

# ACCESSIBILITY FEATURES AND ACCOMMODATIONS MANUAL

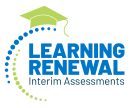
Guidance for Districts and Decision-Making Teams to Ensure that  
Learning Renewal Interim Assessments Produce Valid Results for All Students





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## Background

The Learning Renewal Interim Assessments Accessibility Features and Accommodations Manual is a comprehensive document that provides guidance to districts and decision making teams to ensure the Learning Renewal Interim Assessments provide valid results for all participating students.

### Introduction

ISBE regards assessments as tools for enhancing teaching and learning. ISBE is committed to providing all students with equitable access to high-quality, 21st century assessments. By applying principles of universal design, using technology, embedding accessibility features, and allowing a broad range of accommodations, ISBE provides opportunities for the largest possible number of students to demonstrate their knowledge and skills. ISBE sets and maintains high expectations that all students will have access to the full range of grade-level content standards.

ISBE's goals for promoting student access include:

- Applying principles of universal design for accessible assessments during every stage of the development of the assessment items and performance tasks;
- Minimizing/eliminating features of the assessment that are irrelevant to what is being measured so that all students can more accurately demonstrate their knowledge and skills;
- Measuring the full range of complexity of the standards;
- Using technology for the accessible delivery of the assessments;
- Building accessibility throughout the test without sacrificing assessment validity;
- Using a combination of accessible authoring and accessible technologies from the inception of items and tasks; and
- Engaging state and national experts throughout the development process through item review, bias and sensitivity review, policy development and review, and research.

This manual provides information on the accessibility features and accommodations that will be available during the Learning Renewal Interim Assessments.

## Section 1: Overview of the Learning Renewal Interim Assessments

### Overview of the Learning Renewal Interim Assessments

The Learning Renewal Interim Assessments are computer-adaptive assessments that focus on only what students have learned in the classroom. The scope and sequence are set by the district test coordinators, which allows for all districts to have different assessments that match their learning path for the school year. Interim assessments are designed to be completed in a single class period. Each test will take students approximately 45 minutes to complete.

The Reading assessment is stimuli-based (including single passages, paired passages, or multimedia audio/videos) and designed to assess the Common Core State Standards (CCSS) for Reading: Literature and Informational Text. Item types include select response and a variety of interactive (technology-enhanced) items to measure student comprehension skills. The Mathematics assessment, designed to assess the Common Core State Standards (CCSS) for Mathematics, includes select response, fill-in-the-blank and a variety of interactive (technology-enhanced) items to measure student application of skills and concepts. Both the Reading and Mathematics assessments are computer-adaptive to measure each student's mastery of standards. For the writing assessment, students will read a prompt and provide an essay response.

### Use of Technology to Deliver Assessments

The Learning Renewal Interim Assessments use a computer-based assessment delivery platform that is easy for students to learn, intuitive to use, and provides an opportunity for results to be reported quickly and accurately. The interim assessment delivery platform is compliant with the Accessible Portable Item Profile (APIP) and Web Content Accessibility Guidelines (WCAG) 2.0. Pearson has released technology guidelines to inform schools and districts as they make technology decisions to best meet the instructional and assessment needs of their students. In addition to the computer-based assessments, braille tests will be available for a student who is blind or has a visual impairment and is unable to take the computer-based test.

The Technology Guidelines can be found at [il.mypearsonsupport.com](http://il.mypearsonsupport.com).

### Participation Guidelines for Assessments

All students, including students with disabilities and ELs, are required to participate in the Learning Renewal Interim Assessments if their district is participating.

All students can receive accessibility features on the interim assessments.

Four distinct groups of students may receive accommodations on the interim assessments:

1. **Students with disabilities who have an Individualized Education Program (IEP);**
2. **Students with a Section 504 plan** who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment, but who do not qualify for special education services;
3. **Students who are ELs;** and
4. **Students who are ELs with disabilities who have an IEP or 504 plan.** These students are eligible for both accommodations for students with disabilities and accommodations for ELs.

The following definitions will help users of the manual to understand and implement accommodations appropriately:

- **Student with a disability:** One who has been found eligible based on the definitions provided by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or Section 504 of the Rehabilitation Act of 1973.

- **EL:** Assessment consortia are currently collaborating to develop a comprehensive definition. Traditionally, EL students have also been termed “limited English proficient” students and “English language learners.”
- **Former EL:** A student who is no longer classified as an EL, although progress will continue to be tracked for two years after they have achieved the standards of fluency as identified by the state English language proficiency assessment.

### **General Testing Procedures**

For information about coordinating or administering the Learning Renewal Interim Assessments, including test security policies, administration procedures, and general administration tasks to complete before, during, and after testing, refer to the *Test Coordinator Manual* and the *Test Administrator Manuals*. Manuals are available at: [il.mypearsonsupport.com](http://il.mypearsonsupport.com).

## Section 2: Accessibility System and Accessibility Features for All Students Taking the Learning Renewal Interim Assessments

### Accessibility System

Through a combination of universal design principles and available accessibility features, Illinois has an inclusive assessment system by considering accessibility from initial design through item development, field testing, and implementation of the assessments for all students, including students with disabilities, ELs, and ELs with disabilities. Although accommodations may still be needed for some students with disabilities and ELs to assist in demonstrating what they know and can do, the computer-embedded and externally provided accessibility features should minimize the need for accommodations during testing and ensure the inclusive, accessible, and fair testing of the diverse students being assessed.

### What are Accessibility Features?

On the computer-based interim assessments, 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 Learning Renewal Interim Assessments (i.e., students with and without disabilities, gifted students, ELs, and ELs with disabilities). Since the accessibility features are intended for all students, they are not classified as accommodations. Students should be exposed to these features prior to testing, and should have the opportunity to select and practice using them. Even though accessibility features are available to every student, that doesn't necessarily mean they are appropriate for every student. Consideration should be given to the supports a student consistently uses and finds helpful during instruction and when engaging in individual work. Practice tests that include accessibility features are available for teacher and student use throughout the year. To practice now, go to [il.mypearsonsupport.com](http://il.mypearsonsupport.com).

### Accessibility Features Identified in Advance

A relatively small number of students will require additional accessibility features for their particular needs (e.g., changing the background or font color on-screen, listening to text-to-speech). Students must practice using these features, either in a classroom or real world application or setting, and these features must also be generally consistent with those provided for classroom instruction and classroom assessments. Not only does the student need to practice using these features, but must also be using them during daily instruction to ensure it is not a feature just used for state testing. Students can decide whether or not to use a pre-selected support, without any consequence to the student, school, or district.

It is strongly recommended that decisions are made on an individual student basis based on the specific needs of the child as opposed to group decisions for a class or grade. Individualizing access needs on the assessment for each student provides increased opportunities to accurately demonstrate knowledge and skills, and will reduce the likelihood of giving students incorrect accessibility features or accommodations on the day of the test.

### What is a Student Registration and Personal Needs Profile (SR/PNP)?

The SR/PNP is a collection of student information regarding a student's registration, testing condition, materials, and accessibility features and accommodations that are needed to take Learning Renewal Interim Assessments.

### Why Collect Student Accessibility Features and Accommodations Information Prior to the Assessment?

Prior to the assessment, the following student information should be collected so students receive the



appropriate accessibility features and accommodations on testing day (it is the role of the school to ensure that the student's information is collected and included in this file):

1. Embedded accessibility features in the TestNav 8 online platform that need to be enabled for students during administration (e.g., color contrast [background/font color], text-to-speech, etc.) (via the SR/PNP);
2. Embedded accommodations in the TestNav 8 online platform that need to be enabled for students during administration (e.g., text-to-speech, etc.) (via the SR/PNP);
3. Externally-provided accessibility features identified in advance, and accommodations for students with disabilities and ELs (via the SR/PNP); and
4. Hard copy accommodated forms that require shipping (braille) (via the SR/PNP).

The SR/PNP provides a record for School Test Coordinators and Test Administrators to ensure that students receive individualized accessibility features and accommodations during the assessments.

### How is Information Collected for the PNP Section of the SR/PNP?

The PNP will be based on observations and stated preferences by the student or parent/guardian regarding a student's testing needs that have been determined to increase access during daily instruction and assessment. Observations based on a student's interaction with the online testing platform can be made during the practice tests. A student's testing needs should be reviewed at least annually, and revised as appropriate, to reflect current education-related needs or preferences.

### Process for Collecting SR/PNP Information

- For *students with disabilities*, the IEP team or 504 Plan Coordinator will make decisions about which accessibility features and accommodations should be identified in the SR/PNP.
- For *ELs*, the educators responsible for selecting accommodations (or an EL team, if available) will identify which accessibility features and accommodations should be identified in the student's SR/PNP.
- For *ELs with disabilities*, the IEP team (which includes an adult familiar with the language needs of the student) or 504 Plan Coordinator will make decisions about which accessibility features and accommodations should be identified in the SR/PNP.
- For students *without* disabilities, and who are not ELs, decisions about which accessibility features identified in advance (if any and if allowed) will be included in the student's SR/PNP will be made based on the student's education-related needs and preferences by an informal team, which may include the:
  - Student (as appropriate);
  - Parent/guardian; and
  - Student's primary educator in the subject of the assessment.

### How Do You Fill Out and Submit the SR/PNP File Layout?

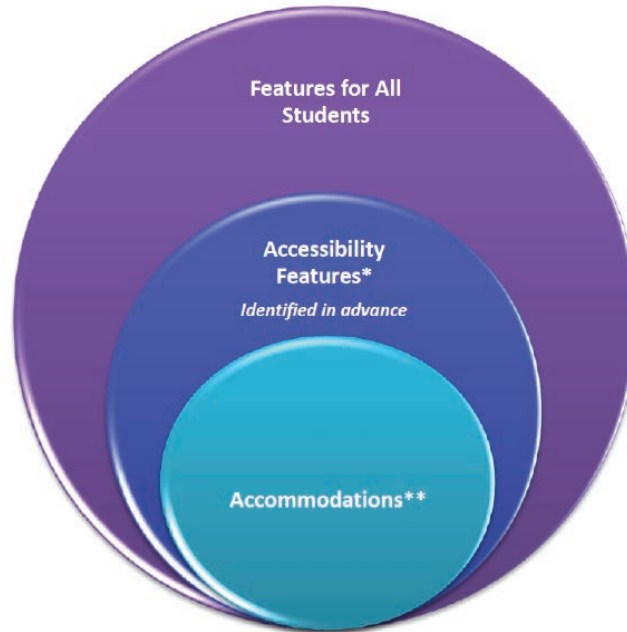
**\*Note:** Go to to [il.mypearsonsupport.com](http://il.mypearsonsupport.com) for information on how student data will be captured.

- **Step 1:** Local educators/teams collect individual student data to populate the SR/PNP.
- **Step 2:** Local educators/teams capture individual student SR/PNP data in a central location.
- **Step 3:** The individual(s) responsible for student data upload at the school/district/state level receive the information from step 2 and upload the information into the SR/PNP.

There are certain accessibility features and accommodations which require materials to be shipped (e.g., braille with tactile graphics). All braille materials must be ordered via Additional Orders.

All other information in the student’s SR/PNP will be submitted via the SR/PNP in PearsonAccess<sup>next</sup>. For guidance on how to upload student information in the PNP File Layout, refer to the Student Registration/Personal Needs Profile Field Definitions, document posted on PearsonAccess<sup>next</sup>.<sup>1</sup> Administrators with the appropriate access will also be able to manually enter PNP data via the User Interface in PearsonAccess<sup>next</sup> once a student’s test registration is completed.

### The Accessibility System



*\*Available to all participating students*

*\*\*For students with disabilities, ELs, and ELs with disabilities*

**Note:** Coordinators should plan for administrative considerations.

#### Accessibility Features for All Students

Table 1: Accessibility Features for All Students lists the accessibility features that are made available to ALL STUDENTS. These features are available through the online platform, or may be externally-delivered by a Test Administrator or other adult. Students should determine whether they wish to use the feature on an item-by-item basis, based on the features they use during instruction and in daily life.

Where applicable, the chart below will include the test administration activities for before, during, and after testing necessary for successful implementation of the available accessibility features. There are a few accessibility features that must be pre-selected for the student in the SR/PNP in order to activate the feature on the platform. When needed, this information is included in the “before testing” guidance and the corresponding column in the SR/PNP file is also provided.

<sup>1</sup> Pearson will also provide training on uploading a student’s SR/PNP.

**Table 1: Accessibility Features for All Students**

Table includes Features for All Students & Accessibility Features Identified in Advance.

Accessibility Feature		Administration Guidelines
1a	<p><b>Answer Masking</b></p> <p><i>(SR/PNP Reference BG)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li><b>Identification for SR/PNP:</b> Student’s SR/PNP must have answer masking selected to activate the feature on the platform.</li> </ul> <p><b>During Testing:</b> When answer masking is enabled, multiple choice and multiple select answers will be masked. The student will uncover answer options when ready. The student may disable this feature by selecting, “Disable Answer Masking” in the user drop-down menu.</p>
1b	<p><b>Color Contrast (Background/Font Color)</b></p> <p><i>(SR/PNP Reference BI)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li><b>Identification for SR/PNP:</b> Student’s SR/PNP must have the student’s Color Contrast (Background/Font Color) selected to activate this feature on the platform.</li> </ul> <p><b>During Testing:</b> Alternate on-screen background and/or font color is enabled via the SR/PNP based on need or preference. The student may change the color contrast option or disable this feature by selecting, “Change the background and foreground color” in the user drop-down menu.</p> <div data-bbox="794 915 1129 1339" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Contrast Settings</b></p> <ul style="list-style-type: none"> <li><input checked="" type="radio"/>  Black on White (Default)</li> <li><input type="radio"/>  Black on Cream</li> <li><input type="radio"/>  Black on Light Blue</li> <li><input type="radio"/>  Black on Light Magenta</li> <li><input type="radio"/>  White on Black</li> <li><input type="radio"/>  Yellow on Blue</li> <li><input type="radio"/>  Gray on Green</li> </ul> </div>
1c	<p><b>Blank Scratch Paper</b></p> <p><i>(provided by Test Administrator)</i></p>	<p><b>Before Testing:</b> Test Administrators must supply at least one page of blank scratch paper (i.e., either unlined, lined, or graph) per student, per test. If graph paper is used during mathematics instruction, it is recommended that schools provide graph paper as scratch paper for mathematics units. Students with visual impairments may also use braille paper, raised line paper, bold line paper, raised line graph paper, bold line graph paper, abacus, or Math Window.</p> <p><b>During Testing:</b> The student uses blank scratch paper (i.e., lined, unlined, or graph) to take notes and/or work through items during testing. Additional pages may be provided as needed. Students are not required to write their names on scratch paper.</p> <p><b>After Testing:</b> Test Administrators are responsible for collecting ALL scratch paper after testing is completed to be securely destroyed. Scratch paper must be securely shredded if it has been used. Schools may reuse unused scratch paper only if paper is completely blank.</p>

Accessibility Feature		Administration Guidelines
1d	<b>Eliminate Answer Choices</b>	<b>During Testing:</b> The student selects the “Answer Eliminator” icon in the toolbar. On multiple choice options, a student selects an answer and a red X appears and “crosses out” the answer choice. The student may disable this feature by selecting “Answer Eliminator” in the toolbar again.
1e	<b>General Administration Directions Clarified</b> <i>(by Test Administrator)</i>	<b>During Testing:</b> The Test Administrator clarifies general administration directions only. No passages or test items may be clarified.
1f	<b>General Administration Directions Read Aloud and Repeated as Needed</b> <i>(by Test Administrator)</i>	<b>During Testing:</b> The Test Administrator reads aloud the general administration directions only. A student may raise his or her hand and request the directions be repeated.
1g	<b>Highlight Tool</b>	<b>During Testing:</b> The student electronically highlights text as needed to recall and/or emphasize. The student has the option to remove highlighting over text. The highlighter color option will change depending on the color contrast option selected.
1h	<b>Headphones or Noise Buffers</b>	<p><b>Before Testing:</b> Test Administrator prepares classroom with headphones for participating students.</p> <p><b>During Testing:</b> The student uses headphones or noise buffers to minimize distraction, access text-to-speech, or filter external noise during testing (in addition to when headphones are required for the ELA/literacy assessment). If headphones are used only as noise buffers, do not plug them into the testing device.</p>
1i	<b>Line Reader Mask Tool</b>	<p><b>During Testing:</b> 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 can be resized and the size of the reader window can be adjusted. The student may disable this feature by selecting, "Hide Line Reader Mask" in the user drop-down menu.</p> <p>The Line Reader includes additional functionality to close the Line Reader window and allow the feature to work as a general masking tool. The mask box can be resized by the student to cover content on the screen as necessary. In addition, the Line Reader window is moveable anywhere within the boundaries of the Line Reader tool.</p> <p>The Line Reader Mask box color will change depending on the color contrast option selected.</p>
1j	<b>Magnification/ Enlargement Device</b>	<p><b>During Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Browser/Device Magnification:</b> The student can use keyboard shortcuts (e.g., Ctrl+) for PCs or pinch/zoom for tablets to magnify what’s displayed on the screen (while preserving clarity, contrast, and color).</li> <li>• <b>Magnifier:</b> The student can also select “Enable Magnifier” in the user drop-down menu. The student enlarges text and graphics on-screen via a magnification square (200%). The student may disable this feature by selecting, “Disable Magnifier” in the user drop-down menu.</li> </ul> <p><b>Note:</b> Magnifying beyond 300% may affect heading formatting and may cause text-wrapping, and therefore it is not recommended.</p>

Accessibility Feature		Administration Guidelines
1k	<b>Notepad</b>	<p><b>During Testing:</b> The student selects the “Notepad” icon in the toolbar. The student writes notes using embedded Notepad tool on the ELA/literacy assessments. The student may disable this feature by selecting “Notepad” in the toolbar again.</p> <p><b>Note:</b> The notepad tool cannot be resized. In addition, the tool does not save across items and only saves student entered text on the item for which it was entered.</p>
1l	<b>Pop-up Glossary</b>	<p><b>During Testing:</b> The student is able to view definitions of pre-selected, underlined words by clicking on them. The definition appears in a pop-up text box.</p>
1m	<b>Redirect Student to the Test</b> <i>(by Test Administrator)</i>	<p><b>During Testing:</b> The Test Administrator redirects the student’s attention to the test without coaching or assisting the student in any way. There is no limit to the number of times a Test Administrator can redirect a student back to the test. Examples: Providing reminders to stay on task and focused during the assessments; Providing a visual cue to the student to remain on task.</p>
1n	<b>Spell Check or External Spell Check Device</b>	<p><b>During Testing:</b> 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. Device may not have embedded grammar check, connect to the internet, or save information.</p>
1o	<b>Student Reads Assessment Aloud to Self</b> <i>(SR/PNP Reference BH)</i>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li><u>Identification for SR/PNP:</u> The student's SR/PNP must have this feature identified.</li> </ul> <p><b>During Testing:</b> The student reads aloud the assessment to him or 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>
1p	<b>Dynamic Text-to-Speech</b> <i>(SR/PNP Reference CG)</i>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li><u>Identification for SR/PNP:</u> The student’s SR/PNP must have dynamic text-to-speech selected.</li> </ul> <p><b>During Testing:</b> The test is read aloud to the student using an external text-to-speech device.</p>
1q	<b>Writing Tools</b>	<p><b>During Testing:</b> The student uses embedded writing process tools for written responses, including copy/paste, bold, italicize, underline, insert bullets, numbered list, undo, redo, and spell check. Writing tools are available in the constructed response items on the Reading and Writing assessment.</p> <p><b>Note:</b> The copy/paste functionality does not include the ability to copy test content. Only text contained within a student response can be copy/pasted.</p>

Accessibility Feature		Administration Guidelines
1r	<b>Spanish Transadaptation</b>  <i>(SR/PNP Reference CE)</i>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Online Transadaptation in Spanish selected. Once a student is placed into a test session, the student will be assigned an online form in Spanish.</li> <li>• <b>Test Administer Training:</b> 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.</li> </ul> <p><b>During Testing:</b> A student takes the online assessment with content presented in Spanish.</p>
1s	<b>Text-to-Speech in Spanish</b>  <i>(SR/PNP Reference CE and CG)</i>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Text-to-Speech in Spanish selected. The student will use an external device if using text-to-speech accommodation. Their device will translate for Spanish.</li> </ul> <p><b>During Testing:</b> The test is read aloud to the student in Spanish using an external text-to-speech device.</p>

### Administrative Considerations for All Students

Detailed guidelines on the administration of the Learning Renewal Interim Assessments will be included in the *Test Administrator Manuals* and the *Test Coordinator Manual*.

Although students are generally tested in their regular classroom and follow the standard test administration schedule for the grade and content area being assessed, the principal or test coordinator has the authority to schedule testing sessions in spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in the *Test Administrator Manuals* and *Test Coordinator Manual*. Decisions may be considered, for example, that benefit students who are easily distracted in large group settings by testing them in a small group or individual setting. In general, changes to the timing, setting, or conditions of testing are left to the discretion of the principal or Test Coordinator.

These administrative considerations are available to all students. Administrative considerations must be identified for the student in the SR/PNP. The corresponding column in the SR/PNP file is provided in Table 2: Administrative Considerations for All Students.

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.

**Table 2: Administrative Considerations for All Students**

Administrative Consideration		Description
2a	<b>Small Group Testing</b> <i>(SR/PNP Reference BC)</i>	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.
2b	<b>Time of Day</b> <i>(SR/PNP Reference BF)</i>	Student is tested during a specific time of day based on their individual needs (e.g., ELA/literacy in the morning; no testing after lunch).
2c	<b>Separate or Alternate Location</b> <i>(SR/PNP Reference BB)</i>	Student is tested in a specifically assigned location.
2d	<b>Specified Area or Setting</b> <i>(SR/PNP Reference BE)</i>	Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).
2e	<b>Adaptive and Specialized Equipment or Furniture</b> <i>(SR/PNP Reference BD)</i>	Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).

## Section 3: Accommodations for Students with Disabilities and English Learners

### Accommodations for Students with Disabilities and ELs

It is important to ensure that performance in the classroom and on assessments is influenced minimally, if at all, by a student's disability or linguistic/cultural characteristics that is unrelated to the content being assessed. For the Learning Renewal Interim Assessments, accommodations are considered to be adjustments to the testing conditions, test format, or test administration that provide equitable access during assessments for students with disabilities and students who are ELs. In general, the administration of the assessment should not be the first occasion in which an accommodation is introduced to the student. In addition, Test Administrators administering the assessment or providing accommodations should be an education professional who is familiar with the student, and who is typically responsible for providing the accommodation in the classroom. To the extent possible, accommodations should:

- Provide equitable access during instruction and assessments;
- Mitigate the effects of a student's disability;
- Not reduce learning or performance expectations;
- Not change the construct being assessed; and
- Not compromise the integrity or validity of the assessment.

Accommodations are intended to reduce and/or eliminate the effects of a student's disability and/or English language proficiency level; however, **accommodations should never reduce learning expectations by reducing the scope, complexity, or rigor of an assessment.** Moreover, accommodations provided to a student on the Learning Renewal Interim Assessments must be generally consistent with those provided for classroom instruction and classroom assessments. There are some accommodations that may be used for instruction or for formative assessments but are not allowed for the summative assessment because they impact the validity of the assessment results – for example, allowing a student to use a thesaurus or access the internet during Learning Renewal Interim Assessments. It is important for educators to become familiar with policies regarding accommodations used for the Learning Renewal Interim Assessments.

The guidelines provided in this manual are intended to ensure that valid and reliable scores are produced on the Learning Renewal Interim Assessments, and that an unfair advantage is not given to students who receive accommodations. Outside of the guidance provided in this manual, changes to an accommodation or the conditions in which it is provided may change what the assessment is measuring, and will likely call into question the reliability and validity of the results regarding what a student knows and is able to do as measured by the assessment.

To the extent possible, accommodations should adhere to the following principles:

- Accommodations enable students to participate more fully and fairly in instruction and assessments and to demonstrate their knowledge and skills.
- Accommodations should be based upon an individual student's needs rather than on the category of a student's disability, level of English language proficiency alone, level of or access to grade-level instruction, amount of time spent in a general classroom, current program setting, or availability of staff.
- Accommodations should be based on a documented need in the instruction/assessment setting and should not be provided for the purpose of giving the student an enhancement that could be viewed as an unfair advantage.
- Accommodations for students with disabilities should be described and documented in the student's appropriate plan (i.e., either the IEP or 504 plan).
- Accommodations for ELs should be described and documented.



- Students who are ELs with disabilities qualify to receive accommodations for both students with disabilities and ELs.
- Accommodations should become part of the student’s program of daily instruction as soon as possible after completion and approval of the appropriate plan.
- Accommodations should not be introduced for the first time during the testing of a student.
- Accommodations should be monitored for effectiveness.
- Accommodations used for instruction should also be used, if allowable, on local district assessments and state assessments.

### **Accommodations for Students with Disabilities**

Table 3 provides a list of Presentation Accommodations for students with disabilities that describe changes in the assessment format and method in which the assessment is administered. The table also outlines the before, during, and after testing activities necessary to successfully administer these accommodations. Accommodations for students with disabilities must be pre-selected for the student in the SR/PNP. This information is included in the “before testing” guidance and the corresponding column in the SR/PNP file is also provided.



**Table 3: Presentation Accommodations for Students with Disabilities**

Accommodation		Administration Guidelines
3a	<p><b>Alternate Representation-Paper Test</b></p> <p><i>(SR/PNP Reference BO)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student’s SR/PNP must have Alternate Representation - Paper Test selected.</li> <li>• <u>Materials</u>: Braille kits are required for administration. Braille kits include Test Administrator Braille Scripts, one copy of the student’s hard copy braille assessment and an answer document for transcription, and supplementary math materials (braille ruler, braille protractor) where appropriate.</li> <li>• <u>Test Administrator Training</u>: Test Administrators of students with visual impairments must review: <ul style="list-style-type: none"> <li>○ Test administrators should review the Braille Test Administrators Process Document, the Braille Test Administrator Document and Answer Sheets, and the districts scope and sequence prior to administering a braille assessment.</li> <li>○ Braille kits will be provided to schools prior to testing. <b>Important:</b> Reading, viewing, copying, or reproducing passages or test items is prohibited.</li> <li>○ <a href="#">Appendix C: Learning Renewal Interim Assessments for Students with Visual Impairment, Including Blindness</a></li> <li>○ Do NOT disassemble braille books for testing.</li> <li>○ Do NOT write in the braille book.</li> </ul> </li> </ul> <p><b>During Testing:</b> A student who is blind or has a visual impairment and is unable to take the computer-based test may take the assessments using the hard-copy braille edition. Tactile graphics are already embedded in the hard copy braille edition. Students should number their responses to be sure that their answers can be transcribed accurately into TestNav.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed verbatim by a Test Administrator into TestNav. Only transcribed responses will be scored.</li> <li>• Refer to <a href="#">Appendix A: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> for protocol.</li> </ul>
3b	<p><b>Braille Transcription</b></p> <p><i>(SR/PNP Reference BR)</i></p>	<p><b>Before Testing:</b> The student must have both Alternate Representation (BO) and Braille Transcription (BR) marked in SR/PNP.</p> <p><b>During Testing:</b> The student records answers directly on an answer sheet.</p> <p><b>After Testing:</b> Responses must be transcribed verbatim by a test administrator in an Online test.</p>

<sup>2</sup> All braille kits must be ordered via the additional orders process in PearsonAccess<sup>Next</sup>.

Accommodation		Administration Guidelines
3c	<p><b>Human Signer for Test Directions</b> (No ASL video option)</p> <p>(SR/PNP Reference BS)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student’s SR/PNP must have Human Signer for Test Directions selected.</li> <li>• <u>Test Administrator Training</u>: Human Signers must review: <ul style="list-style-type: none"> <li>○ Test Administrator Scripts included in the <i>Test Administrator Manuals</i>.</li> </ul> </li> </ul> <p><b>During Testing:</b> A human signer will sign the test directions to a student. The student may either be tested in a small group or a separate setting based on the student’s experiences during classroom assessments.</p>

Table 4 provides a list of Response Accommodations for students with disabilities that allow a student to respond to test items using different formats. The table outlines the activities needed before, during, and after testing to administer the response accommodations appropriately. Accommodations for students with disabilities must be pre-selected for the student in the SR/PNP. This information is included in the “before testing” guidance and the corresponding column in the SR/PNP file is also provided.

**Table 4: Response Accommodations for Students with Disabilities** 

Accommodation		Administration Guidelines
4a	<p><b>Braille Note-taker (Braille Response)</b></p> <p>(SR/PNP Reference BU)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student’s SR/PNP must have braille note-taker selected.</li> </ul> <p><b>During Testing:</b> 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. Students should number their responses to be sure that their answers can be transcribed accurately into TestNav.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Student responses generated using an electronic braille note-taker must be transcribed verbatim by a Test Administrator into TestNav. Only transcribed responses will be scored. Responses must be transcribed by the teacher of the student with visual impairment or a Test Administrator supervised by the teacher of the student with visual impairment.</li> <li>• Refer to <a href="#">Appendix A: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> <li>• Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.</li> </ul>

Accommodation		Administration Guidelines
4b	<p><b>Braille Writer (Braille Response)</b></p> <p><i>(SR/PNP Reference BU)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student’s SR/PNP must have braille writer selected.</li> </ul> <p><b>During Testing:</b> A student who is blind or has a visual impairment may use a braille writer. For the Learning Renewal Interim Assessments, grammar checker, internet, and stored file functionalities must be turned off. Students should number their responses to be sure that their answers can be transcribed accurately into TestNav.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Student responses generated using a braille writer must be transcribed verbatim by a Test Administrator into TestNav. Only transcribed responses will be scored. Responses must be transcribed either by the teacher of the student with visual impairment or a Test Administrator supervised by the teacher of the student with visual impairment.</li> <li>• Refer to <a href="#">Appendix A: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> <li>• Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.</li> </ul>
4c	<p><b>Calculation Device</b> <i>(on <u>Calculator Items of Mathematics Assessments</u>)</i></p> <p><i>(SR/PNP Reference is not applicable)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Materials</u>: <ul style="list-style-type: none"> <li>○ Allowable calculators for the calculator accommodation on calculator items include: <ul style="list-style-type: none"> <li>▪ <u>Grades 3-5</u>: Four-function with square root and percentage functions.</li> <li>▪ <u>Grades 6-7</u>: Five-function.</li> <li>▪ <u>Grade 8</u>: Scientific calculators (Student may also bring a four-function with square root and percentage functions in addition to a grade-level calculator).</li> </ul> </li> </ul> </li> </ul> <p><b>During Testing:</b> A student uses a specific calculation device (e.g., large key, talking, or other adapted calculator) other than the embedded grade-level calculator on the CALCULATOR ITEMS of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting.</p>

Accommodation	Administration Guidelines
<p>4d <b>Calculation Device and Mathematics Tools</b> (on <i>Non-Calculator Items of Mathematics Assessments</i>)</p> <p>(SR/PNP Reference BV)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Purpose:</b> The purpose of the calculation device on the non-calculator items accommodation is to provide access for students with a disability that <i>severely limits or prevents</i> their ability to perform basic calculations (i.e., student is unable to perform single-digit addition, subtraction, multiplication, or division). For these students, a calculation device may be used on the non-calculator AND calculator items of the mathematics assessments. The IEP or 504 plan must specify which device(s) or manipulatives.</li> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have Calculation Device and Mathematics Tools on non-calculator items selected.</li> <li>• <b>Materials:</b> <ul style="list-style-type: none"> <li>○ Hand-held calculator.</li> <li>○ Allowable calculators for the calculator accommodation on non-calculator items:           <ul style="list-style-type: none"> <li>▪ <b>Grades 3-5:</b> Four-function with square root and percentage functions.</li> <li>▪ <b>Grades 6-7:</b> Five-function.</li> <li>▪ <b>Grade 8:</b> Scientific calculators (Student may also bring a four-function with square root and percentage functions in addition to grade-level calculator).</li> </ul> </li> <li>○ Allowable mathematics tools include:           <ul style="list-style-type: none"> <li>▪ Arithmetic tables (e.g., addition charts, subtraction charts, multiplication charts; division charts).</li> <li>▪ Two-color chips (e.g., single-sided or double-sided).</li> <li>▪ Counters and counting chips.</li> <li>▪ Square tiles.</li> <li>▪ Base 10 blocks.</li> <li>▪ 100s chart.</li> </ul> </li> <li>○ A student with a visual impairment may need other mathematics tools, such as a braille ruler or braille protractor. Note that braille mathematics kits will include the appropriate grade-level braille ruler or braille protractors.</li> </ul> </li> </ul> <p><b>During Testing:</b> A student uses a calculation device (e.g., four-function calculator, large key, or other adapted calculator), arithmetic table (including addition/subtraction and/or multiplication/division charts), and/or manipulatives (IEP or 504 plan must specify which device or manipulative) on the NON-CALCULATOR ITEMS of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting.</p>

Accommodation	Administration Guidelines
	<p><b>Important Guidelines for identifying students to receive this accommodation:</b> IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive this accommodation.</p> <p>In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has:</p> <ul style="list-style-type: none"> <li>• A disability that <i>severely limits or prevents</i> the student’s ability to perform basic calculations (i.e., single-digit addition, subtraction, multiplication, or division), even after varied and repeated attempts to teach the student to do so.</li> </ul> <p>Before listing the accommodation in the student’s IEP/504 plan, teams should also consider whether:</p> <ul style="list-style-type: none"> <li>• The student is unable to perform calculations without the use of a calculation device, arithmetic table, or manipulative during routine instruction.</li> <li>• The student’s inability to perform mathematical calculations is documented in evaluation summaries from locally-administered diagnostic assessments.</li> <li>• The student receives ongoing, intensive instruction and/or interventions to learn to calculate without using a calculation device, in order to ensure that the student continues to learn basic calculation and fluency.</li> </ul> <p>For a student who receives this accommodation, no claims should be inferred regarding the student’s ability to perform basic mathematical calculations without the use of a calculator.</p>

Table 5 describes the Timing and Scheduling Accommodation for students with disabilities that is intended to increase the allowable time in which to complete an assessment. While the Learning Renewal Interim Assessments are not timed, we need to ensure that students who have Extended Time listed in their IEP have more than a classroom period to complete the assessment if needed. The table outlines the activities needed before, during, and after testing necessary to successfully administer the assessments with this accommodation. Accommodations for students with disabilities must be preselected for the student in the SR/PNP. This information is included in the “before testing” guidance and the corresponding column in the SR/PNP file is also provided.

**Table 5: Timing and Scheduling Accommodation for Students with Disabilities** 

Accommodation		Administration Guidelines
5a	<b>Extended Time</b>  <i>(SR/PNP Reference CK)</i>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student’s SR/PNP must have extended time selected. The amount of time a student receives should be indicated in the student’s IEP or 504 plan. The student does not need to take the full day if it is not needed.</li> <li>• <u>Test Administrator Training</u>: Test Administrators providing this accommodation must review: <ul style="list-style-type: none"> <li>○ <a href="#">Appendix D: Guidance for Selecting and Administering the Extended Time Accommodation.</a></li> </ul> </li> </ul> <p><b>During Testing:</b> Students have until the end of the school day to complete a test administered during the prescribed testing window. 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 by the end of the school day.</p>

### Accommodations for English Learners

Table 6 lists the accommodations on the Learning Renewal Interim Assessments that are available to ELs, cross-referenced with recommendations regarding the effectiveness of the accommodation based on the English Language Proficiency (ELP) level of the student. See Section 4 for how ELP is determined.

**Table 6: Guidance on Selection of Accommodations for English Learners on the Learning Renewal Interim Assessments**

**KEY for Table 6:**

- Highly recommended for use by ELs at this ELP level
- ⊙ Recommended for use by ELs at this ELP level
- May not be appropriate for students at this ELP level

Accommodations	Most likely to benefit ELs at this ELP Level		
	Beginning	Intermediate	Advanced
Extended Time	●	●	●
Word-to-Word Dictionary (English/Native Language)	⊙	●	●
General Administration Directions Read Aloud and Repeated in Student’s Native Language (by Test Administrator)	●	⊙	○
General Administration Directions Clarified as Needed in Student’s Native Language (by Test Administrator)	●	⊙	○
Accessibilities	Most likely to benefit ELs at this ELP Level		
	Beginning	Intermediate	Advanced
Online Transadaptation of the Mathematics and ELA Assessment in Spanish	●	⊙	○
Text-to-Speech for the Mathematics and ELA Assessments in Spanish	●	⊙	○



Table 7 provides a list of Accommodations for ELs. The table describes the activities needed before, during, and after testing necessary to administer these accommodations appropriately. Accommodations for ELs must be pre-selected for the student in the SR/PNP. This information is included in the “before testing” guidance and the corresponding column in the SR/PNP file is also provided.

**Table 7: Accommodations for English Learners on Learning Renewal Interim Assessments**

Accommodation		Administration Guidelines
7a	<p><b>Word-to-Word Dictionary</b> (<i>English/Native Language</i>)</p> <p>(<i>SR/PNP Reference CF</i>)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have word-to-word dictionary selected.</li> <li>• <b>Materials:</b> Word-to-word dictionaries are provided to students by their school, based on those used by the student for routine classroom instruction.</li> </ul> <p><b>During Testing:</b> The student uses a published bilingual, word-to-word dictionary that does not include definitions, pronunciation, phrases, sentences, or pictures. The student should be familiar with the dictionary they will use during testing. Students should be given ample time to complete the test using the accommodation. 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>
7b	<p><b>General Administration Directions Read Aloud and Repeated in Student’s Native Language</b> (<i>by Test Administrator</i>)</p> <p>(<i>SR/PNP Reference CC</i>)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Identification for SR/PNP:</b> Student’s SR/PNP must have General Administration Directions Read Aloud and Repeated in Student’s Native Language selected. <ul style="list-style-type: none"> <li>○ A local translator fluent both in English and the student’s native language may translate and read the directions in the language of the student.</li> </ul> </li> <li>• <b>Test Administrator Training:</b> Test Administrators, or other qualified interpreters, providing the general administration directions in languages other than English must review the directions in advance in order to provide consistent transadaptations. Test Administrators providing this accommodation will ideally be literate and fluent in English, as well as in the student’s native language; or may collaborate with a local translator, if available.</li> </ul> <p><b>During Testing:</b> The Test Administrator, or other qualified interpreter, reads aloud the general administration instructions in the student’s native language. The student may request that directions be repeated. The student must be tested in a separate setting.</p>

Accommodation		Administration Guidelines
7c	<p><b>General Administration Directions Clarified in Student's Native Language</b> (by Test Administrator)</p> <p>(SR/PNP Reference CB)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student's SR/PNP must have General Administration Directions Clarified in Student's Native Language selected.</li> <li>• <u>Test Administrator Training</u>: Test Administrators providing this accommodation should be literate and fluent in English, as well as in the student's native language.</li> </ul> <p><b>During Testing:</b> 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; or Test Administrator may be assisted by a translator who speaks the language of the student, if available.</p>
7d	<p><b>Extended Time</b></p> <p>(SR/PNP Reference CK)</p>	<p><b>Before Testing:</b> <u>Identification for SR/PNP</u>: Student's SR/PNP must have extended time selected.</p> <p><b>During Testing:</b> Students have until the end of the school day to complete a test 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 by the end of the school day.</p>

## Appendix A: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses

Scribing a student’s responses by an adult Test Administrator is a response accommodation that allows students to provide test responses to an adult Test Administrator who types the responses directly onto the assessment for the student. Students receiving the scribe accommodation may respond to assessment items either:

- verbally,
- using a speech-to-text device or other augmentative/assistive communication device (e.g., picture/word board),
- signing (e.g., American Sign Language, signed English, Cued Speech),
- gesturing,
- pointing, or
- eye-gazing

**Note:** Scribing may include “dragging and dropping” selected response items, as appropriate.

The scribe accommodation is appropriate for students with a physical disability that *severely limits or prevents* the student’s motor process of writing, typing, or recording responses during testing. This includes students with reduced ability to record responses due to pain, fracture, paralysis, loss of function, or loss of endurance, as well as students whose handwriting is indecipherable or illegible. Scribes are also an appropriate accommodation for students who have a documented disability in the area of written expression which results in significant interference in their ability to express their knowledge in writing/keyboarding, even after varied and repeated attempts to teach the student to do so.

If a student requires a scribe due to an ongoing inability to express his or her responses through writing/keyboarding, this should be documented in evaluation summaries from locally-administered diagnostic assessments, and must be listed in the student’s IEP or 504 plan. The student should be receiving ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 Plan Coordinator.

The use of a scribe is permitted in the following the Learning Renewal Interim Assessments:

- Mathematics
- English language arts/literacy (ELA/L) assessments for Evidence Based Selected Response, and Technology Enhanced Constructed Response items
- English Language arts/literacy (ELA/L) Assessments for Prose Constructed Responses. **Note:** For this accommodation, refer to selection and administration guidelines in the *Accessibility Features and Accommodations Manual*

### Qualifications of the Scribe

Individuals who provide the scribe accommodation to a student must:

- be trained by the school or district, as indicated in the Test Administrator Manuals;
- sign a Security Agreement Form; and
- be fluent in receptive and expressive American Sign Language (ASL), signed English, or other sign system, for students who are deaf or hard of hearing.

Preferably, the scribe will already be familiar with and have experience scribing for the student. If the scribe is unfamiliar with the student, then scribe and student should have the opportunity to practice the scribing process together prior to taking the assessment.

### **Administering the Scribe Accommodation**

- A scribe may administer the scribe accommodation only to one student at a time during a test session. The student must be tested in a separate setting.
- The scribe must transcribe responses verbatim from the student, and may not prompt or question the student, or correct a student's responses. The scribe may ask the student to restate (or sign) words or parts, as needed.
- A student using a scribe must be given the same opportunity as other students to plan and draft a constructed response. The scribe may write an outline, plan, or draft exactly as directed by the student without any cueing and guidance to the student.
- The scribe should be informed of the preferred method or format for recording the student's response before the date of the assessment. During testing, the student may dictate constructed responses either:
  1. Directly to a human scribe who records the responses at the time they are given (computer-based and braille testing)
  2. Into a speech-to-text converter (e.g., voice recognition software), augmentative communication device, or assistive technology device to be transcribed by the scribe at a later time into the online testing platform. A student must be given the opportunity to review and edit his or her responses before they are finalized into the online testing platform.
- When using a speech-to-text converter, augmentative communication device, or other assistive technology device, hard copies of the student's response must be printed out for transcription purposes unless the device being used does not have the capability to print. In cases where printing a response is not possible, scribing must take place as the student dictates or otherwise produces the response. All electronic files must be deleted immediately after the testing session.
- The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by student, even if a change is incorrect. All changes must be made during the test session.

### **Additional Guidelines for the English language arts/literacy (ELA/L) Assessment—Prose Constructed Responses**

#### **Capitalization and Punctuation**

For the English language arts/literacy (ELA/L) Assessment—Prose Constructed Responses only, the student is responsible for all capitalization and punctuation. This can be accomplished either after testing or during testing using one or more of the following Rules for Punctuation:

1. After dictation: The student can dictate the entire response at one time. The scribe will write/type the response without capitalization and punctuation. When the student is finished dictating, the scribe will show the response to the student. The student will tell the scribe which letters are to be capitalized and where punctuation should be added.

2. During dictation: The student may add capitalization and punctuate as he/she dictates.
  - a. For example, when stating the sentence “The fox ran.” The student will say, “Capital T, the fox ran, period”
  - b. If a sentence includes other punctuation, for example a comma, the student must indicate the comma. For example, when stating, “The boy bought apples, oranges, and bananas.” The student will say, “Capital T, the boy bought apples, comma, oranges, comma, and bananas, period”

Students must be given the opportunity to proofread their responses, even if they provide capitalization and punctuation during dictation.

### Rules for Capitalization

The scribe can automatically capitalize in these cases:

1. The scribe should capitalize the first letter of a sentence if the student has indicated the punctuation in the previous sentence. For example, if the student said, “Capital T, the fox ran, period. The fox jumped, period.” The scribe would write “The fox ran. The fox jumped.”
2. The first word in a new paragraph when students have indicated for the scribe to begin a new paragraph.

The student must specify capitalization in the following cases:

1. The first letter of a sentence, if the student has not indicated punctuation in the previous sentence. For example, if the student said, “Capital T, the fox ran, the fox jumped, period.” The scribe would write “The fox ran the fox jumped.”
2. Other capitalization (e.g., capitalization of proper nouns, acronyms, etc.)

### Scribe Parameters during the Assessment

The following scribing practices are acceptable:

- The scribe may ask “Are you finished?” Or “Is there anything you want to add or delete?”
- The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” The scribe may indicate “no.”
- If the student requests that the scribe read a response that was already dictated, the scribe must read what the student dictated previously in an even voice, being careful not to cue the student to errors.

The following scribing practices are unacceptable:

- The scribe cannot influence the student’s response in any way.
- The scribe cannot give the student specific directions, clues, or prompts; e.g., “First, set the equations equal to one another;” or “Make sure that the equation is set equal to zero.”
- The scribe cannot tell the student if his/her answer is correct or incorrect.
- The scribe cannot answer a student’s questions related to the content; e.g., “Is this the right way to set up the problem?” Or “Can you tell me what this word means?”
- The scribe cannot alert the student to mistakes he/she made during testing.

### Special Considerations When Scribing for a Student Who Uses Sign Language or Cued Speech

- The scribe for a student who signs their responses must be fluent in ASL, signed English, or other sign systems the student uses.
- When responses are dictated by a student using American Sign Language (or other signed system), the scribe may ask clarifying questions regarding the use of classifiers. Classifiers give descriptive information about a noun or verb such as location and kind.

- The scribe will write the student’s responses in English. The transcription of ASL will not be done in a word-to-word format, but instead will be written in English without changing or enhancing the meaning of the content, adding information, or explaining concepts unknown to the student (e.g., student signs “HOUSE WHITE LIVE THERE ME.” Scribe writes “I live in the white house.”)
- Scribe must follow all other acceptable scribing practices.

### **Use of Speech-to-Text/Voice-Recognition Software/Devices**

Speech-to-text conversion, or voice recognition, software allows students to dictate responses into their computer microphone and have the responses converted to printed text. For this accommodation, students will use their own assistive technology devices at a separate computer station equipped with speech-to-text/voice recognition software in order to respond to multiple-choice, open-ended items, and extended responses on the Learning Renewal Interim Assessments. Students who use voice recognition software routinely, and for whom this accommodation is listed in their IEP, may use speech-to-text/voice recognition software as an accommodation on the Learning Renewal Interim Assessments. Students must become familiar with the software and must have opportunities to practice using it prior to testing. It is also important that students who use speech-to-text devices be given the opportunity to develop planning notes using speech-to-text, and to view what they produce via speech-to-text.

Upon completion of a test, the student’s responses should be printed out and the guidelines for transcribing student responses followed.

### **Guidelines for Transcribing Student Responses (Braille testing only)**

A Test Administrator will transcribe a student’s response into TestNav.

If a student’s responses must be transcribed after test administration is completed, the following steps must be followed:

- At least two persons must be present during any transcription of student responses. One of these persons will be the transcriber, and the other will be an observer confirming the accuracy of the transcription. Only an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness, or someone working under the direct supervision of an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student’s responses into TestNav.

The student’s response must be transcribed verbatim into TestNav.

### **Procedures for Transcribing Student Responses for Computer-Based Testing**

All student responses must be entered into TestNav during the test session by the Test Administrator.

### Constructed Response Items

Students who require use of a speech-to-text converter, augmentative communication device, or assistive technology device will need constructed responses transcribed into TestNav by a Test Administrator. In these situations, the following steps must be followed.

- As the student encounters constructed responses, he/she should use his/her device to respond to the questions.
- Once the student completes their answer, the Test Administrator should transcribe the response into TestNav exactly as the student wrote it.
- At least two persons must be present during any transcription of student responses. One of the individuals must be an authorized Test Administrator.
- The student's responses must be transcribed verbatim into TestNav. (See note above about scribing signed responses in English).
- Once all items have been transcribed, the Test Administrator will submit the test.
- After transcription is complete, all original student responses that were printed from an assistive technology device must be securely shredded.

## Appendix B: Text-to-Speech Guidance for Reading Interim Assessments

### *Individualized Education Program (IEP) or 504 Plan Decision-Making Tool*

Directions: This tool has been developed to assist IEP teams and 504 Plan Coordinators in identifying students who may be appropriate candidates to receive the accommodation for text-to-speech (computer-based) for the reading interim assessment.

**Student's Name:** \_\_\_\_\_ **D.O.B:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**School/Program:** \_\_\_\_\_ **State ID #/Local ID#:** \_\_\_\_\_

**District:** \_\_\_\_\_ **State:** \_\_\_\_\_

IEP Team Members or 504 Plan Coordinator/Staff		
Title	Name	Date
IEP team Chairperson or 504 Coordinator:		
Special Education Teacher(s):		
General Education Teacher(s):		
IEP team member(s) qualified to interpret reading evaluation results:		
Parent(s)/Guardian:*		
Student (if a team participant):		
Other IEP team member(s):		
<b>Verification of Parent/Guardian Notification (optional):*</b> _____ (Parent/Guardian Initials) <i>I have been informed by my child's school that my child will receive a text-to-speech accommodation for a reading interim assessment.</i>		

\* If the parent/guardian does not initial this form, the school should attach documentation of notification to the parent and date of notification to this form regarding the decision to provide the text-to-speech accommodation to the student, and keep this form with the student's records.

If all guidelines listed are met, and the student is given the **text-to-speech accommodation** for the reading interim assessment, he/she will receive a valid score on the assessment. If all guidelines are not met, and the student is given the **text-to-speech** accommodation on a reading interim assessment, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results; i.e., the student would be considered a "non-participant" for the reading interim assessment.



Guidelines for IEP Team or 504 Plan Consideration	Additional Guidance	Agree/ Disagree
The student has an Individualized Education Program (IEP) or 504 plan.	Student has an approved IEP or current 504 plan.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
<p>In making decisions on whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators are instructed to consider whether the student has:</p> <ul style="list-style-type: none"> <li>Blindness or a visual impairment and has not yet learned (or is unable to use) braille;</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>A disability that <i>severely limits or prevents</i> him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text);</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation.</li> </ul>	<p>For the screen reader accommodation, the IEP team or 504 Plan Coordinator must determine whether the student is blind or has a visual impairment and has not yet learned (or is unable to use) braille.</p> <p>For the <b>dynamic text-to-speech accommodation</b>, the IEP team or 504 Plan Coordinator must determine whether the student has a disability that <i>severely limits or prevents</i> him or her from decoding text.</p> <p>This accommodation is not intended for a student reading somewhat (i.e., moderately) below grade level.</p> <p>The IEP or 504 plan must document objective evidence from a variety of sources (including state assessments, district assessments, AND one or more locally-administered diagnostic assessments or other evaluation) that indicate that the student’s ability to decode text is severely limited or prevented or that the student is blind or visually impaired and has not yet learned (or is unable to use) braille.</p>	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
<p>Before listing the accommodation in the student’s IEP or 504 plan, teams and plan coordinators should also consider whether:</p> <ul style="list-style-type: none"> <li>The student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter;</li> <li>The student’s inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments; or</li> <li>The student receives ongoing, intensive instruction and/ or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading.</li> </ul>		<input type="checkbox"/> Agree <input type="checkbox"/> Disagree

List the data and/or evaluation sources that were used to document the decision to give the text-to-speech accommodation to the student on the reading interim assessment(s):

1) Name of Diagnostic Evaluation or Educational Assessment: \_\_\_\_\_

Name and Title of Test Administrator: \_\_\_\_\_

Most Recent Testing Date: \_\_\_\_\_

Score(s): \_\_\_\_\_

Provide a Summary of the Results: \_\_\_\_\_

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2) Name of Diagnostic Evaluation or Educational Assessment: \_\_\_\_\_

Name and Title of Test Administrator: \_\_\_\_\_

Most Recent Testing Date: \_\_\_\_\_

Score(s): \_\_\_\_\_

Provide a Summary of the Results: \_\_\_\_\_

3) List any additional assessment data, scores, and/or evaluation results that were used to guide the decision-making process for IEP teams or 504 Plan Coordinators regarding the text-to-speech accommodation for the reading assessment(s):

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List the instructional interventions and supports specifically related to reading that are currently provided through daily instruction to the student:

- Intensive reading interventions have been provided to the student for \_\_\_\_\_ years.
- List the specific school years and frequency \_\_\_\_\_
- Describe and list the specific reading intervention(s) provided to the student: \_\_\_\_\_

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**List any additional relevant information regarding the student:**

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## Appendix C: Learning Renewal Interim Assessments for Students with Visual Impairment, Including Blindness

### Learning Renewal Interim Assessments and Students with Visual Impairment, Including Blindness

#### I. Purpose of this Guidance

The Learning Renewal Interim Assessments are provided online and braille. This document is for Test Coordinators, Test Administrators, test transcribers and teachers to clarify issues and potential questions for students with visual impairments, including Blindness. All accommodations must be documented in the student’s Individualized Education Program (IEP) or 504 plan.

#### II. Frequently Asked Questions (FAQ)

##### 1. Who is an Eligible Test Administrator?

In general, the following individuals may serve as a Test Administrator:

- Individuals employed by the District as teachers
- District and school-level administrators
- Other certified educational professionals

Refer to the *Test Coordinator Manual* for Test Administrator qualifications for ISBE. Eligible Test Administrators and proctors must attend training and follow test procedures and protocol.

##### 2. What is included in the braille version of the test? What additional materials do I need?

Braille versions of the tests are used by students who have this presentation format identified in their IEPs or 504 plans for instruction and assessment. Additional materials needed must be documented in the student’s IEP or 504 plan, except for the following items:

- Test Administrator Manual
- No. 2 pencils with erasers
- Blank scratch paper
  - Blank scratch paper may include: abacus, slate, stylus, Braille Math Window or Brannan Cubarithm.
- Highlighter
- Graph paper
- Calculator
  - Use of a grade-level appropriate calculator is available to all students during designated portions of the mathematics assessment.
  - Students who have calculators identified as a needed accommodation in an IEP or 504 plan may use the calculator on all portions of the mathematics assessment.

For more information about prerequisite skills, refer to the Technology Skills Checklist below.

### Screen Enlargement

The online Learning Renewal Interim Assessments come with a built-in magnifier that can be used by all students at any time during the assessment period. This magnifier is intended to enlarge small areas of the screen so that a student can get a closer look at a visual image such as a picture or graphic. The built-in magnifier cannot be increased or decreased and students will not be able to select answers or interact with the text that is magnified with the built-in tool. For students with a visual impairment that require screen enlargement for access, it is recommended that they use third-party access technology, such as ZoomText or MAGic or other third-party access technology that conforms with UAAG (User Agent Accessibility Guidelines), and supports content that is coded to comply with the Web Content Accessibility Guidelines (WCAG) and the Accessible Rich Internet Applications (ARIA) recommendations from the World Wide Web Consortium (W3C). Again, any third-party access technology used during the assessment should be familiar to the student and used during instruction.

Students may also use screen enlargement capabilities that are built into web browsers. Note, that some graphical information may become “pixelated” at very high magnification. Students and teachers should explore the Practice Items with enlargement in order to determine the efficacy of using the browser-based enlargement in a testing environment.

For more information about prerequisite skills, refer to the Technology Skills Checklist below.

### Color Contrast

The TestNav system provides a built-in method for changing the color contrast settings and is available to all students. Currently, the available choices are Black on Cream, Black on Light Blue, Black on Light Magenta, White on Black, Light Blue on Dark Blue or Gray on Green. Color contrast settings can also be adjusted through a screen enlargement program, such as ZoomText or MAGIC.

### Brailers and Braille Note-takers

Students who are accustomed to using a brailier, slate and stylus or a braille note-taker to produce work during instructional activities will be able to do so with the online test. In these cases, the student will produce their answers and transcribe them into TestNav or have them transcribed into the TestNav.

#### 3. Who can transcribe the tests?

Only an Eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness or someone working under the direct supervision of an Eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student’s responses into TestNav.

Answers written on braille paper must be transcribed into TestNav. If responses are written on an electronic braille note-taker, they should be printed and transcribed into TestNav. The file in the electronic braille note-taker must be deleted following successful transcription of the student’s responses. **Note:** A student response can be embossed for their reviews, after which copies must be securely shred after transcription.

### III. Testing Materials

English Language Arts/Literacy (ELA/L)	
Materials	Braille
Included with the Test	<ul style="list-style-type: none"> <li>• Instructions for braille administration, including Test Administrator scripts (Print from <a href="http://il.mypearsonsupport.com">il.mypearsonsupport.com</a>)</li> <li>• Braille test booklet or answer document with embedded tactile graphics (certain forms)</li> <li>• Picture descriptions</li> </ul>
Additional Materials Needed	<ul style="list-style-type: none"> <li>• Test Administrator Manual</li> <li>• Braille Test Administrator Process Document</li> <li>• Braille Test Administrator Document and Answer Sheets</li> <li>• District scope and sequence</li> <li>• No. 2 pencils with erasers</li> <li>• Other materials included in student's IEP or 504 plan, such as braille writing devices</li> </ul>

Mathematics	
Materials	Braille
Included with the Test	<ul style="list-style-type: none"> <li>• Instructions for braille administration, including Test Administrator Scripts (Print from <a href="http://il.mypearsonsupport.com">il.mypearsonsupport.com</a>)</li> <li>• Braille test booklet or answer document with embedded tactile graphics</li> <li>• Braille Mathematics Reference Sheet</li> <li>• Grade-level appropriate braille protractor (if needed)</li> <li>• Grade-level appropriate braille ruler – measures in US customary and metric (if needed)</li> </ul>
Additional Materials Needed	<ul style="list-style-type: none"> <li>• Test Administrator Manual</li> <li>• Braille Test Administrator Process Document</li> <li>• Braille Test Administrator Document and Answer Sheets</li> <li>• District scope and sequence</li> <li>• No. 2 pencils with erasers</li> <li>• Braille writing devices, such as a Perkins Brailier or an electronic braille note-taker</li> <li>• Grade-level appropriate braille ruler – measures in US customary and metric</li> <li>• Grade-level appropriate braille protractor</li> <li>• Grade-level appropriate tactile compass</li> <li>• Grade-level appropriate calculator – four-function, scientific or five-function</li> <li>• Braille materials that can be used as scratch paper</li> <li>• Cranmer Abacus</li> <li>• Braille Math Window</li> <li>• Brannan Cubarithm</li> </ul>

## Personal Needs Profile and Ordering Braille

The Personal Needs and Preferences (PNP) Profile is used to gather information regarding a student's testing condition, materials, or accessibility features and accommodations that are needed to take the Learning Renewal Interim Assessments. All students who require braille (tactile graphics are included with the braille test booklet or answer document) must be registered through the student registration file import process and placed into an Online session. The student will use a hard-copy braille book for the assessments, with answers being transcribed into TestNav. All braille kits must be ordered via the additional orders process in PearsonAccess<sup>Next</sup>.

## Appendix D: Guidance for Selecting and Administering the Extended Time Accommodation

### What is the Extended Time Accommodation?

Extended time is a provision which expands the allowable length of time to complete assignments, tests, and activities, and may also change the way the time is organized. For the Learning Renewal Interim Assessment, this accommodation provides additional time for a student to complete the interim assessments beyond the class period allotted for the test. Students with disabilities, students who are ELs, and students who are ELs with disabilities are eligible to receive the Extended Time Accommodation. The Extended Time Accommodation allows a student to have up to a single day to complete a single test. Tests may not extend beyond one school day.

### Who can benefit from the Extended Time Accommodation?

The extended time accommodation is most beneficial for students who routinely need more time than is generally allowed to complete activities, assignments, and tests. Extra time may be needed:

- To process written text (e.g., for a student who processes information slowly).
- To write (e.g., for a student with limited dexterity).
- To use other accommodations or augmentative devices (e.g., audio materials, or a scribe).

### Planning and Logistics for Administering the Extended Time Accommodation

Students who require this accommodation should need to take the test in a separate setting to minimize disruptions, especially if classrooms or the computer lab are scheduled for successive testing sessions. The planning process includes consideration of additional accommodations, available technology, physical space, and personnel coverage, all of which will need to be determined well in advance of testing.

### Procedure for Ending the Extended Time Accommodation with Students

Students with extended time accommodations must be given a test in a continuous block of time and may not be brought back to that at a later time. If the Test Administrator observes that the student is no longer productively engaged, an inquiry may be made regarding testing status. Once the extended time provision is exhausted, the Test Administrator should proceed to the next test or end the testing process.