



2019-2020 Accessibility and Accommodations Guidance

Office of Student Assessment



Table of Contents

Introduction	3
Audience	4
The Five Step Decision-Making Process	5
Sections	6
Section 1: Universal Features	7
Section 2: Designated Features	11
Section 3: Accommodations	15
Section 4: WIDA ACCESS and Alternate ACCESS (English Language Proficiency Assessments)	23
Section 5: Special Circumstances and Non-Standard Accommodations	31
Temporary Accommodations	31
Non-Standard Assessment Accommodation Request	31
Prohibited Accommodations	32
Section 6: Specific Protocol for Scribe and Human Reader	33
Scribing Protocol	33
Human Reader Protocol	35
Section 7: Specific Guidance	37
Guidance on Spanish Translation and Glossaries	37
Use of Bilingual Dictionaries by English Learners on State Assessments	39
Section 8: PATINS Project	43

Introduction

The Indiana Department of Education's (IDOE) Accessibility and Accommodations Guidance is intended for school-level personnel and decision-making teams (e.g., IEP, 504, SP, CSEP, and ILP) 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 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.

In April of 2014, the Indiana State Board of Education approved college- and career-ready *Indiana Academic Standards* for English/Language Arts (ELA) 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 of 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.

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.

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. Instructional supports and accommodations may

vary from those utilized on assessments to ensure the validity of reporting to the intended construct.

Audience

- Individualized Education Plan (IEP), 504 plan, Choice Special Education Plan (CSEP), Service Plan (SP), or Individual Learning Plan (ILP) teams
- Special Education Teachers
- English Learner Teachers
- General Education Teachers
- 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

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 an alteration in the standardized testing materials or procedures that allow students with a disability 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, Human Readers, and Assistive Technology.

Section 7: 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 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; and

All Students taking I AM receive the following Universal Features:

- **Text-to-Speech:** All text is read aloud to students.
- **Individual Testing:** Student is tested individually.
- **Calculator:** Online Calculator or Handheld/Adaptive Calculator may be used for the assessment.

The following chart notes Universal Features, specifically associated features and assessment assignments. The X indicates the Feature available for each specific assessment.

Embedded	IREAD-3	ILEARN 3-5	ILEARN 6-8	I AM	ILEARN Biology	ILEARN U.S. Government	ISTEP+
Strikethrough	X	X	X	X	X	X	X
Online Calculator			X	X			X
English Dictionary, Thesaurus		X	X				
Expandable Passages	X	X	X	X	X	X	X
Highlighter	X	X	X	X	X	X	X
Glossary (English)		X	X		X	X	
Notepad		X	X		X	X	X
Line Reader	X	X	X	X	X	X	X
Mathematics Tools		X	X		X		
Tutorials		X	X		X	X	
Writing Tools		X	X		X	X	
Mark for Review	X	X	X		X	X	X
Rulers							X
Formulas							X
Zoom	X	X	X	X	X	X	X

Non-Embedded	IREAD-3	ILEARN 3-5	ILEARN 6-8	I AM	ILEARN Biology	ILEARN U.S. Government	ISTEP+
Preferential Seating	X	X	X	X	X	X	X
Headphones or Noise Buffers	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
Highlighters for Paper Assessments		X	X	X	X	X	X
English Dictionary and Thesaurus		X	X				
Adaptive/Handheld calculator for calculator allowable sessions only							X

The following chart gives descriptions of the Universal Features available.

Embedded
Strikethrough: Allows student to eliminate response options on multiple-choice and multiple-select interactions.
Calculator: Desmos Four Function digital calculator for <u>calculator allowed items</u> (ILEARN Grade 6). Desmos Scientific on-screen digital calculator for <u>calculator allowed items</u> (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 . No online calculator available for 2019 ISTEP+ Summer retest due to paper administration. An embedded calculator will be available in ISTEP+ Grade 10 beginning with the Winter 2019 administration online. (<i>Note: Calculator flexibility exists for applicable sections.</i>)
English Dictionary, Thesaurus: On-screen access to the Merriam-Webster English language dictionary and thesaurus.
Expandable Passages: Allows student to expand the left side of the screen temporarily to make the passage more readable.
Highlighter: A digital tool for marking desired text, item questions, item answers with color.
Glossary (English): Allows students the ability to click on pre-selected construct-irrelevant terms with the definition.
Notepad: Allows student to enter notes as they are taking a test for test items only. Information typed into Notepad is not saved.
Line Reader: Allows one line at a time to be underlined during reading to guide reading of a lengthy passage.
Mathematics Tools: Digital 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.
Tutorials: Item-specific animation that instructs the student how to use the item.
Writing Tools: Selected writing tools (i.e., bold, italic, undo/redo, spell check) available for student-generated responses.
Mark for Review: Allows student to flag an item for future review during the assessment.
Rulers: Online rulers with 1/8" units and 1 cm units with mm markings.
Formulas: Allows access to a Mathematics Formulas Sheet via the Tools window.
Zoom: A tool for making text or other graphics in a window or frame appear larger on the screen.

Non-Embedded

Preferential Seating: Determined by the Test Administrator (TA). (Can be due to lighting conditions, seat arrangement, behaviors, etc.)

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.)

Small Group Setting: Available for students to be assessed in smaller groups.

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.

Highlighters for Paper Assessments: A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.

English Dictionary, Thesaurus: Available for writing items to be used with paper testing.

Adaptive/ Handheld Calculator: Adaptive/Handheld calculator available for calculator-allowed items. **(Students are allowed to use adaptive/handheld calculator during sessions identified as non-calculator sessions on ISTEP+.)**

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.

Designated features need to be identified and assigned in the American Institutes for Research’s (AIR) Test Information Distribution Engine (TIDE) prior to assessment administration. Students should be familiar with using the designated features assigned to them.

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

Embedded designated features need to be identified prior to assessment administration and must be entered into the TIDE, or set by the TA prior to the start of the test.

The following chart notes Designated Features, specifically associated features and assessment assignments. The X indicates the Feature available for each specific assessment.

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
Print Size	X	X	X	X	X	X	X
Mouse Pointer	X	X	X	X	X	X	X
Translation Stacked Spanish (NOT available for ELA)		X	X	X	X	X	

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
Special furniture or equipment for viewing test	X	X	X	X	X	X	X
Time of day for testing altered	X	X	X	X	X	X	X
Special lighting conditions	X	X	X	X	X	X	X
Color acetate film for paper assessment	X	X	X	X	X	X	X

The following chart gives descriptions of the Designated Features available.

Embedded

Color Contrast: Allows student to change background and foreground colors.

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.

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 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.

Note: Guidance for making the determination to utilize stacked Spanish translations is located later in **Section 7**.

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.

Special furniture or equipment for viewing test: Allows the student special furniture or equipment to view the test better.

Time of day for testing altered: Student is tested during a specific time of day based on individual needs.

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

Color acetate film for paper assessment: Color transparencies are placed over paper-based assessments.

Section 3: Accommodations

An accommodation alters standardized testing materials or procedures to support students with an IEP, SP, CSEP, 504, and ILP. It allows them to participate in an assessment in a way that measures the student's abilities while assessing 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.

- **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.

- **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 ELLs; and
 - Have an ILP.

Accommodations

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

The following chart notes Accommodations, specifically associated features and assessment assignments. The X indicates the accommodation available for each specific assessment.

Embedded	IREAD-3	ILEARN 3-5	ILEARN 6-8	I AM	ILEARN Biology	ILEARN U.S. Government	ISTEP+
Online ASL videos for listening items		X	X				
Refreshable Braille and Embosser for Online testing		X	X		X	X	
Closed Captioning for online Audio items		X	X				
Permissive mode to access assistive technology (AT) device for Speech-to-Text		X	X	X	X	X	
Print on Demand for online test		X	X		X	X	
Streamline format for online test	X	X	X	X	X	X	
Student has use of an online calculator during all sessions				X			
Text-to-Speech for online test	X	X	X	X	X	X	X
Audio Transcripts		X	X		X	X	

Non-Embedded	I READ-3	ILEARN 3-5	ILEARN 6-8	I AM	ILEARN Biology	ILEARN U.S. Government	ISTEP+
Read aloud to Self	X	X	X	X	X	X	X
Large-Print Booklet	X	X	X	X	X	X	X
Braille Booklet	X	X	X	X	X	X	X
Print Booklet	X	X	X	X	X	X	X
Interpreter for Sign Language	X	X	X	X	X	X	X
Read Aloud Script for Paper Booklet	X	X	X	X	X	X	X
Human Reader	X	X	X	X	X	X	X
Tested Individually	X	X	X		X	X	X
Alternate Indication of Response	X	X	X	X	X	X	X
Scribe		X	X		X	X	X
Extra Time	X						X
Multiplication Chart		X	X	X	X		
Hundreds Chart		X	X	X	X		
Braille Transcript for Audio Items	X	X	X		X	X	
Student Provided with Additional Breaks	X	X	X	X	X	X	X
Bilingual Word-to-Word Dictionary	X	X	X	X	X	X	X
Color Acetate Film for Paper test	X	X	X	X	X	X	X
Low Assistive Writing Instrument							X
Student Provided Access to Own Resources (tactile symbols, raised lined graph paper)							X

Student has use of an adaptive / handheld calculator for calculator allowed items			X		X		
Student has use of an adaptive / handheld calculator during all sessions				X			
Student has use of an adaptive / handheld during sessions identified as non-calculator sessions							X
Student provided with extended testing time for test sessions (e.g., 50% additional time)	X						X

The following chart gives descriptions of the Accommodations available.

Embedded
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.
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.
Braille Embosser: 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.
Permissive Mode to Use Assistive Technology Devices: Permissive mode must be selected if accommodations requiring additional software is to be used (i.e., speech-to-text software).
Print on Demand: Paper copies of either passages/stimuli and/or items are printed for students. Student may request one or more test questions to be printed electronically from the online system for students to review on paper. All printed test material must be securely destroyed according to IDOE protocols at the end of the test session. 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.
Student has use of an online calculator during all sessions: Online calculator available for ALL students taking I AM ONLY.
Text-to-Speech (except for reading comprehension) Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control. Students who use text-to-speech will need headphones unless tested individually in a separate setting.
Audio Transcriptions: Student provided a written transcription of audio items.

Non-Embedded

Read Aloud to Self: Student 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 be tested individually.

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.

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.

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.

Interpreter for Sign Language: Students can access their school-employed certified Interpreter and a script must be used by interpreter. The TA must be oversee the Interpreter.

NOTE: Parents/guardians are not allowed to serve as an interpreter during state testing.

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

Human Reader: Text is read aloud to the student (except items testing reading comprehension) by a human reader using a reader's script for both online and paper fixed forms. **I AM** will have all items read aloud.

Tested Individually: The location for testing should be planned prior to the administration of the assessment.

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.

Scribe: Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided under **Scribing Protocol in Section 6.**

<p>Adaptive/ Handheld Calculator: 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.</p>
<p>Extra Time: Student is given extra/extended time to complete assessment with a time limit that is set based on identified testing times. The TA needs to utilize the guidance given in the IEP. Unlimited time is not allowed. Because ILEARN tests are not timed, TAs 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>ISTEP+ and IREAD-3 must have a time limit for Extra Time.</p>
<p>Multiplication Table: For students with a documented and persistent calculation disability (i.e., dyscalculia), a paper-based 9x9 multiplication table may be used.</p>
<p>Hundreds Chart: For students with a documented and persistent calculation disability (i.e., dyscalculia), a paper-based 1-100 chart may be used.</p>
<p>Braille transcript for audio items: A braille transcript of the closed captioning is available for the listening passages.</p>
<p>Student provided with additional breaks: Student is 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.</p>
<p>Bilingual word-to-word dictionary: 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 in <u>Section 7.</u></p>
<p>Color acetate film for paper assessments: Different color contrast overlays to assist some students to focus better on their reading.</p>
<p>Low-Tech Assistive Writing Instrument: Students may use pencil grips or other low-tech assistive writing instruments when testing on paper. (ISTEP+ only)</p>
<p>Student Provided Access to Own Resources: Student is allowed to use their own resources, such as tactile symbols, raised lined graph paper.</p>
<p>Student has use of an adaptive/handheld calculator for calculator allowed items: Student is allowed to use an adaptive/handheld calculator during sessions in which a calculator is allowable. (ILEARN Grades 6-8, Biology, and Grade 4 Science)</p>
<p>Student has use of an adaptive/handheld calculator for all sessions: Student is allowed to use an adaptive/handheld calculator for all sessions during the assessment. (Only available for I AM assessment)</p>
<p>Student has use of an adaptive handheld calculator identified as non-calculator sessions: Student is allowed to use an adaptive/handheld calculator during sessions identified as non-calculator. (Only available on ISTEP+ Mathematics)</p>
<p>Student provided with extended testing time for test sessions (e.g., 50% additional time): Student is allowed extra/extended time during the test session. A timer should be set to track the time that the student has according to their plan.</p>

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 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.

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. A formal plan (accommodation) is not required.
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, student should be tested individually.
Specific Seating	Students may be seated in a specific location in the testing room.
Short Segments	<p>Students may need longer breaks during administration of a single test domain. In these cases, the assessment may be administered in short segments.</p> <p><i>Note: A language domain should be completed within a single school day.</i></p>
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.

Embedded

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: Allows change to background and text color.

Available choices are:

- White with black text
- Pink with green text
- Yellow with blue text
- Light grey with brown text
- Orange with blue text
- Dark grey with green text
- Light green with purple text
- Dark green with red text

Color Overlay: Used to change the background color that appears behind text, graphics, and response areas for paper tests only.

Available choices are:

- Pink
- Yellow
- Blue
- Green
- Orange

Non-embedded

Read test directions by TA: Provided to students who have a documented need for an in-person human reader. A script must be ordered from DRC.

Repeat test directions by TA: Test directions read aloud and repeated by in-person human.

Scratch/blank paper (including lined or graph paper): Available for students that prefer to write out their responses on paper before typing out their answers or to solve mathematics problems.

Explain/clarify test directions in English by TA: Test directions are explained/clarified in English.

Verbally redirect student's attention to test in English: Redirect student to focus their attention on their test in English.

TA monitors placement of responses on-screen or in test booklet: TA monitors that responses on the screen or in the test booklet are in the correct location so that the student doesn't get on the wrong test question/item.

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 earbuds)
- Frequent or additional supervised breaks
- Test administered in short segments (i.e., administer brief sections of the test, one at a time)

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.

Universal Tool	Description and Test Mode
Audio Aids	A tool the student can use to amplify or diminish sound. <i>Online and Paper</i>
Color Contrast	A tool the student can use to change the text and background color. <i>Online</i>
Color Overlay	A tool the student can use that changes the contrast between the text and the background color. <i>Paper</i>
Highlighters	A tool the student can use to mark specific text. <i>Online (embedded tool) and Paper (highlighter marker)</i>
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. <i>Online</i>
Line Guide or Tracking Tool	A tool the student can use to guide his/her eyes while reading text. <i>Online (embedded tool) and Paper (tracking tool, such as a blank note card)</i>
Low-Vision Aids or Magnification Devices	A tool the student can use to increase the size of graphics and text. <i>Online (embedded magnification tool of 1.5x or 2.0x) and Paper (low vision device)</i>
Sticky Notes	A tool the student can use to make notes in preparing for responses on the Writing test. <i>Online (embedded sticky notes tools)</i>
Scratch paper	A tool the student can use for notes, drafts, and diagrams. <i>Online and Paper</i>

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).

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, student may complete a test domain over multiple days. Must be approved by IDOE.	Listening Reading Speaking Writing	ACCESS 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 ACCESS
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 sign test <u>directions</u> to the student.	Listening Reading Speaking Writing	All
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 focus needs.	Listening Speaking Writing (N/A for paper)	Screener ACCESS
RA: Repeat item audio	Used to support students who need repetition based on language processing or focus needs.	Listening (1x) Speaking Writing	Screener ACCESS
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	Student responds using standalone word processing or similar keyboarding device. Transcription must occur immediately following the completion of the tested domain.	Listening Reading Writing	All

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 Reading 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 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 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
- 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 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).

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, 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 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.
- 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 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 aloud where oral presentation is noted as being prohibited.

All Subject Areas

- This accommodation can be administered one-on-one or to a small group of students, provided that each student has this accommodation listed in the IEP or one of the other plans listed previously in this appendix. Ideally, the TA/Proctor will have worked with the student 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.

Section 7: Specific Guidance

Guidance on Spanish Translation and Glossaries

The ILEARN Assessments for grades 3-8 have Spanish Translation (Stacked Spanish) and Glossaries available. The 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.

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 Individual Learning Plan (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:

<p>Language: Dutch Title: <u>Dutch-English/English-Dutch Concise Dictionary</u> Publisher: Hippocrene ISBN-10: 0870529102 ISBN-13: 978-0870529108</p>	<p>Language: French Title: <u>English-French & French-English Word-to-Word Dictionary</u> Publisher: Bilingual Dictionaries, Inc. ISBN-10: 0933146361 ISBN-13: 978-0933146365</p>
<p>Language: Kinyarwanda Title: <u>English-Kinyarwanda Dictionary: Kinyarwanda-English (Kinyarwanda and English Edition)</u> Publisher: CreateSpace Independent 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 OSA at inassessments@doe.in.gov.

Print on Demand

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 and must be tested individually. 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 that 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.

Identifying Eligible Students

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 the Indiana IEP.

Ensuring Proper Use

OSA will contact CTCs at least 1 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.

Fidelity Assurance Form

If a student is using speech-to-text software 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. Questions regarding speech-to-text should be directed to the Office of Assessment at INassessments@doe.in.gov or (317)232-9050.

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 support (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 8: PATINS Project

PATINS

The Promoting Achievement through Technology and Instruction for all Students (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 IDOE, the PATINS Project provides a complete state National Instructional Materials Accessibility Standard (NIMAS) delivery process, inclusive of assistive and accessible technologies, designed to support IDOE and schools in addressing the statutory and final regulatory requirements of the Individuals with Disabilities Education Act of 2004.