

IAR Paper-Based Accessibility Features/Accommodations Form Instructions

Paper-Based IAR Accessibility Features/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/or 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/her to complete the assessment.

Accessibility Features

Accessibility features for the paper-based assessments are tools or preferences that are provided externally by test administrators. The accessibility features should be documented using the *IAR Paper-Based Accessibility Features and Accommodation Documentation Form*. The IEP team will mark which accessibility feature(s) the student will need for the IAR assessment.

Accommodations

The IEP team will review the list of accommodations available for those taking the paper-based assessment and determine which accommodations are appropriate based on the student's needs. Please refer to the manual for further clarification on the accommodations that are available for students. If a student needs a unique accommodation, the IEP team must identify that unique accommodation. The IEP team must also complete the Unique Accommodations Form and submit it to Illinois State Board of Education Assessment Division six weeks prior to the assessment.

Documenting the IEP for Paper-based Assessments

The *IAR Paper-Based Accessibility Features and Accommodation Form* 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 accessibility features 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 a disability.

When documenting accessibility features and/or accommodations, the IEP team needs to identify which features will be appropriate for the student based on his/her needs. The form should be attached to the IEP as documentation of the accessibility features and/or accommodations.

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>.

IAR Paper- Based Accessibility Features and Accommodations

Accessibility Features For All		
Paper Based Feature	Description	Comparable Computer-Based Accessibility Feature
Adaptive/Specialized Equipment or Furniture	Student is provided specialized equipment or furniture needed for a successful testing environment.	Adaptive/Specialized Equipment or Furniture
Auditory Aids	Student uses amplification devices, noise buffers, or white noise machines	Audio Amplification
Headphones or Noise Buffers	Student uses headphones or noise buffers to minimize distraction or filter external noise during testing.	Headphones or Noise Buffers
Visual Aids/Organizers: Straight Edge, Highlighter, Place Markers	Student uses straight edge, highlighter, template place marker, masking device, or pointer.	Line Reader Mask Tool, Highlight Tool, Bookmark
Magnification/Enlargement Device	Magnification or enlargement devices to increase the font or graphic size.	Large Monitor, Zoom Tool, Magnification/ Enlargement Device
General Administration Directions Clarified (by test administrator)	Test administrator clarifies general administration instructions only.	General Administration Directions clarified (by test administrator)
Frequent Breaks	Student takes a break due to medical, bathroom, or in-chair stretch.	Frequent Breaks
General Administration Directions Read Aloud and Repeated as Needed (by test administrator)	Test administrator may read general administration directions aloud to the student and repeat as necessary.	General Administration Directions Read Aloud and Repeated as needed (by test administrator)
Redirect student to the test (by test administrator)	Test administrator redirects the student's attention to the test.	Redirect Student to the Test (by test administrator)
Separate/Alternate Location	Student is tested in a specifically assigned location.	Separate/Alternate 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.	Small Group Testing
Specified Area/Setting	Student is tested in a specialized area or setting.	Specified Area/Setting
External Spell Check Device	Student uses a spell checking device that meets test specifications.	Spell check or external spell check device
Writing Instruments	Student may use removable markers to indicate that they are eliminating an answer. Student uses a writing instrument on written response to underline, bold, or add bullets for formatting.	Eliminate Answer Choices, Writing Tools
Glossary in Footnotes	Student refers to a glossary of pre-selected, construct-irrelevant words in the footnotes of the paper-based test.	Pop-up Glossary
Student Reads aloud to him- or herself	The student reads aloud the assessment to themselves. Students may use an external device such as a whisper phone. The student must be tested in a separate setting.	Student Reads aloud to him- or herself
Time of Day	Student is tested during a specific time of day based on their individual needs.	Time of Day
External Masking Cards	Student may cover and uncover answer options or any part of the test with blank masking cards as needed.	Answer Masking, General Masking
Blank Scratch Paper	Test administrator provides at least one sheet of blank scratch paper (i.e., either unlined, lined, or graph) for each unit.	Note Pad, Blank Scratch Paper

Accessibility Features for All (With SIS Codes)		Comparable Computer-Based Accessibility Feature	Yes	No	SIS IAR Pre-ID Code
External Masking Cards	Student uses highlighters, template place marker, masking device, masking cards, or pointer	Answer Masking	<input type="checkbox"/> ELA <input type="checkbox"/> Math	<input type="checkbox"/>	<input type="checkbox"/> 01 Yes <input type="checkbox"/> 02 No
Color Overlays	Student uses color overlays when taking the assessment. Color should match what is currently used during instruction	Color Contrast (Font/ Background Color)	<input type="checkbox"/> ELA <input type="checkbox"/> Math	<input type="checkbox"/>	<input type="checkbox"/> 07 Color Overlay <input type="checkbox"/> 00 None
Human Signer or Human Reader for Mathematics	Test administrator signs the mathematic portion of the assessment or text is read aloud by a human reader	Text-to-Speech or Human Signer or Human Reader	<input type="checkbox"/> Math	<input type="checkbox"/>	<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 Accommodation IEP or Accommodation 504 as “Yes” in the IAR Pre-ID.)

Paper-Based Feature Description	Description	Comparable Computer-Based Accessibility Feature	Yes	No	SIS IAR Pre-ID Code
Alternative Representation Paper Test	Provided to students who need paper as an accommodation.		<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/>	<input type="checkbox"/> 01 Yes <input type="checkbox"/> 02 No
Large Print	Provided to students with visual impairments. Responses must be transcribed onto a standard size test booklet or answer document verbatim. Responses not transcribed will not be scored. Refer to Accessibility Features and Accommodations Manual page 27.	Magnification/ Enlargement Device	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/>	<input type="checkbox"/> 01 Yes <input type="checkbox"/> 02 No
Human Signer or Human Reader for ELA/L	Refer to Accessibility Features and Accommodations Manual	Text-to-Speech or video of a human interpreter for ELA/L, including items, response options, and passages	<input type="checkbox"/> ELA/L	<input type="checkbox"/>	<input type="checkbox"/> 03 Human Signer <input type="checkbox"/> 04 Human Read Aloud <input type="checkbox"/> 00 None
Assistive Technology (external)	Student may use a range of assistive technologies on the IAR assessments, including those that are used externally on a separate computer. Test administrators are responsible for collecting all non-scorable student work created from assistive technology devices. Content must be cleared off all devices. Paper non-scorable student work must be securely shredded.	Assistive Technology (Non-Screen Reader)	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/>	
Braille Response (Braille Writer and Braille Notetaker)	A student who is blind or has a visual impairment may use an electronic Braille Notetaker. A student who is blind or has a visual impairment may use a Braille Writer. Refer to Accessibility Features and Accommodations Manual page 32.	Braille Response	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/>	<input type="checkbox"/> 01 Braille Writer <input type="checkbox"/> 02 Braille Notetaker <input type="checkbox"/> 00 None

Accommodations (Continuation)
(Must have Accommodation IEP or Accommodation 504 as “Yes” in the IAR Pre-ID.)

Paper-Based Feature Description	Description	Comparable Computer-Based Accessibility Feature	Yes	No	SIS IAR Pre-ID Code
Braille with Tactile Graphics (Hard Copy Braille Edition)	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.	Refreshable Braille Display with Screen Reader Version for ELA/L, Hard copy Braille Edition for Mathematics	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/>	<input type="checkbox"/> 11 UEB/Unified English Braille <input type="checkbox"/> 12 EBAE/English Braille American Edition <input type="checkbox"/> 00 None
Answers Recorded in Test Book	The student records answers directly in the test book Student responses must be transcribed verbatim in to the provided standard student answer document by a test administrator.		<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/>	<input type="checkbox"/> 01 Yes <input type="checkbox"/> 02 No
Calculation Device and Mathematics Tools (non-calculator mathematics units)	A student uses a specific calculation device for the mathematics assessment. See IAR Accessibility Features and Accommodations Manual pages 33-35.	Calculation Device and Mathematics Tools (on calculator and on non-calculator mathematics units)	<input type="checkbox"/> Math	<input type="checkbox"/>	<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 sections <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. See IAR Accessibility Features and Accommodations Manual.	ELA/Literacy Constructed Response	<input type="checkbox"/> ELA/L	<input type="checkbox"/>	<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/L Selected 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. See IAR Accessibility Features and Accommodations Manual pages 36-37.	ELA/Literacy Selected Response	<input type="checkbox"/> ELA/L	<input type="checkbox"/>	<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 or by human scribe. See IAR Accessibility Features and Accommodations Manual pages 37-38.	Mathematics Response	<input type="checkbox"/> Math	<input type="checkbox"/>	<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	Test administrator monitors proper placement of student responses. Test administrator cannot assist the student in anyway with respect to the content of the item. See IAR Accessibility Features and Accommodations Manual pages 38.	Monitor Test Response	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/>	<input type="checkbox"/> 01 Yes <input type="checkbox"/> 02 No

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

Paper-Based Feature	Description	Comparable Computer-Based Accessibility Feature	Yes	No	SIS IAR Pre-ID Code
Word Prediction (External Device)	The student uses a word prediction external device that provides a bank of frequently or recently used words as a result as a result of the student entering the first few letters of a word.	Word Prediction External Device	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/>	<input type="checkbox"/> 01 Yes <input type="checkbox"/> 02 No
Extended Time	A maximum of up to one school day per unit is allowed. See IAR Accessibility Features and Accommodations Manual page 40.	Extended Time	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/>	<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.	Human Signer for Test Directions	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/>	

Accommodations for English Learners
(Must have Accommodation EL as “Yes” in the IAR Pre-ID.)

			Yes	No	SIS IAR Pre-ID Code
Online Transadaptation of the Mathematics Assessment	The student will be assigned a test form in Spanish.	Translation of the Mathematics Assessment in Spanish	<input type="checkbox"/> Math	<input type="checkbox"/>	<input type="checkbox"/> 01 Yes <input type="checkbox"/> 02 No
Large Print Edition of the Mathematics Assessment in Spanish	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/her disability.	Large Print Edition of the Mathematics Assessment in Spanish	<input type="checkbox"/> Math	<input type="checkbox"/>	<input type="checkbox"/> 01 Yes <input type="checkbox"/> 02 No
Mathematics Response - EL	Dictates responses to Mathematics test items to human scribe or speech-to-text technology. See IAR Accessibility Features and Accommodations Manual page 43.	Mathematics Response	<input type="checkbox"/> Math	<input type="checkbox"/>	<input type="checkbox"/> 01 Speech-to-Text <input type="checkbox"/> 02 Human Scribe <input type="checkbox"/> 00 None
Word-to-Word Dictionary (English/Native Language)	Uses bilingual, word-to-word dictionary or electronic translator. See IAR Accessibility Features and Accommodations Manual pg. 42.	Word-to-Word Dictionary (English/Native Language)	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/>	<input type="checkbox"/> 01 Yes <input type="checkbox"/> 02 No
Extended time	A maximum of up to one school day is allowed per unit. See IAR Accessibility Features and Accommodations Manual page 40.	Extended Time	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/>	<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"/>	

Accommodations for English Learners (Must have Accommodation EL as "Yes" in the IAR Pre-ID.)			Yes	No	SIS IAR Pre-ID Code
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"/>	
Human Reader for the Mathematics Assessment in Spanish	A test administrator reads aloud to a student using provided Human Reader Script in Spanish	Text to Speech, Human Reader	<input type="checkbox"/> Math	<input type="checkbox"/>	<input type="checkbox"/> 03 Human Signer <input type="checkbox"/> 04 Human Read Aloud <input type="checkbox"/> 00 None

Unique Accommodations					
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.	Unique Accommodations	<input type="checkbox"/> ELA/L <input type="checkbox"/> Math	<input type="checkbox"/>	