

IAR Computer Based Accessibility Features and Accommodations

IAR Computer-Based Accessibility Features and Accommodations Form is provided to assist in identifying and documenting the accessibility features and/or accommodations for students determined eligible to take the Illinois Assessments of Readiness (IAR). The IAR assessment is designed to determine whether students are on track to be college-and career-ready, assess the full range of the common core state standards, measure the full range of student performance, and provide timely data throughout the academic year to teachers to help inform instruction, interventions, and professional development. Accessibility features and accommodations identified for students taking the IAR assessment are provided to ensure that the assessment will provide an accurate picture of what the student knows. It is important that as part of the IEP process, the team discusses with the parents the accessibility features and/or accommodations that their child will have available to him or her to complete the assessment.

Accessibility Features

Accessibility features are tools or preferences that are either built into the assessment system or provided externally by test administrators. Since the accessibility features for all can be used by anyone taking the IAR assessments, they are not classified as accommodations.

There are some accessibility features that have to be “turned on” in advance (answer masking, background/font color, and text-to-speech for mathematics) and will be required by only a small number of students. These must be pre-identified through Personal Needs Profiles (PNPs) which catalog each student’s testing needs and demographic information. For students with disabilities, the choice of accessibility features that must be turned on prior to testing, is determined by the IEP team and should be listed on the individualized education program (IEP). Other students who may need the extra accessibility features include English learners, English learners with a disability, students with 504 plans, and students receiving interventions through RTI and other tiered support systems. PNPs for students other than those with disabilities will be drawn up by educators with possible input from parents.

Accommodations

The accommodations are broken into three categories: presentation accommodations, response accommodations, and timing and scheduling accommodations.

- Presentation accommodations alter the method or format used to administer a IAR assessment to a student, including adjustments to accommodate students’ auditory, tactile, or visual needs and/or a combination of these, rather than having the student take the test in the same format as other students.
- Response accommodations allow students to use alternative methods to provide responses to test items, such as through dictating to a scribe or using an assistive device.
- Timing and scheduling accommodations are changes in the allowable length of time for a student to complete the assessment and may also change the way in which the time is organized (e.g., frequent breaks or time of day).

Please refer to the manual for further clarification on the accommodations that are available for students. There are some accommodations that require the IEP team’s completion of a form in order for the student to have access. The accessibility features and accommodation manual identifies those accommodations that require a form which must be attached to the IEP.

Documenting the IEP for Computer-Based Assessments

The *IAR Computer-Based Accessibility Features and Accommodation Documentation Form* (computer-based) provide a starting point for parents and educators to discuss the needs of the student for the state assessment. The form also provides documentation of the general accessibility features, accessibility features which require advance notice, and the accommodations the student will need to complete the state assessment. The IEP teams will use the form to guide them in making the most appropriate decisions for students with disabilities.

When documenting accessibility features, the IEP team needs to identify the specific accessibility features, including those which must be turned on in advance, that are appropriate for the student based on his/her needs. It is not necessary to document the features that will be employed for a particular student if they are available to all students; however, such documentation will ensure the provision of those features. Accessibility features which must be turned on in advance will need to be identified on the *IAR Computer-Based Accessibility Features and Accommodation Documentation Form*. The IEP team will also need to identify on the IEP that the student will need to have one, two, or all of the accessibility features turned on in advance.

The determination of appropriate accommodations will follow the same protocol as accessibility features. The IEP team will use the *IAR Computer-Based Accessibility features and Accommodation Documentation Form* to determine which accommodations are appropriate for the student. The form should be attached to the IEP. If a student requires a unique accommodation, the IEP team will need to complete the Unique Accommodation Request Form and submit to the Illinois State Board of Education six weeks prior to the assessment for approval.

Entering Accommodations and Accessibility Features into SIS IAR Pre-ID

Not all Accommodations and Accessibility Features are required to be entered into the SIS IAR Pre-ID file. This form indicates where this is necessary. For a detailed description of all IAR Pre-ID data elements, visit <https://www.isbe.net/Documents/iar-pre-id.pdf>.

Accessibility Features for All (NOT required for SIS IAR Pre-ID)	
Feature	Description
Adaptive and Specialized Equipment or Furniture	Student is provided specialized equipment or furniture for a successful testing environment.
Audio Amplifications	The student raises or lowers the volume control, as needed, using headphones. Student must be tested in a separate seating if unable to wear headphones.
Bookmark	The student selects the "Bookmark" icon in the toolbar. Allows for the student to review later.
Blank Scratch Paper	The student can use a blank scratch paper during testing.
Eliminate Answer Choices	The student selects an answer and a red X appears and "crosses out" the answer choice.
General Administration Directions Clarified	The test administrator clarifies general administration directions only.
Frequent Breaks	Student can take a break based on medical, individual bathroom, in-chair stretch, or other according to state policy.
General Administration Directions Read Aloud and Repeated as Needed	The test administrator reads aloud the general administration directions only. A student may raise his/her hand and request the directions be repeated.
Highlight Tool	The student highlights text as needed to recall and/or emphasize.
Headphones or Noise Buffers	The student uses headphones or noise buffers to minimize distraction, access embedded text-to-speech, or filter external noise during testing. If headphones are used as only noise buffers, do not plug them into the testing device.
Line Reader Mask Tool	The student selects "Show Line Reader Mask" in the user drop-down menu. The student uses an on-screen tool to assist in reading by raising and lowering the tool for each line of text on-screen. The Line Reader includes additional functionality to close the Line Reader window and allow the feature to work as a general masking tool.
Magnification/ Enlargement device	The student enlarges text and graphics onscreen up to 400% (while preserving clarity, contrast, and color).
Notepad	The student writes and edits notes using embedded NotePad application
Pop-up glossary	The student is able to view definitions of pre-selected, construct-irrelevant words by selecting a hyperlink onscreen via a pop-up text box.
Redirect Student to the Test	The test administrator redirects the student's attention to the test without coaching or assisting the student in any way.
Separate or Alternate Location	Student is tested in a specifically assigned location.
Small Group Testing	Student is tested in a separate location with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate.
Spell Check or External Spell Check Device	The student uses the embedded spell check icon in TestNav to review their written text for errors. If preferred, the student uses an external spell check device. The device may not have embedded grammar check, connect to the Internet, or save information.
Specified Area or Setting	Student is tested in a specialized area or setting.
Student Reads Assessment Aloud to Him/Herself	The student reads aloud the assessment to him/herself. Students may use an external device such as a whisper phone, read to themselves in a normal voice, or use other strategies from classroom instruction. The student must be tested in a separate setting.
Time of Day	Student is tested during a specific item of day based on their individual needs.
Writing tools	The student uses embedded writing process tools for written responses, including copy/paste, bold, italicize, underline, insert bullets, numbered lists, undo, redo, and spell check. Writing tools are available in the constructed response items on the ELA/Literacy assessment. The copy/past functionality does not include the ability to copy test content. Only text contained within a student response can be copy/pasted.

Accessibility Features for All (with SIS IAR Pre-ID)				
Feature	Description	Yes	No	SIS IAR Pre-ID Code
Answer Masking	The student electronically “covers” answer options, as needed.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> No	<input type="checkbox"/> 01 Yes <input type="checkbox"/> 02 No
Color Contrast	The student changes the onscreen background and/or font color based on need preference. Refer to manual for visual of the color choices.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> No	<input type="checkbox"/> 01 Black Font/Cream Background <input type="checkbox"/> 02 Black Font/Light Blue Background <input type="checkbox"/> 03 Black Font/Light Magenta Background <input type="checkbox"/> 04 White Font/Black Background <input type="checkbox"/> 05 Yellow Font/Blue Background <input type="checkbox"/> 06 Low Contrast Color, Dark Green Font/Pale Green Background
Text-to-Speech (in English for the Mathematics Assessment)	The student selects the “Text-to-Speech Player icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume audio. To choose a speed, select the “Text-to-Speech Settings” icon. Once the test begins, the volume level cannot be changed. The student must be tested in a separate setting if unable to wear headphones.	<input type="checkbox"/> Math	<input type="checkbox"/> No	<input type="checkbox"/> 12 Text-to-Speech English for Math Text and Graphics <input type="checkbox"/> 13 Text-to-Speech English for Math Text Only <input type="checkbox"/> 00 None
Human Signer or Human Reader (for the Mathematics Assessment-Including Items, Response Options, and Passages)	A test administrator reads aloud to a student using the provided Human Reader Script. The student must be tested in an individual or small group setting. Small groups should only be used if all students are able to work at approximately the same pace. The number of students in a small group is determined at the state level.	<input type="checkbox"/> Math	<input type="checkbox"/> No	<input type="checkbox"/> 03 Human Signer <input type="checkbox"/> 04 Human Read Aloud <input type="checkbox"/> 00 None

**Accommodations for Students with Disabilities
(Must have IEP or Accommodation 504 as “Yes” in the IAR Pre-ID)**

Feature	Description	Yes	No	SIS IAR Pre-ID Code
Text-to-Speech (in English for the ELA/L Assessment)	The student selects the “Text-to-Speech Player icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume audio. To choose a speed, select the “Text-to-Speech Settings” icon. Once the test begins, the volume level cannot be changed. The student must be tested in a separate setting if unable to wear headphones.	<input type="checkbox"/> ELA/L	<input type="checkbox"/> No	<input type="checkbox"/> 11 Text-to-Speech English for ELA/L Text and Graphics <input type="checkbox"/> 00 None
Human Signer or Human Reader (for the ELA/L Assessment-Including Items, Response Options, and Passages)	A test administrator reads aloud to a student using the provided Human Reader Script. The student must be tested in an individual or small group setting. Small groups should only be used if all students are able to work at approximately the same pace. The number of students in a small group is determined at the state level. Refer to Accessibility Features and Accommodations Manual page 28-30.	<input type="checkbox"/> ELA/L	<input type="checkbox"/> No	<input type="checkbox"/> 03 Human Signer <input type="checkbox"/> 04 Human Read Aloud <input type="checkbox"/> 00 None
ASL Video	The student views an embedded video of a human interpreter. Refer to Accessibility Features and Accommodations Manual page 28-30.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> No	<input type="checkbox"/> 01 Yes <input type="checkbox"/> 02 No
Assistive Technology: Screen Reader Non-Screen Reader	A student who is blind or has a visual impairment takes the assessments using his/her preferred screen reader software, pending an infrastructure Trial. A student who uses a screen reader will also need a tactile graphics booklet, which contains only the graphics portion of test questions and visual descriptions of pictures and multimedia, where applicable. If student is not using headphones, the student must be tested in a separate setting. Refer to Accessibility Features and Accommodations Manual page 22-23.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> No	<input type="checkbox"/> 05 Screen Reader <input type="checkbox"/> 06 Non Screen Reader <input type="checkbox"/> 00 None
Closed Captioning For ELA/L	A student who is deaf or hearing impaired views captioned text embedded in multimedia segments of the ELA/literacy summative assessment. Refer to Accessibility Features and Accommodations Manual page 28.	<input type="checkbox"/> ELA/L	<input type="checkbox"/> No	<input type="checkbox"/> 01 Yes <input type="checkbox"/> 02 No
Refreshable Braille Display for ELA/L (with screen reader version)	A student who is blind or has a visual impairment takes the ELA/Literacy assessments using his/her preferred screen reader software, pending an infrastructure Trial, with a refreshable braille display. Refer to Accessibility Features and Accommodations Manual page 24.	<input type="checkbox"/> ELA/L	<input type="checkbox"/> No	<input type="checkbox"/> 01 Yes <input type="checkbox"/> 02 No
Braille Response	A student who is blind or has a visual impairment may use a braille writer or a braille notetaker. Refer to Accessibility Features and Accommodations Manual page 32.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> No	<input type="checkbox"/> 01 Braille Writer <input type="checkbox"/> 02 Braille Notetaker <input type="checkbox"/> 00 None
Braille with Tactile Graphics	A student who is blind or has a visual impairment who uses a screen reader or refreshable Braille will also need a tactile graphics booklet, consisting only of the graphics portion of test questions, and visual descriptions of pictures and multimedia, where applicable. Refer to Accessibility Features and Accommodations Manual page 26.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> No	<input type="checkbox"/> 11 UEB/Unified English Braille <input type="checkbox"/> 12 EBAE/English Braille American Edition <input type="checkbox"/> 00 None

Feature	Description	Yes	No	SIS IAR Pre-ID Code
Answers Recorded in Test Booklet	For grade-based tests in grades 4-8 and all course-based tests, if the student records answer directly in the test book, responses must be transcribed verbatim to an answer document.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> No	<input type="checkbox"/> 01 Yes <input type="checkbox"/> 02 No
Calculation Device and Mathematics Tools (Non-calculator sections)	The student uses a calculation device, arithmetic table, and/or manipulatives on the non-calculator sections. Refer to Accessibility Features and Accommodations Manual page 33-35.	<input type="checkbox"/> Math	<input type="checkbox"/> No	<input type="checkbox"/> 03 Uses calculator on non-calculator section <input type="checkbox"/> 04 Uses mathematics tools on non-calculator section <input type="checkbox"/> 05 Uses both calculator and mathematics tools on non-calculator section <input type="checkbox"/> 00 None
ELA/L Constructed Response	Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device, or by dictating, signing, gesturing, pointing, or eye-gazing. Refer to Accessibility Features and Accommodations Manual page 37-38.	<input type="checkbox"/> ELA/L	<input type="checkbox"/> No	<input type="checkbox"/> 01 Speech-to-Text <input type="checkbox"/> 02 Human Scribe <input type="checkbox"/> 03 Human Signer <input type="checkbox"/> 04 External AT Device <input type="checkbox"/> 00 None
ELA/Literacy Selected Response or Technology Enhanced Items	Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device, or by dictating, signing, gesturing, pointing, or eye-gazing. Refer to Accessibility Features and Accommodations Manual page 36-37.	<input type="checkbox"/> ELA/L	<input type="checkbox"/> No	<input type="checkbox"/> 01 Speech-to-Text <input type="checkbox"/> 02 Human Scribe <input type="checkbox"/> 03 Human Signer <input type="checkbox"/> 04 External AT Device <input type="checkbox"/> 00 None
Mathematics Response	Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device, or by dictating, signing, gesturing, pointing, or eye-gazing. Refer to Accessibility Features and Accommodations Manual page 36-37.	<input type="checkbox"/> Math	<input type="checkbox"/> No	<input type="checkbox"/> 01 Speech-to-Text <input type="checkbox"/> 02 Human Scribe <input type="checkbox"/> 03 Human Signer <input type="checkbox"/> 04 External AT Device <input type="checkbox"/> 00 None
Monitor Test Response	The test administrator monitors proper placement of student responses. Refer to Accessibility Features and Accommodations Manual page 38.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> No	<input type="checkbox"/> 01 Yes <input type="checkbox"/> 02 No
Word Prediction for ELA/L	The student uses an external word prediction device that provides a bank of frequently- or recently-used words on-screen after the student enters the first few letters of a word.	<input type="checkbox"/> ELA/L	<input type="checkbox"/> No	<input type="checkbox"/> 01 Yes <input type="checkbox"/> 02 No
Extended Time	Students have until the end of the school day to complete a single test unit administered during the prescribed testing window. Refer to Accessibility Features and Accommodations Manual page 40.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> No	<input type="checkbox"/> 01 EL <input type="checkbox"/> 02 IEP/504 <input type="checkbox"/> 03 Both <input type="checkbox"/> 00 No Extended Time
Human Signer for Test Directions	A human signer will sign the test directions to a student. The student may either be tested in a small group or separate setting based on classroom assessments.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> No	

Accommodations for English Learners				
Feature	Description	Yes	No	SIS IAR Pre-ID Code
Online Transadaptation of the Mathematics Assessment	Student must be LEP=Yes. Text will appear in Spanish. Note: <i>Spanish Transadaptation of the Mathematics Assessment is available with "Text-to-Speech" enabled. To receive this accommodation, populate the "Text-to-Speech" field with "14" or "15" and leave this field "02-No."</i>	<input type="checkbox"/> Math	<input type="checkbox"/> No	<input type="checkbox"/> 01 Yes <input type="checkbox"/> 02 No
Text-to-Speech (in Spanish for the Mathematics Assessment)	Student must be LEP=Yes. The student selects the "Text-to-Speech Player icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume audio. To choose a speed, select the "Text-to-Speech Settings" icon. Once the test begins, the volume level cannot be changed. The student must be tested in a separate setting if unable to wear headphones. Note: <i>If only Spanish Transadaptation of the Mathematics Assessment is needed, leave this field "00-None."</i>	<input type="checkbox"/> Math	<input type="checkbox"/> No	<input type="checkbox"/> 14 Text-to-Speech Spanish for Math Text and Graphics <input type="checkbox"/> 15 Text-to-Speech Spanish for Math Text Only <input type="checkbox"/> 00 None
Mathematics Response- EL	Student must be LEP=Yes. The student's response is captured by an external speech-to-text device or human scribe. Refer to Accessibility Features and Accommodations Manual page 43.	<input type="checkbox"/> Math	<input type="checkbox"/> No	<input type="checkbox"/> 01 Yes <input type="checkbox"/> 02 No
Word-to-Word Dictionary-EL (English/Native Language)	Student must be LEP=Yes. The student uses a published bilingual, word-to-word dictionary that does not include definitions, phrases, sentences, or pictures. Refer to Accessibility Features and Accommodations Manual page 42.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> No	<input type="checkbox"/> 01 Yes <input type="checkbox"/> 02 No
Extended Time	Students have until the end of the school day to complete a single test unit administered during the prescribed testing window. Refer to Accessibility Features and Accommodations Manual page 40.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> No	<input type="checkbox"/> 01 EL <input type="checkbox"/> 02 IEP/504 <input type="checkbox"/> 03 Both <input type="checkbox"/> 00 No Extended Time
General Administration Directions Clarified in Student's Native Language (by test administrator)	Clarifies general administration instruction only. No part of test may be clarified or translated.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> No	
General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by test administrator)	Reads aloud and repeats as needed test directions in student's native language. Given ample to time to process directions and ask clarifying questions. Tested in separate setting with other students needing the same accommodation to minimize distraction.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> No	
Unique Accommodations				
Feature	Description	Yes	No	SIS IAR Pre-ID Code
Unique Accommodations	Is an accommodation that is not listed in the IAR Accessibility Features and Accommodations Manual and does not change the construct being measured by the assessment. The IEP team will need to complete the unique accommodations form and submit it to the Illinois State Board of Education.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> No	