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

<table>
<thead>
<tr>
<th>Accessibility Features For All</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper Based Feature</strong></td>
</tr>
<tr>
<td>Adaptive/Specialized Equipment or Furniture</td>
</tr>
<tr>
<td>Auditory Aids</td>
</tr>
<tr>
<td>Headphones or Noise Buffers</td>
</tr>
<tr>
<td>Visual Aids/Organizers: Straight Edge, Highlighter, Place Markers</td>
</tr>
<tr>
<td>Magnification/Enlargement Device</td>
</tr>
<tr>
<td>General Administration Directions Clarified (by test administrator)</td>
</tr>
<tr>
<td>Frequent Breaks</td>
</tr>
<tr>
<td>General Administration Directions Read Aloud and Repeated as Needed (by test administrator)</td>
</tr>
<tr>
<td>Redirect student to the test (by test administrator)</td>
</tr>
<tr>
<td>Separate/Alternate Location</td>
</tr>
<tr>
<td>Small Group Testing</td>
</tr>
<tr>
<td>Specified Area/Settng</td>
</tr>
<tr>
<td>External Spell Check Device</td>
</tr>
<tr>
<td>Writing Instruments</td>
</tr>
<tr>
<td>Glossary in Footnotes</td>
</tr>
<tr>
<td>Student Reads aloud to him- or herself</td>
</tr>
<tr>
<td>Time of Day</td>
</tr>
<tr>
<td>External Masking Cards</td>
</tr>
<tr>
<td>Blank Scratch Paper</td>
</tr>
<tr>
<td>Accessibility Features for All (With SIS Codes)</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>External Masking Cards</td>
</tr>
<tr>
<td>Color Overlays</td>
</tr>
<tr>
<td>Human Signer or Human Reader for Mathematics</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Paper-Based Feature Description</th>
<th>Description</th>
<th>Comparable Computer-Based Accessibility Feature</th>
<th>Yes</th>
<th>No</th>
<th>SIS IAR Pre-ID Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Representation Paper Test</td>
<td>Provided to students who need paper as an accommodation.</td>
<td></td>
<td>☐ ELA/L</td>
<td>☐</td>
<td>01 Yes 02 No</td>
</tr>
<tr>
<td>Large Print</td>
<td>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. <em>Refer to Accessibility Features and Accommodations Manual page 27.</em></td>
<td>Magnification/Enlargement Device</td>
<td>☐ ELA/L</td>
<td>☐</td>
<td>01 Yes 02 No</td>
</tr>
<tr>
<td>Human Signer or Human Reader for ELA/L</td>
<td><em>Refer to Accessibility Features and Accommodations Manual</em></td>
<td>Text-to-Speech or video of a human interpreter for ELA/L, including items, response options, and passages</td>
<td>☐ ELA/L</td>
<td>☐</td>
<td>03 Human Signer 04 Human Read Aloud 00 None</td>
</tr>
<tr>
<td>Assistive Technology (external)</td>
<td>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.</td>
<td>Assistive Technology (Non-Screen Reader)</td>
<td>☐ ELA/L</td>
<td>☐</td>
<td>01 Braille Writer 02 Braille Notetaker 00 None</td>
</tr>
<tr>
<td>Braille Response (Braille Writer and Braille Notetaker)</td>
<td>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. <em>Refer to Accessibility Features and Accommodations Manual page 32.</em></td>
<td>Braille Response</td>
<td>☐ ELA/L</td>
<td>☐</td>
<td>01 Braille Writer 02 Braille Notetaker 00 None</td>
</tr>
</tbody>
</table>
## Accommodations (Continuation)

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

<table>
<thead>
<tr>
<th>Paper-Based Feature Description</th>
<th>Description</th>
<th>Comparable Computer-Based Accessibility Feature</th>
<th>Yes</th>
<th>No</th>
<th>SIS IAR Pre-ID Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braille with Tactile Graphics</td>
<td>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.</td>
<td>Refreshable Braille Display with Screen Reader Version for ELA/Literacy and Mathematics</td>
<td>☐</td>
<td>☐</td>
<td>☐ 11 UEB/Unified English Braille</td>
</tr>
<tr>
<td></td>
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<td>☐ 12 EBAE/English Braille American Edition</td>
</tr>
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<td></td>
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<td>☐ 00 None</td>
</tr>
<tr>
<td>Answers Recorded in Test Book</td>
<td>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.</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐ 01 Yes</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☐ 02 No</td>
</tr>
<tr>
<td>Calculation Device and</td>
<td>A student uses a specific calculation device for the mathematics assessment.</td>
<td>Calculation Device and Mathematics Tools</td>
<td>☐</td>
<td>☐</td>
<td>☐ 03 uses calculator on non-calculator section</td>
</tr>
<tr>
<td>Mathematics Tools</td>
<td>(non-calculator mathematics units)</td>
<td>(on calculator and on non-calculator mathematics units)</td>
<td></td>
<td></td>
<td>☐ 04 uses mathematics tools on non-calculator section</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☐ 05 uses both calculator and mathematics tools on non-calculator sections</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☐ 00 None</td>
</tr>
<tr>
<td>ELA/L Constructed Response</td>
<td>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.</td>
<td>ELA/Literacy Constructed Response</td>
<td>☐</td>
<td>☐</td>
<td>☐ 01 Speech-to-Text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☐ 02 Human Scribe</td>
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<td></td>
<td></td>
<td></td>
<td>☐ 03 Human Signer</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☐ 04 External AT Device</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☐ 00 None</td>
</tr>
<tr>
<td>ELA/L Selected Response</td>
<td>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.</td>
<td>ELA/Literacy Selected Response</td>
<td>☐</td>
<td>☐</td>
<td>☐ 01 Speech-to-Text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☐ 02 Human Scribe</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☐ 03 Human Signer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☐ 04 External AT Device</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☐ 00 None</td>
</tr>
<tr>
<td>Mathematics Response</td>
<td>Student dictates responses either verbally, using an external speech-to-text device or by human scribe.</td>
<td>Mathematics Response</td>
<td>☐</td>
<td>☐</td>
<td>☐ 01 Speech-to-Text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☐ 02 Human Scribe</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☐ 03 Human Signer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☐ 04 External AT Device</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☐ 00 None</td>
</tr>
<tr>
<td>Monitor Test Response</td>
<td>Test administrator monitors proper placement of student responses. Test administrator cannot assist the student in anyway with respect to the content of the item.</td>
<td>Monitor Test Response</td>
<td>☐</td>
<td>☐</td>
<td>☐ 01 Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☐ 02 No</td>
</tr>
<tr>
<td>Paper-Based Feature</td>
<td>Description</td>
<td>Comparable Computer-Based Accessibility Feature</td>
<td>Yes</td>
<td>No</td>
<td>SIS IAR Pre-ID Code</td>
</tr>
<tr>
<td>---------------------</td>
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<td>-----------------------------------------------</td>
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</tr>
<tr>
<td><strong>Word Prediction (External Device)</strong></td>
<td>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.</td>
<td>Word Prediction External Device</td>
<td>☐ ELA/L</td>
<td>☐ Math</td>
<td>☐ 01 Yes ☐ 02 No</td>
</tr>
<tr>
<td><strong>Extended Time</strong></td>
<td>A maximum of up to one school day per unit is allowed. See IAR Accessibility Features and Accommodations Manual page 40.</td>
<td>Extended Time</td>
<td>☐ ELA/L</td>
<td>☐ Math</td>
<td>☐ 01 EL ☐ 02 IEP/504 ☐ 03 Both ☐ 00 No Extended Time</td>
</tr>
<tr>
<td><strong>Human Signer for Test Directions</strong></td>
<td>A human signer will sign the test directions to a student.</td>
<td>Human Signer for Test Directions</td>
<td>☐ ELA/L</td>
<td>☐ Math</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Accommodations for English Learners**

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

<table>
<thead>
<tr>
<th>Paper-Based Feature</th>
<th>Description</th>
<th>Comparable Computer-Based Accessibility Feature</th>
<th>Yes</th>
<th>No</th>
<th>SIS IAR Pre-ID Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online Transadaptation of the Mathematics Assessment</strong></td>
<td>The student will be assigned a test form in Spanish.</td>
<td>Translation of the Mathematics Assessment in Spanish</td>
<td>☐ Math</td>
<td>☐</td>
<td>☐ 01 Yes ☐ 02 No</td>
</tr>
<tr>
<td><strong>Large Print Edition of the Mathematics Assessment in Spanish</strong></td>
<td>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.</td>
<td>Large Print Edition of the Mathematics Assessment in Spanish</td>
<td>☐ Math</td>
<td>☐</td>
<td>☐ 01 Yes ☐ 02 No</td>
</tr>
<tr>
<td><strong>Mathematics Response - EL</strong></td>
<td>Dictates responses to Mathematics test items to human scribe or speech-to-text technology. See IAR Accessibility Features and Accommodations Manual page 43.</td>
<td>Mathematics Response</td>
<td>☐ Math</td>
<td>☐</td>
<td>☐ 01 Speech-to-Text ☐ 02 Human Scribe ☐ 00 None</td>
</tr>
<tr>
<td><strong>Word-to-Word Dictionary (English/Native Language)</strong></td>
<td>Uses bilingual, word-to-word dictionary or electronic translator. See IAR Accessibility Features and Accommodations Manual pg. 42.</td>
<td>Word-to-Word Dictionary (English/Native Language)</td>
<td>☐ ELA/L</td>
<td>☐ Math</td>
<td>☐ 01 Yes ☐ 02 No</td>
</tr>
<tr>
<td><strong>Extended time</strong></td>
<td>A maximum of up to one school day is allowed per unit. See IAR Accessibility Features and Accommodations Manual page 40.</td>
<td>Extended Time</td>
<td>☐ ELA/L</td>
<td>☐ Math</td>
<td>☐ 01 EL ☐ 02 IEP/504 ☐ 03 Both ☐ 00 No Extended Time</td>
</tr>
<tr>
<td><strong>General Administration Directions Clarified in Student’s Native Language (by test administrator)</strong></td>
<td>Clarifies general administration instruction only. No part of test may be clarified or translated.</td>
<td>☐ ELA/L</td>
<td>☐ Math</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Accommodations for English Learners (Must have Accommodation EL as “Yes” in the IAR Pre-ID.)</td>
<td>Yes</td>
<td>No</td>
<td>SIS IAR Pre-ID Code</td>
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</tr>
<tr>
<td>General Administration Directions Read Aloud and Repeated as Needed in Student’s Native Language (by test administrator)</td>
<td>Reads aloud and repeats as needed test directions in student’s native language. Given ample time to process directions and ask clarifying questions. Tested in separate setting with other students needing the same accommodation to minimize distraction.</td>
<td>☐</td>
<td>☐</td>
<td>☐ ELA/L ☐ Math</td>
<td></td>
</tr>
</tbody>
</table>

| 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 | ☐ | ☐ | ☐ 03 Human Signer ☐ 04 Human Read Aloud ☐ 00 None |

<table>
<thead>
<tr>
<th>Unique Accommodations</th>
<th>Yes</th>
<th>No</th>
<th>SIS IAR Pre-ID Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unique Accommodations</td>
<td>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.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>