></p>
Refreshable Braille	<p>Students who are blind or have low vision may use refreshable braille to read text output.</p> <p>Permissive mode must be indicated as an accommodation.</p>
Permissive Mode to Use Assistive Technology Devices	<p>Permissive Mode must be selected if accommodations requiring additional software is to be used (i.e. Speech to Text software).</p>
Print on Demand	<p>Paper copies of either passages/stimuli and/or items are printed for student.</p> <p>Student may request one or more test questions to be printed electronically from the online system for student to review on paper.</p> <p>All printed test material must be securely destroyed according to IDOE protocols at end of the test session.</p> <p>Permissive mode must be indicated as an accommodation.</p> <p><i>(Not available for IREAD-3)</i></p>

Streamline Format	<p>Streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.</p> <p>Two column scrolling or tables used for layouts are not present in the streamline format.</p>
Text to Speech (except for reading comprehension)	<p>Text is read aloud to the student via embedded text-to-speech technology.</p> <p>The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.</p> <p>Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p>

I AM (Alternate Assessment)**Non-Embedded:**

Accommodation	Description
Reads aloud to self	Student may use a recording device so they can listen to themselves as they answer the questions, use a device such as a whisper phone.
Paper Booklets (standard and Large Print)	<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>Large-print assessment booklets are printed in 18-point font.</p> <p><i>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.</i></p> <p>Student answer choices will need to be entered into the online assessment.</p>
Braille Booklets and Tactile Graphics	<p>A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform).</p> <p>IDOE provides these assessments in UEB and/or UEB with Nemeth for all grades.</p> <p>Student answer choices will need to be entered into the online assessment.</p>
Interpreter for Sign Language	<p>Interpreter or proctor will utilize the Text to Speech instead of a script.</p> <p><i>NOTE: Parents/guardians are not allowed to serve as an interpreter during state testing</i></p>
Alternative Indication of Response	<p>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.</p> <p>Note: Student may also need the Paper Response Options</p>
Calculator	A non-embedded calculator for students needing a handheld or special calculator, such as a braille calculator for calculator-allowed items in Mathematics for grades 6-8 and 10 and Science

Multiplication Table	A paper-based single digit 9x9 multiplication table may be used for grades 3 -8 and 10
Hundreds Chart	A paper-based 1- 100 chart may be used for grades 3 -8 and 10
Color acetate film for paper assessments	Different color contrasts can help some students focus better on their reading
Student provided access to own resources (e.g. tactile symbols or object replacement)	Tactile symbols and object replacement may be used when the student is unable to see graphics that are essential to understanding the item

Embedded:

Accommodation	Description
Permissive Mode to Use Assistive Technology Devices	Permissive Mode must be selected if accommodations requiring additional software is to be used.
Streamline Format	Provides a 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.

ISTEP+ Grade 10 Mathematics and English/Language Arts and ISTEP+ End-Of-Course English 10 and Algebra 1

Non-Embedded:

Accommodation	Description
Student permitted to read aloud to him or herself	Student may need to also be tested individually as to not distract other students. A whisper phone may be used for this accommodation
Student provided access to large-print version of test	<p>Large-print assessment booklets are printed in 18-point font.</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 7 of this appendix.</p> <p><i>NOTE: The online zoom tool for ISTEP+ will enlarge to 18-point font. We encouraged using the online “experience” to explore whether the magnification accessibility tool that is embedded in the online test meets the student’s needs.</i></p>
Student provided a braille test format	<p>IDOE provides these assessments in UEB and or UEB with Nemeth</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 7 of this appendix</p>
Student provided access to an interpreter for sign language	<p>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 7 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</p> <p><i>NOTE: Parents/guardians are not allowed to serve as an interpreter during state testing.</i></p> <p>Reading comprehension questions may not be signed to the student under any circumstance.</p>

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.
Read Aloud Script for Paper booklet	Scripts must be used by human readers for paper/pencil testing, and the Test Administrator must follow the guidance provided under <i>Human Reader Protocol</i> in Section 7 .
Student is tested individually	The location for testing should be planned prior to the administration.
Student is allowed to use alternative indication of response (i.e., circle, point to, state, or otherwise indicate answer choice)	<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>
Student provided access to a Scribe	<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 <i>Use of a Scribe</i> guidance, which is located in Section 7.</p>
Student has use of a calculator during sessions identified as non-calculator sessions (available for Mathematics and Science)	<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.</p>
Permissive Mode to Use Assistive Technology Devices	Permissive Mode must be selected if accommodations requiring additional software is to be used.
Student provided with extended testing time for test sessions (e.g., 50% additional time)	<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>A test session cannot be extended beyond an instructional day. To provide "extended time," minutes must be added to the current test session.</p> <p>(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>

Student provided with additional breaks	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. A test session cannot be extended beyond an instructional day.
Student has use of an approved, bilingual word-to-word dictionary	A bilingual word-to word dictionary can be provided for students who are English learners with disabilities <i>Note: Guidance for <i>Use of Bilingual Dictionaries</i> is located later in Section 8</i>
Color acetate film for paper assessments	Different color contrasts can help some students focus better on their reading

Embedded:

Accommodation	Description
Text to Speech (except for reading comprehension)	Text is read aloud to the student via embedded text-to-speech technology. Students who use text-to-speech will need headphones unless tested individually in a separate setting.

Section 4: Accommodations for English Learners

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
- have an Individual Learning Plan (ILP) that includes accommodations

Accommodation	Description
Reads Aloud to Self	Students may use a recording device so they can listen to themselves as they answer the questions, use a device such as a whisper phone, or be tested individually.
Text to Speech (except for reading comprehension)	Text is read aloud to the student via embedded text-to-speech technology. Students who use text-to-speech will need headphones unless tested individually in a separate setting. <i>(Not available for IREAD-3)</i>
Tested Individually	The location for testing should be planned prior to the administration.
Extra Time	ILEARN tests are not timed, Test Administrators need to use professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions. <i>(ILEARN Only)</i>
Student provided with extended testing time for test sessions	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. 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.) <i>(Applies to: ISTEP+ Grade 10, ECA’s and IREAD-3)</i>

<p>Bilingual word-to-word dictionary</p>	<p>A bilingual word-to word dictionary can be provided for students who are English learners.</p> <p><i>Note:</i> Guidance for <i>Use of Bilingual Dictionaries</i> is located later in Section 8</p> <p><i>(Not available for IREAD-3)</i></p>
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Section 5: Accessibility Tools and Accommodations for 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.

Non-Embedded:

- 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 on-screen 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.

Embedded:

Tool	Description
Highlighter	Allows student to highlight text
Line Guide	Allows student to focus on limited sections of text
Screen Magnifier	Increases the screen size by 1.5x or 2.0x to allow student a closer look at a visual image, such as a picture or graphic
Sticky Notes	Allows student to take notes to assist in responding to Writing items
Color contrast	<p>Allows change to background and text color Available choices are:</p> <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	<p>Used to change the background color that appears behind text, graphics, and response areas Available choices are:</p> <ul style="list-style-type: none"> • Pink • Yellow • Blue • Green • Orange

Accommodations

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

Available on WIDA ACCESS	
Accommodation	Description
Paper Booklet	<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, Tier A, B or C, must be ordered on the DOE-Test Layout (TL) prior to the testing window.</p> <p><i>NOTE: Alternate ACCESS is only available in a paper/pencil format.</i></p>
Interpreter Signs Test Directions in ASL <i>(for Listening, Reading, Speaking and Writing domains)</i>	<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>NOTE: This accommodation is also permitted for Alternate ACCESS.</i></p>
Manual Control of Item Audio <i>(for Listening, Speaking and Writing domains)</i>	<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>
Repeat Item Audio <i>(for Listening, Speaking and Writing domains)</i>	<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>
Read Aloud Listening Test Response Options by Human Reader <i>(Listening domain only)</i>	<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 <i>(Listening domain only)</i></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 <i>(for Listening, Speaking and Writing domains)</i></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>NOTE: This accommodation is also permitted for Alternate ACCESS.</i></p>
<p>Repeat Test Items by Human Reader <i>(for Listening, Speaking and Writing Domains)</i></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>NOTE: This accommodation is also permitted for Alternate ACCESS.</i></p>
<p>Large-Print Booklet <i>(for Listening, Reading, Speaking and Writing domains)</i></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>NOTE: Staff that are uncertain about selecting the online version of ACCESS (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>NOTE: This accommodation is also permitted for Alternate ACCESS.</i></p>
<p>Braille Booklet <i>(for Reading and Writing Domains)</i></p>	<p>This accommodation may be used to provide access to the assessment for a blind English Learner 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, or 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 described in Section 7.</p> <p><i>NOTE: 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...</p> <p>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 (for Reading and Writing Domains)</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.</p>

	<p>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 English Learner.</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><i>NOTE: 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><i>NOTE: This accommodation is also permitted for Alternate ACCESS.</i></p>
<p>Extended Testing Time Within the School Day <i>(for Listening, Reading, Speaking and Writing Domains)</i></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, students with disabilities may have up to twice the recommended time to complete).</p> <p><i>NOTE: This accommodation is also permitted for Alternate ACCESS.</i></p>

<p>Extended Testing Session Over Multiple Days for a Single Domain <i>(for Listening, Reading, Speaking and Writing Domains)</i></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><i>NOTE: This accommodation is also permitted for Alternate ACCESS</i></p>
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Section 6: 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.

Temporary accommodation 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 Corporation Test Coordinator 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 below and in the *Test Coordinator's Manual* for the specific assessment.

Non-Standard Assessment Accommodation Request

A non-standard assessment is one that is not listed in this document and is used on a regular basis by the student and must be approved by the Indiana Department of Education. 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
- Student without a formal plan, including:
 - Religious reason
 - Student in a facility without access to computers
 - Student 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 the IDOE by the Corporation Test Coordinator.

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 assessment in a language other than English
- Sessions extended beyond an instructional day (Not applicable to ILEARN or I AM)

Section 7: 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, American Sign Language (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 read and sign a test security/confidentiality agreement prior to test administration.
- 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, 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 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.

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, as determined by the member.

- When a constructed response is required, the interpreter/scribe should convey the meaning behind the student's indicated 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, as determined by the member.
- 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 test coordinator.

Human Reader Protocol

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. Reading comprehension questions are not presented orally, except for I AM assessments. In addition, any question cannot be read where oral presentation is noted as bring 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.

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 or those who simply have not been taught decoding skills.

Section 8: Specific Guidance

Guidance on Spanish Translation and Glossaries

Starting with the 2018-2019 school year, the ILEARN Assessment for grades 3-8 will provide two new features for students who are literate in a language other than English. These features are Spanish translation and language glossaries.

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 must still respond in English in order for constructed response items to be scored.

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*. Designated features 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. Decisions must reflect those supports that the student requires and uses when available during instruction and for assessments. Student input into the decision, particularly for older students, is recommended.

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 (ELs)** – English Learners are students who have been identified as not yet proficient in English based on a WIDA English Language Proficiency Assessment (WIDA Screener or W-APT – placement assessments; WIDA ACCESS – annual assessment). ELs are entitled to state assessment accommodations as documented on their *Individual Learning Plan (ILP)*. The ILP is a specialized plan that includes designated supports and accommodations based on a student’s current English language proficiency level and native language background.
- **Former English Learners** – Former English Learners are those who were identified as ELs upon initial enrollment in Indiana schools through the WIDA Screener or W-APT (or LAS Links for students assessed prior to school year 2014-2015), but who have since attained English proficiency by scoring a 5.0 or higher overall composite proficiency level on WIDA ACCESS. These students no longer have an ILP and are no longer entitled to formal assessment accommodations on state standardized tests. However, they may still be provided a *designated feature* as appropriate on an individual student basis.
- **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.

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).
- The ILEARN assessments are untimed. If designated supports are utilized, the student may need additional overall time to complete the assessment.
- 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

The Indiana Department of Education (IDOE) permits word-to-word bilingual dictionaries for use on Indiana assessments as an accommodation for English Learner students. 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

The students are assessed annually with an English Language Proficiency Assessment (WIDA ACCESS), which determines their status as an English Learner. Students whose most recent English Language Proficiency assessment results fall between 1.0 – 4.9 retain their English Learner status and are permitted to receive accommodations on state assessments, as documented on their *Individual Learning Plan (ILP)*, including possible use of a bilingual dictionary.

Use of a bilingual dictionary is not appropriate for all English Learner students however. 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 Individual Learning Plan (ILP) must document use of a bilingual word-to-word dictionary

Beginning in the 2018-2019 school year, 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:

- 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 the Indiana Department of Education. Therefore, schools must be prepared to provide evidence that appropriate bilingual dictionaries were utilized meeting these qualifications. For guidance on choosing appropriate dictionaries, the following are examples that meet the aforementioned criteria:

Language: Dutch	Language: French
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<p>Title: <u>Dutch-English/English-Dutch Concise Dictionary</u> Publisher: Hippocrene ISBN-10: 0870529102 ISBN-13: 978-0870529108</p>	<p>Title: <u>English-French & French-English Word-to-Word Dictionary</u> Publisher: Bilingual Dictionaries, Inc. ISBN-10: 0933146361 ISBN-13: 978-0933146365</p>
<p>Language: Kinyarwanda Title: <u>English-Kinyarwanda Dictionary: Kinyarwanda-English (Kinyarwanda and English Edition)</u> Publisher: CreateSpace Independent Publishing Platform ISBN-10: 1449527485 ISBN-13: 978-1449527488</p>	<p>Language: Spanish Title: <u>Word-for-Word English-Spanish Spanish-English Dictionary</u> Publisher: Harper Collins ISBN 10: 0061774375 ISBN-13: 978-0061774379</p>

The Chin language, commonly spoken by students from Burma, does not have a widely-published word-to-word bilingual dictionary. If you 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 the Office of Assessment at inassessments@doe.in.gov.

Section 9: PATINS Project

PATINS

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. As a sole source provider for the Indiana Department of Administration and the Indiana Department of Education, the PATINS Project provides a complete state NIMAS delivery process, inclusive of assistive and accessible technologies, designed to support the Indiana Department of Education and schools in addressing the statutory and final regulatory requirements of the Individuals with Disabilities Education Act of 2004.