

# IAR Computer-Based Accessibility Features and Accommodations

The IAR Computer-Based Accessibility Features and Accommodations Form is provided to assist in identifying and documenting the accessibility features and/or accommodations for students who are eligible to take the Illinois Assessments of Readiness (IAR). The IAR 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 are provided to ensure that the assessment will provide an accurate picture of what a student knows. It is important that as part of the Individualized Education Program (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, 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. The choice of accessibility features that must be turned on for students with disabilities prior to testing is determined by the IEP team and should be listed on the IEP). Other students who may need the extra accessibility features include English learners (ELs), English learners with a disability, students with 504 Plans, and students receiving interventions through Response to Intervention 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 an IAR 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 [Accessibility Features and Accommodations Manual](#) for further clarification on the accommodations that are available for students. There are some accommodations that require the IEP team to complete a form in order for a student to have access. The accessibility features and accommodation manual identify those accommodations that require a form that 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) provides a starting point for parents and educators to discuss the needs of a student for the state assessment. The form also provides documentation of the general accessibility features, accessibility features that require advance notice, and the accommodations the student will need to complete the state assessment. 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 must identify the specific accessibility features, including those that must be turned on in advance and those 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 that 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 it to ISBE six weeks prior to the assessment for approval.

Administrative Considerations	
The principal or test coordinator may determine that ANY student can receive one or more of the following test administration considerations, regardless of the student's status as a student with a disability or EL. These administrative considerations are available for ALL students through the online platform and may be externally delivered by a test administrator; however, the feature must be pre-selected for the student in the SR/PNP prior to testing.	
Feature	Description
Adaptive and Specialized Equipment or Furniture (SR/PNP Column Reference BD)	Student is provided specialized equipment or furniture for a successful testing environment (e.g., low lighting, adaptive seat).
Frequent Breaks (SR/PNP Column Reference BA)	Student can take a break based on medical, individual bathroom, in-chair stretch, or other according to state policy during the testing session.
Separate or Alternate Location (SR/PNP Column Reference BB)	Student is tested in a specifically assigned location.
Small Group Testing (SR/PNP Column Reference BC)	Student is tested in a separate location as an individual or with a small group of students with matching accessibility features, accommodations, or testing needs, as appropriate.
Specified Area or Setting (SR/PNP Column Reference BE)	Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).
Time of Day (SR/PNP Column Reference BF)	Student is tested during a specific item of day based on their individual needs (e.g., ELA/literacy in the morning, no testing after lunch).

Accessibility Features for All (An SR/PNP code is <b>NOT</b> required for the Pre-ID.)	
These accessibility features are available to ALL students taking the assessments. This section of tools or preferences are either built into the assessment system or provided externally by test administrators and do not require an SR/PNP code to be applied in advance.	
Feature	Description
Audio Amplification <sup>(Computer)</sup> Auditory Aids <sup>(Paper)</sup>	The student raises or lower the volume control, as needed, using headphones. For paper, the student uses amplification device assistive technology (e.g., FM system), noise buffers, or white noise machines provided by the school or student.
Blank Scratch Paper (provided by test administrator)	The student can use a blank scratch paper to take notes and/or work through items during testing.
Bookmark <sup>(Computer)</sup> Place Markers <sup>(Paper)</sup> (visual aids/organizers)	The student selects the "Bookmark" icon in the toolbar to allow for them to review an item later. For paper, the student uses non-sticky place markers to "bookmark" items to review later.
Closed Captioning of Multimedia on the ELA/ Literacy Assessments	A student who is deaf or hearing-impaired views closed captioning and subtitling of displayed text on a television, video screen, or other visual display to provide additional or interpretive information. Captioning can be turned on/off within the video player as needed. Transcripts will also be available in an additional tab within the test form. <b>Note:</b> See the Closed Captioning tutorial on the IAR/Illinois Science Assessment Tutorials webpage.
Eliminate Answer Choices	The student selects an answer and a red X appears and "crosses out" the answer choice. For paper, the student may use removable markers (e.g., small strips of paper) to indicate that they are eliminating an answer.
General Administration Directions Clarified (provided by test administrator)	The test administrator clarifies general administration directions only. No passages or test items may be clarified.
General Administration Directions Read Aloud and Repeated as Needed (provided by test administrator)	The test administrator reads aloud the general administration directions only. A student may raise his or her hand and request the directions be repeated.
Headphones or Noise Buffers	The student uses headphones or noise buffers to minimize distraction or filter external noise during testing. If headphones are used only as noise buffers, they should not be plugged into the student's device.

Highlight Tool	The student highlights text as needed to recall and/or emphasize. Multiple colors may be provided.
Line Reader Mask Tool	The student uses a blank straight edge as he or she reads and follows along with the text.
Magnification/Enlargement Device	The student enlarges text and graphics onscreen up to 400% (while preserving clarity, contrast, and color). For paper, the student uses external magnification or enlargement devices to increase the font or graphic size (e.g., projector, closed circuit television, eyeglass-mounted or handheld magnifiers, electronic magnification systems, etc.).
Notepad	The student writes and edits notes using embedded Notepad application within TestNav.
Pop-Up Glossary	The student is able to view definition of pre-selected, construct-irrelevant words by selecting a hyperlink onscreen via a pop-up text box. For paper, the student refers to a glossary of pre-selected, construct-irrelevant words in the footnotes of the paper-based test.
Redirect Student to the Test (provided by test administrator)	The test administrator redirects the student's attention to the test without coaching or assisting the student in any way.
Spell Check or External Spell Check Device	The student uses the embedded spell check icon in TestNav to review text errors. For paper, the student uses an external spell check device. Device may not have embedded grammar check, connect to the internet, or save information.
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/paste functionality does not include the ability to copy test content. Only text contained within a student response can be copy/pasted. For paper, the student uses a writing instrument on written responses to underline, bold, or add bullets for formatting.

**Accessibility Features for All** (Must be pre-selected for the student in the SR/PNP.)

These accessibility features are tools or preferences that are either built into the assessment system or provided externally by test administrators. Accessibility features can be used by any student taking the IAR. However, these should be reserved for a relatively small number of students who may require additional accessibility features for their particular needs. These accessibility features must be pre-selected for the student in the SR/PNP prior to testing in order to activate the feature on the test platform.

Feature	Description	Select Test Code Content	Test Format (Online is Default)	Expected Values for Detailed Layout
Answer Masking	<p>When answer masking is enabled, multiple choice and multiple select answers will be masked. The student will uncover answer options when ready.</p> <p><b>Note:</b> Feature is student-driven. Its use is meant to help students focus on one choice at a time.</p>	<input type="checkbox"/> ELA/L  <input type="checkbox"/> Math	<input type="checkbox"/> Paper	<p>(SR/PNP Column Reference BG)</p> <p><input type="checkbox"/> Y = Yes Or leave blank</p>
Color Contrast (background/font color)	<p>The student may invert the foreground and background colors based on preference with the user dropdown menu.</p> <p><b>Note:</b> If expected value equals "07," then the student must have Test Format populated with "P" or record will error.</p>	<input type="checkbox"/> ELA/L  <input type="checkbox"/> Math	<input type="checkbox"/> Paper	<p>(SR/PNP Column Reference BI)</p> <p><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 Gray Font/Pale Green Background  <input type="checkbox"/> 07 = Locally provided color overlay for the student to place over their paper test</p> <p>Or leave blank</p>
Human Reader or Human Signer for the Mathematics Assessments	<p>A test administrator (human reader or human signer) 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.</p>	<input type="checkbox"/> Math Only	<input type="checkbox"/> Paper	<p>(SR/PNP Column Reference CH)</p> <p><input type="checkbox"/> 01= Human Signer  <input type="checkbox"/> 02= Human Read Aloud</p> <p>Or leave blank</p>
Student Reads Assessment Aloud to Him/Herself	<p>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.</p>	<input type="checkbox"/> ELA/L  <input type="checkbox"/> Math  <input type="checkbox"/> Science	<input type="checkbox"/> Paper	<p>(SR/PNP Column Reference BH)</p> <p><input type="checkbox"/> Y = Yes Or leave blank</p>

Text-to-Speech for the Mathematics Assessments	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 the audio by selecting the “Text-to-Speech Settings” icon. 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 Only	<input type="checkbox"/> Paper	<i>(SR/PNP Column Reference CG)</i> <input type="checkbox"/> 03 = Text-to-Speech English for Math Text Only <input type="checkbox"/> Or leave blank
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**Accommodations for Students with Disabilities** (Must be pre-selected for the student in the SR/PNP.)

Accommodations are reserved for students who require additional support on the IAR and have a documented disability listed in their IEP or 504 Plan. This feature must be pre-selected for the student in the SR/PNP prior to testing in order to activate the feature on the test platform.

Feature	Description	Select Test Code Content	Test Format (Online is Default)	Expected Values for Detailed Layout
Answers Recorded in Test Booklet	For grade-based tests in Grades 4-8 and all course-based tests, if a student records an answer directly in the test book, the response must be transcribed verbatim to an answer document.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> Paper	(SR/PNP Column Reference BT) <input type="checkbox"/> Y = Yes Or leave blank
ASL Video	American Sign Language (ASL) content is provided to the student by a human signer via a video.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math		(SR/PNP Column Reference BJ) <input type="checkbox"/> Y = Yes Or leave blank
Assistive Technology: Non-Screen Reader	A non-screen reader is used to assign the form administered for computer-based testing when an assistive technology application is needed for students without visual impairments. Students may use a range of assistive technologies on the IAR, including devices that are compatible with the online testing platform and those that are used externally on a separate computer. Assistive technology should be tested during an infrastructure trial to determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing.  <u>Note:</u> The IAR is designed to comply with Web Content Accessibility Guidelines.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math		(SR/PNP Column Reference BL) <input type="checkbox"/> Y = Yes Or leave blank
Assistive Technology: 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 also will need a hard-copy braille test booklet with embedded tactile graphics. If the student is not using headphones, the student must be tested in a separate setting. Due to technical limitations, the following tools are not available for use with the screen reader version: pointer, Notepad, answer eliminator, magnifier, line reader, answer masking, color contrast (background/font color), ruler, protractor, and calculator.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math		(SR/PNP Column Reference BK) <input type="checkbox"/> Y = Yes Or leave blank
Braille Note-Taker	A student who is blind or has a visual impairment may use an electronic braille note-taker. The grammar checker, internet, and stored file functionalities must be turned off.  Student responses generated using an electronic braille note-taker must be transcribed verbatim by a test administrator into the student's standard test booklet, answer document, or TestNav.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math		(SR/PNP Column Reference BU) <input type="checkbox"/> 01 = Braille Writer Or leave blank

Braille Writer	<p>A student who is blind or has a visual impairment may use a braille writer. Grammar checker, internet, and stored file functionalities must be turned off for the IAR.</p> <p>Student responses generated using a braille writer must be transcribed verbatim by a test administrator into the student's standard test booklet, answer document, or TestNav. Only transcribed responses will be scored. Responses must be transcribed either by the teacher of the student with a visual impairment or a test administrator supervised by the teacher of the student with visual impairment.</p>	<input type="checkbox"/> ELA/L  <input type="checkbox"/> Math	<input type="checkbox"/> Paper	<p>(SR/PNP Column Reference BU)</p> <input type="checkbox"/> 02 = Braille Notetaker Or leave blank
Calculation Device and Mathematics Tools (non-calculator sections)	<p>The student uses a calculation device, arithmetic table, and/or manipulatives on the non-calculator sections.</p> <p>Refer to <a href="#">Accessibility Features and Accommodations Manual</a>, pages 33-35.</p>	<input type="checkbox"/> Math Only	<input type="checkbox"/> Paper	<p>(SR/PNP Column Reference BV)</p> <input type="checkbox"/> C = Uses calculator on non-calculator section <input type="checkbox"/> T = Uses mathematics tools on non-calculator section <input type="checkbox"/> B = Uses both calculator and mathematics tools on non-calculator section  Or leave blank
<p>ELA/Literacy Constructed Response Options</p> <ul style="list-style-type: none"> <li>• Speech-to-Text</li> <li>• Human Scribe</li> <li>• Human Signer</li> <li>• Assistive Technology Device</li> </ul>	<p>Student dictates responses either verbally, using an external Speech-to-Text device; an augmentative/assistive communication device (e.g., picture/word board); or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration.</p> <p>Refer to <a href="#">Accessibility Features and Accommodations Manual</a>, pages 40-41.</p>	<input type="checkbox"/> ELA/L Only	<input type="checkbox"/> Paper	<p>(SR/PNP Column Reference BR and BW)</p> <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  Or leave blank
<p>ELA/Literacy Selected Response Options</p> <ul style="list-style-type: none"> <li>• Speech-to-Text</li> <li>• Human Scribe</li> <li>• Human Signer</li> <li>• Assistive Technology Device</li> </ul>	<p>Student dictates responses either verbally, using an external Speech-to-Text device; an augmentative/assistive communication device (e.g., picture/word board); or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration.</p> <p>Refer to <a href="#">Accessibility Features and Accommodations Manual</a>, pages 38-39.</p>	<input type="checkbox"/> ELA/L Only	<input type="checkbox"/> Paper	<p>(SR/PNP Column Reference BR and BX)</p> <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  Or leave blank
Extended Time	<p>Students have until the end of the school day to complete a single test unit administered during the prescribed testing window. The amount of time a student receives must be indicated in advance. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day.</p> <p>Refer to <a href="#">Accessibility Features and Accommodations Manual</a>, page 44.</p>	<input type="checkbox"/> ELA/L  <input type="checkbox"/> Math	<input type="checkbox"/> Paper	<p>(SR/PNP Column Reference CK)</p> <input type="checkbox"/> EL <input type="checkbox"/> IEP/504 <input type="checkbox"/> Both  Or leave blank

<p>Hard-Copy Braille Edition</p>	<p>A student who is blind or has a visual impairment and is unable to take the computer-based test with a refreshable braille display may take the ELA/literacy and mathematics assessments using the hard-copy contracted braille edition. Tactile graphics are already embedded in the hard-copy braille edition. For students using braille forms, the test administrator directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet or answer document.</p>	<input type="checkbox"/> ELA/L  <input type="checkbox"/> Math	<input type="checkbox"/> Paper Only	<p>(SR/PNP Column Reference BQ)</p> <input type="checkbox"/> 01 = UEB/Unified English Braille  Or leave blank
<p>Human Reader or Human Signer</p>	<p>A student receives an audio representation of the ELA/L assessment either through embedded Text-to-Speech, embedded ASL video, or a human reader/signer. For human reader, the test administrator will need to reference <a href="#">Appendix G: ELA Audio Guidelines</a>. <b>Note:</b> The student must be tested in a separate setting if headphones are <i>not</i> used for Text-to-Speech or the student has a human reader or signer.</p>	<input type="checkbox"/> ELA/L  <input type="checkbox"/> Math	<input type="checkbox"/> Paper	<p>(SR/PNP Column Reference CH)</p> <input type="checkbox"/> 01 = Human Signer <input type="checkbox"/> 02 = Human Read Aloud  Or leave blank
<p>Human Signer for Test Directions  (no ASL video option)</p>	<p>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.</p>	<input type="checkbox"/> ELA/L  <input type="checkbox"/> Math	<input type="checkbox"/> Paper	<p>(SR/PNP Column Reference BS)</p> <input type="checkbox"/> Y = Yes  Or leave blank
<p>Large Print Edition</p>	<p>A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in a large print test booklet. Students will write their answers for constructed response items on the lines provided in their large print test booklets.</p> <p>Refer to <a href="#">Accessibility Features and Accommodations Manual</a>, page 28.</p>	<input type="checkbox"/> ELA/L  <input type="checkbox"/> Math	<input type="checkbox"/> Paper Only	<p>(SR/PNP Column Reference BP)</p> <input type="checkbox"/> Y = Yes  Or leave blank
<p>Mathematics Response</p> <ul style="list-style-type: none"> <li>• Speech-to-Text</li> <li>• Human Scribe</li> <li>• Human Signer</li> <li>• Assistive Technology Device</li> </ul>	<p>Student dictates responses either verbally, using an external Speech-to-Text device; an augmentative/assistive communication device (e.g., picture/word board); or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration.</p> <p>Refer to <a href="#">Accessibility Features and Accommodations Manual</a>, page 38.</p>	<input type="checkbox"/> Math Only	<input type="checkbox"/> Paper	<p>(SR/PNP Column Reference BY)</p> <input type="checkbox"/> Speech-to-Text <input type="checkbox"/> Human Scribe <input type="checkbox"/> Human Signer <input type="checkbox"/> External AT Device  <input type="checkbox"/> 00 = None

Monitor Test Response	The test administrator monitors proper placement of student responses. This accommodation is to ensure that the student is marking the answer for the problem the student intends to answer. The test administrator CANNOT assist the student in any way with respect to the content of the item.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> Paper	<i>(SR/PNP Column Reference BZ)</i> <input type="checkbox"/> Y = Yes Or leave blank
Paper-Based Edition (alternate representation – paper test)	For schools administering the computer-based assessments, a paper-based assessment is available for students who are unable to take a computer-based assessment due to a disability.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> Paper Only	<i>(SR/PNP Column Reference BO)</i> <input type="checkbox"/> Y = Yes Or leave blank
Refreshable Braille Display with Screen Reader Version for ELA/Literacy	A student who is blind or has a visual impairment takes the ELA/literacy assessments using his or her preferred screen reader software, pending an infrastructure trial, with a refreshable braille display. A student who uses a screen reader with refreshable braille also will need a braille test booklet. If the student is not using headphones; the student must be tested in a separate setting.	<input type="checkbox"/> ELA/L Only	<input type="checkbox"/> Paper	<i>(SR/PNP Column Reference BN)</i> <input type="checkbox"/> Y = Yes Or leave blank
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 Only	<input type="checkbox"/> Paper	<i>(SR/PNP Column Reference CG)</i> <input type="checkbox"/> 01 = Text-to- Speech English for ELA/L Text and Graphics Or leave blank
Word Prediction for ELA/L	The student uses the Co:Writer or Read & Write for TestNav extensions or 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. The student must be familiar with the use of the external device prior to assessment administration. The device may not connect to the internet or save information.	<input type="checkbox"/> ELA/L	<input type="checkbox"/> Paper	<i>(SR/PNP Column Reference BR and CA)</i> <input type="checkbox"/> Y = Yes Or leave blank

Accommodations and Accessibility Features for English Learners				
Only students currently classified as ELs (or EL-Limited English Proficient) are eligible to receive accommodations designated for ELs on the IAR. Accommodations and accessibility feature available for ELs must be pre-selected for the student in the SR/PNP.				
Feature	Description	Select Test Code Content	Test Format (Online is Default)	Expected Values for Detailed Layout
Extended Time	Students have until the end of the school day to complete a single test unit administered during the prescribed testing window. The amount of time a student receives must be indicated in advance. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day.	<input type="checkbox"/> ELA/L  <input type="checkbox"/> Math	<input type="checkbox"/> Paper	<i>(SR/PNP Column Reference CK)</i>  <input type="checkbox"/> 00 = No Extended Time <input type="checkbox"/> 01 = EL <input type="checkbox"/> 02 = IEP/504 <input type="checkbox"/> 03 = Both
General Administration Directions Clarified as Needed in Student's Native Language  <i>(by test administrator)</i>	The test administrator clarifies general administration directions only in the student's native language. Test administrators, or other qualified interpreters, providing this accommodation should ideally be literate and fluent in English, as well as in the student's native language; a test administrator may be assisted by a translator, if available, who speaks the language of the student.	<input type="checkbox"/> ELA/L  <input type="checkbox"/> Math	<input type="checkbox"/> Paper	<i>(SR/PNP Column Reference CB)</i>  <input type="checkbox"/> Y = Yes  Or leave blank
General Administration Directions Read Aloud and Repeated in Student's Native Language  <i>(by test administrator)</i>	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"/> Paper	<i>(SR/PNP Column Reference CC)</i>  <input type="checkbox"/> ARA = Arabic <input type="checkbox"/> CHI = Chinese (Mandarin) <input type="checkbox"/> HIN = Hindi <input type="checkbox"/> GUJ = Gujarati <input type="checkbox"/> KOR = Korean <input type="checkbox"/> POL = Polish <input type="checkbox"/> RUS = Russian <input type="checkbox"/> SPA = Spanish <input type="checkbox"/> TAG= Tagalog <input type="checkbox"/> UKR = Ukrainian <input type="checkbox"/> URD = Urdu  Or leave blank
Human Reader for the Mathematics Assessments in Spanish <i>(or other languages)</i>	A test administrator (human reader or human signer) reads aloud to a student using the provided Human Reader Script. The student must be tested in a separate setting, and the test administrator must provide the read aloud in Spanish only. Test administrators providing this accessibility feature should ideally be literate and fluent in English and Spanish, or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish.	<input type="checkbox"/> Math Only	<input type="checkbox"/> Paper	<i>(SR/PNP Column Reference CE and CH)</i>  <input type="checkbox"/> 01 = Human Signer <input type="checkbox"/> 02 = Human Read Aloud  Or leave blank

<p>Large Print Edition of the Mathematics Assessment in Spanish</p>	<p>A large print paper-based form of the mathematics assessment in Spanish is available for a student with a visual impairment who is unable to take a computer-based assessment due to his or her disability. The font size for the large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in the large print test booklets. Students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. Test administrators should refer to the Test Administrator Manual Scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).</p>	<input type="checkbox"/> Math Only	<input type="checkbox"/> Paper Only	<p>(SR/PNP Column Reference BP and CE)</p> <input type="checkbox"/> Y = Yes Or leave blank
<p>Mathematics Response</p> <ul style="list-style-type: none"> <li>• Speech-to- Text</li> <li>• Human Scribe/Human Signer</li> </ul>	<p>A student dictates responses verbally, using an external Speech-to-Text device or by dictating. The student must be tested in a separate setting. The student must already be familiar with any external device used for this accommodation.</p> <p><b>Note:</b> TestNav does not have embedded Speech-to-Text functionality. Students must use allowable assistive technology or an external third-party device. (Responses must be transcribed.)</p>	<input type="checkbox"/> Math Only	<input type="checkbox"/> Paper	<p>(SR/PNP Column Reference CD)</p> <input type="checkbox"/> 01 = Speech-to-Text <input type="checkbox"/> 02 = Human Scribe Or leave blank
<p>Online Transadaptation of the Mathematics Assessment in Spanish</p>	<p>The student takes the online mathematics assessment with content presented in Spanish.</p>	<input type="checkbox"/> Math Only		<p>(SR/PNP Column Reference CE)</p> <input type="checkbox"/> SPA = Spanish Or leave blank
<p>Paper-Based Edition of the Mathematics Assessment in Spanish</p>	<p>The student takes a paper-based mathematics assessment with content presented in Spanish. Test administrators providing this accessibility feature should ideally be literate and fluent in English and Spanish, or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish.</p>	<input type="checkbox"/> Math Only	<input type="checkbox"/> Paper Only	<p>(SR/PNP Column Reference CE)</p> <input type="checkbox"/> SPA = Spanish Or leave blank
<p>Text-to-Speech for the Mathematics Assessments in Spanish</p>	<p>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 in Spanish using embedded Text-to-Speech software. The student may pause and resume the audio, as needed. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon.</p>	<input type="checkbox"/> Math Only	<input type="checkbox"/> Paper	<p>(SR/PNP Column Reference CE and CG)</p> <input type="checkbox"/> 03 = Text-to-Speech English for Math Text Only <input type="checkbox"/> 04 = Text-to-Speech Spanish for Math Text and Graphics <input type="checkbox"/> 05 = Text-to-Speech Spanish for Math Text Only Or leave blank
<p>Word-to-Word Dictionary - EL (English/native language)</p>	<p>The student uses a published bilingual, word-to-word dictionary that does not include definitions, pronunciation, phrases, sentences, or pictures. If no printed word-to-word dictionary can be found for a specific language, an electronic translator may be used. The device may not connect to the internet or store information, and therefore, web-based translators are not allowed. Please contact ISBE for a list of approved bilingual word-to-word dictionaries.</p>	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> Paper	<p>(SR/PNP Column Reference CF)</p> <input type="checkbox"/> Y = Yes Or leave blank

Emergency Accommodation				
Feature	Description	Select Test Code Content	Test Format (Online is Default)	Expected Values for Detailed Layout
Emergency Accommodation	An emergency accommodation is appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the IAR test window. Cases could include students who have a recently fractured limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses is broken; or a student returning from a serious or prolonged illness or injury. The IEP team will need to complete the Emergency Accommodation Request Form and submit it to the district assessment coordinator to be retained in the student's central office file. The parent must be notified that an emergency accommodation was provided.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> Paper	<i>(SR/PNP Column Reference CJ)</i>  <input type="checkbox"/> 01 = Human Scribe <input type="checkbox"/> 99 = Other  Or leave blank

Unique Accommodation				
Feature	Description	Select Test Code Content	Test Format (Online is Default)	Expected Values for Detailed Layout
Unique Accommodation	A unique accommodation 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 ISBE six weeks in advance for approval.	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/> Paper	<i>(SR/PNP Column Reference CI)</i>  <input type="checkbox"/> Y = Yes  Or leave blank