

## Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based Illinois Assessment of Readiness and Illinois Science Assessment

### Students who may participate in a Paper-Based Illinois Assessment of Readiness and Illinois Science Assessment

Although the Illinois Assessment of Readiness and Illinois Science Assessment are Computer-Based Tests (CBT) using an online testing platform, there may be specific instances which require a student to take a Paper-Based Test (PBT) assessment instead. The following conditions may result in a school choosing to administer a paper-based assessment:

- Condition #1: A student is unable to use a computer due to the impact of his or her disability. The student's inability to participate in computer-based assessments should be documented in an Individualized Education Program (IEP), Individual Service Plan (ISP), or 504 plan.
  - Examples may include:
    - A student with a disability who cannot participate in the online assessment due to a health-related disability, neurological disorder, or other complex disability, and/or cannot meet the demands of a computer-based test administration;
    - A student with an emotional, behavioral, or other disability who is unable to maintain sufficient concentration to participate in a computer-based test administration, even with test accommodations;
    - A student with a disability who requires assistive technology that is not compatible with the testing platform.
- Condition #2: A student who recently entered the school and has had very little or no prior experience or familiarity with technology.
- Condition #3: The school is providing paper-based assessments for its students as the primary mode of administration.
- Condition #4: A student who is unable to access an online assessment due to religious beliefs.

There are a few accessibility features that must be pre-selected for the student in the AUT. Accommodations for students with disabilities and/or ELs must be pre-selected for the student in the AUT. When needed for the paper-based accessibility feature or accommodation, this information is included in the "before testing" guidance and the corresponding column in the AUT file is also provided.

Refer to the *Accessibility Features and Accommodations Manual* for additional information concerning test administration considerations, accessibility features, and accommodations.

**Table A1: Accessibility Features for All Students Taking Paper-Based Assessments**

Table A1 includes Features for All Students &amp; Accessibility Features Identified in Advance.

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<b>Answer Masking</b>	<b>External Masking Cards (Visual Aids/Organizers)</b>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li><u>Materials:</u> Test Proctor provides student with blank masking cards.</li> </ul> <p><b>During Testing:</b> The student may cover or uncover answer options with external blank masking cards as needed.</p>
<b>Audio Amplification</b>	<b>Auditory Aids</b>	<p><b>Before Testing:</b> The student brings familiar auditory aid to the test administration.</p> <p><b>During Testing:</b> The student uses amplification device assistive technology (e.g. FM System), noise buffers, or white noise machines (provided by the school or student).</p>
<b>Bookmark</b>	<b>Place Markers (Visual Aids/Organizers)</b>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li><u>Materials:</u> Test Proctor provides student with place markers.</li> </ul> <p><b>During Testing:</b> The student uses non-sticky place markers to “bookmark” items to review later. All place markers <u>must</u> be removed before test booklet or answer document is submitted for scoring.</p>
<b>Color Contrast (Background/Font Color)</b>	<b>Colored Overlays</b>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li><u>Identification for AUT:</u> Test Proctor provides student with colored overlays.</li> </ul> <p><b>During Testing:</b> The student uses colored overlays when taking the assessment. The color is pre-selected and should match what is currently used during instruction.</p>
<b>Closed Captioning of Multimedia on the ELA/Literacy Assessments</b>	N/A	N/A

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p><b>Blank Scratch Paper</b></p> <p><i>(provided by Test Proctor)</i></p>	<p>Same as CBT</p>	<p><b>Before Testing:</b> Test Proctors must supply at least one page of blank scratch paper (i.e., either unlined, lined, or graph) per student, per unit. 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 (lined, un-lined, 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 Proctors 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>
<p><b>Eliminate Answer Choices</b></p>	<p><b>Writing Instrument</b></p>	<p><b>During Testing:</b> The student may use removable markers (e.g. small strips of paper) to indicate that they are eliminating an answer. Placing any stray marks in the answer area may conflict with accurate scoring.</p> <p><b>After Testing:</b> The Test Proctor ensures no small strips of paper are still in the booklets.</p>
<p><b>General Administration Directions Read Aloud and Repeated as Needed</b></p> <p><i>(by Test Proctor)</i></p>	<p>Same as CBT</p>	<p><b>During Testing:</b> The Test Proctor reads aloud the general administration directions only. A student may raise his or her hand and request the directions be repeated.</p>
<p><b>General Administration Directions Clarified</b></p> <p><i>(by Test Proctor)</i></p>	<p>Same as CBT</p>	<p><b>During Testing:</b> The Test Proctor clarifies general administration directions only. No passages or test items may be clarified.</p>
<p><b>Highlight Tool</b></p>	<p><b>Highlighter</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li><b>Materials:</b> Test Proctor provides student with highlighter(s). Multiple colors may be provided.</li> </ul> <p><b>During Testing:</b> The student highlights text as needed to recall and/or emphasize. Multiple colors may be provided.</p>

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
Headphones or Noise Buffers	Same as CBT	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li><u>Materials:</u> Test Proctor provides student with headphones.</li> </ul> <p><b>During Testing:</b> The student uses headphones or noise buffers to minimize distraction or filter external noise during testing. If headphones are used only as noise buffers, they should not be plugged into the student's device.</p>
Line Reader Mask Tool	<b>Straight Edge</b> <i>(Visual Aids/ Organizers)</i>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li><u>Materials:</u> Test Proctor provides student with blank straight edge.</li> </ul> <p><b>During Testing:</b> The student uses a blank straight edge as he or she reads and follows along with the text.</p>
Magnification/ Enlargement Device	Magnification/ Enlargement Device	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li><u>Materials:</u> Test Proctor provides student with magnification/enlargement device.</li> </ul> <p><b>During Testing:</b></p> <ul style="list-style-type: none"> <li>The student uses external magnification or enlargement devices to increase the font or graphic size (e.g., projector, closed circuit television (CCTV), eye-glass mounted or hand-held magnifiers, electronic magnification systems, etc.).</li> </ul>
Note Pad	Blank Scratch Paper	See Blank Scratch Paper
Pop-up Glossary	Glossary in Footnotes	<p><b>During Testing:</b> The student refers to a glossary of pre-selected, construct-irrelevant words in the footnotes of the paper-based test.</p>
<b>Redirect Student to the Test</b> <i>(by Test Proctor)</i>	Same as CBT	<p><b>During Testing:</b> The Test Proctor 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 Proctor 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>
Spell Check or External Spell Check Device	External Spell Check Device	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li><u>Materials:</u> Test Proctor provides student with external spell check device.</li> </ul> <p><b>During Testing:</b> The student uses an external spell check device. Device may not have embedded grammar check, connect to the internet, or save information.</p>

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p><b>Student Reads Assessment Aloud to Self</b></p> <p><i>(AUT Column Reference BF)</i></p>	<p><b>Same as CBT</b></p>	<p><b>During Testing:</b> The student reads aloud the assessment to themselves. Students may use an external device such as a whisper phone. The student must be tested in a separate setting.</p>
<p><b>Text-to-Speech for the Mathematics Assessments</b></p>	<p><b>Human Reader</b></p> <p><i>(AUT Column References AG, AH)</i></p>	<p>See Human Reader</p>
<p><b>Human Reader or Human Signer for the Mathematics and Science Assessments</b></p> <p><i>(AUT Column References BA, BB)</i></p> <p>Human Read Aloud Paper Kits no longer available on IAR or ISA.</p>	<p><b>Same as CBT</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for AUT:</u> Student’s AUT must have Paper - English or Paper - Spanish selected.</li> <li>• <u>Materials:</u> One copy of the student test booklet and answer document and one additional order copy of a test booklet.</li> <li>• <u>Test Proctor Training:</u> Test Proctors providing this accessibility feature must review: <ul style="list-style-type: none"> <li>o <a href="#">Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy Assessments, and the Human Reader Accessibility Feature for Mathematics and Science Assessments.</a></li> <li>o <a href="#">Appendix J: Human Signer Guidelines</a> (signers only).</li> <li>o <a href="#">Appendix K: Illinois Assessment of Readiness and Illinois Science Assessment for Students with Visual Impairment, Including Blindness.</a></li> </ul> </li> </ul> <p><b>During Testing:</b> A Test Proctor (Human Reader or Human Signer) reads aloud to a student Instructions from Appendix B and test booklet. The student must be tested in an individual or small group setting. Small groups should only be used if all students are able to work at approximately the same pace.</p> <p><b>After Testing:</b> Test Coordinators are responsible for returning test booklets used by the Test Proctor with the non-scorable materials.</p>
<p><b>Writing Tools</b></p>	<p><b>Writing Instrument</b></p>	<p><b>During Testing:</b> The student uses a writing instrument on written responses to underline, bold, or add bullets for formatting.</p>

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p><b>Online Transadaptation of the Mathematics or Science Assessment in Spanish</b></p> <p><i>(AUT Column Reference AL)</i></p>	<p><b>Paper-Based Edition of the Mathematics or Science Assessment in Spanish</b></p> <p><i>(AUT Column Reference BB)</i></p>	<p>Paper-Based Edition of the Mathematics or Science Assessment in Spanish</p>
<p><b>Paper-Based Edition of the Mathematics or Science Assessment in Spanish</b></p> <p><i>(AUT Column Reference BB)</i></p>	<p><b>Paper-Based Edition of the Mathematics or Science Assessment in Spanish</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for AUT:</u> Student's AUT must have Paper-Based Edition in Spanish selected.</li> <li>• <u>Materials:</u> Paper-Based Edition of the Mathematics or Science Assessment. Based on individual state policy, the mathematics or science assessment may be translated into additional languages.</li> <li>• <u>Test Proctor Training:</u> For ELs with disabilities, administrators must review the following: <ul style="list-style-type: none"> <li>o <a href="#">Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based Illinois Assessment of Readiness and Illinois Science Assessment.</a></li> <li>o Test Proctors 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> </li> </ul> <p><b>During Testing:</b> The student takes a paper-based mathematics or science assessment in Spanish (or other native language as requested). Spanish kits for paper-based assessment include an English version of the test booklet and math tools so the test can be administered in a bilingual format. Responses must be entered on the Spanish answer document for responses provided in Spanish to be scored.</p> <p><b>Note:</b> If the student is also receiving a human reader accessibility feature, the test can be read aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish).</p>

## Administrative Considerations for All Students

Detailed guidelines on the administration of the IAR/ISA will be included in the *Test Administration and Proctoring Manual* and the *Test Coordinator Manuals*.

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 has the authority to schedule students in testing 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 Administration and Proctoring Manual* and *Test Coordinator Manuals*. 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.

In accordance with principles of universal design for assessment, ISBE is providing the following administrative guidance regarding the timing and scheduling of assessments, and setting/locations for testing. These administrative considerations are available to all students. The principal 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 A2: Administrative Considerations for All Students Taking Paper-Based Assessments, at School's Discretion**

<b>PBT Administrative Consideration</b>	<b>Description</b>
<b>Small Group Testing</b> <i>(AUT Column Reference BE)</i>	Student is tested in a separate location with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate.
<b>Time of Day</b>	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).
<b>Separate or Alternate Location</b> <i>(AUT Column Reference BC)</i>	Student is tested in a specifically assigned location.
<b>Specified Area or Setting</b>	Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).
<b>Adaptive and specialized equipment or furniture</b>	Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).
<b>Frequent breaks</b> <i>(AUT Column Reference AE)</i>	<p>Guidance on logistics for administrating the IAR/ISA with frequent breaks:</p> <ul style="list-style-type: none"> <li>• <i>Medical Breaks:</i> Student takes a break due to pre-existing or sudden onset of a temporary or long-term medical condition. Student's testing time stops.</li> <li>• <i>Individual Bathroom Breaks:</i> Student requests a bathroom break within their overall allotted testing time. Student's testing time does not stop.</li> <li>• <i>In-Chair Stretch Break:</i> Student pauses and stretches. Student's testing time does not stop.</li> <li>• <i>Other Frequent Breaks,</i> according to state policy.</li> </ul>



**Table A3: Presentation Accommodations for Students with Disabilities Taking Paper-Based Assessments**

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Assistive Technology</b> <i>(Non-Screen Reader)</i></p> <p><i>(AUT Column Reference K)</i></p>	<p><b>Assistive Technology</b> <i>(external)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for AUT:</u> Student’s AUT must have Assistive Technology - Non-Screen Reader selected.</li> </ul> <p><b>During Testing:</b> Students may use a range of assistive technologies on the Illinois Assessment of Readiness and Illinois Science Assessment, including those that are used externally on a separate computer.</p> <p><b>After Testing:</b> Test Proctors are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Paper nonscorable student work must be securely shredded. Responses must be transcribed verbatim by a test proctor in a standard student test booklet or answer document. Only transcribed responses will be scored.</p> <p>Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> for protocol.</p>
<p><b>Screen Reader Version</b> <i>(for a student who is blind or visually impaired)</i></p>	<p><b>Hard Copy Braille Edition</b> <i>(AUT Column Reference N)</i></p>	<p>See Hard Copy Braille Edition</p>
<p><b>Refreshable Braille Display with Screen Reader Version for ELA/Literacy</b></p>	<p><b>Hard Copy Braille Edition</b> <i>(AUT Column Reference M)</i></p>	<p>See Hard Copy Braille Edition</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Hard Copy Braille Edition</b></p> <p><i>(AUT Column Reference N)</i></p>	<p><b>Hard Copy Braille Edition</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for AUT:</u> Student’s AUT must have Hard Copy Braille Edition selected.</li> <li>• <u>Materials:</u> Braille Kits are required for administration. Braille Kits include Test Proctor Braille Scripts, one copy of the student’s Hard Copy Braille Assessment, standard test booklet or answer document for transcription, and supplementary math materials (braille ruler, braille protractor) where appropriate.</li> <li>• <u>Test Proctor Training:</u> Test Proctors of students with visual impairments must review: <ul style="list-style-type: none"> <li>o Braille Kits, which will be provided to schools at least two full school days prior to testing in a *SECURE ENVIRONMENT* for the Test Proctor to verify that the braille code, Unified English Braille (UEB), is accurate on the test booklet cover and review the braille test administration scripts, including information specific to administering paper-based braille. Braille notes are inserted behind the cover of the first volume of the Braille test. <b>Important:</b> Reading, viewing, copying, or reproducing passages or test items is prohibited.</li> <li>o <a href="#">Appendix K: Illinois Assessment of Readiness and Illinois Science Assessment for Students with Visual Impairment, Including Blindness.</a></li> <li>o If needed by the student, braille test booklets or answer documents may be disassembled for testing (but must be reassembled for return). It is critical that Test Proctors count the number of pages in the test booklet or answer document prior to disassembling the test booklets or answer documents to help ensure that all pages are returned.</li> </ul> </li> </ul>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		<p><b>During Testing:</b> A student who is blind or has a visual impairment and is unable to take the computer-based test with a refreshable braille display may take the ELA/literacy, mathematics, and science assessments using the hard copy contracted braille edition.</p> <p>Tactile graphics are already embedded in the hard copy braille edition. For students using braille forms, the Test Proctor directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet or answer document.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed verbatim by a Test Proctor in a standard student test booklet or answer document, which is included in the Braille Test Kit. Only transcribed responses will be scored.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> for protocol.</li> <li>• Test Proctors are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Noncorable student work must be securely shredded.</li> <li>• If the braille test booklet or answer document was disassembled, it must be reassembled for return. To reassemble test booklets or answer documents, the Test Proctor may staple or binder clip all pages for return. Failure to return all pages will be considered a breach of security.</li> </ul>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Large Print Edition<sup>3</sup></b> <i>(AUT Column Reference AM)</i></p>	<p><b>Large Print Edition</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for AUT:</u> Student’s AUT must have Large Print Edition selected.</li> <li>• <u>Materials:</u> Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription, Test Proctor large print scripts and supplementary large print mathematics materials (large print ruler &amp; protractor), when appropriate.</li> <li>• <u>Test Proctor Training:</u> Test Proctors of students with visual impairments must review: <ul style="list-style-type: none"> <li>○ <a href="#">Appendix K: Illinois Assessment of Readiness and Illinois Science Assessment for Students with Visual Impairment, Including Blindness.</a></li> <li>○ <a href="#">Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based Illinois Assessment of Readiness and Illinois Science Assessment.</a></li> </ul> </li> </ul> <p><b>During Testing:</b> A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in a large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. In mathematics, students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. Test Proctors should refer to the Test Proctoring Scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		<p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed verbatim by a Test Proctor in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District Test Coordinator or School Test Coordinator.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> </ul>
<p><b>Paper-Based Edition</b> <i>(AUT Column References BA, BB)</i></p>	<p><b>Paper-Based Edition</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for AUT:</u> Student’s AUT must have Paper-Based Edition selected.</li> <li>• <u>Materials:</u> Paper-Based Edition of the assessment</li> <li>• <u>Test Proctor Training:</u> Test Proctors must review the following appendix for accessibility features and accommodations in a paper-based environment: <ul style="list-style-type: none"> <li>o <a href="#">Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based Illinois Assessment of Readiness and Illinois Science Assessment</a></li> </ul> </li> </ul> <p><b>During Testing:</b> For schools administering the computer-based assessments, a paper-based assessment is available for students who are unable to take a computer-based assessment due to a disability.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>ELA/Literacy Assessments, including items, response options, and passages</b></p> <ul style="list-style-type: none"> <li>• <b>Text-to-Speech</b></li> <li>• <b>American Sign Language (ASL) Video</b></li> <li>• <b>Human Reader/ Human Signer</b></li> </ul> <p><i>(AUT Column References BG, BD, AG, AJ)</i></p>	<p><b>ELA/Literacy Assessments, including items, response options, and passages</b></p> <ul style="list-style-type: none"> <li>• <b>Human Reader/ Human Signer</b></li> </ul> <p><i>(AUT Column References BD, AG, BA)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>Purpose:</b> The purpose of the Human Reader/ Human Signer accommodation for the ELA/ literacy assessment is to provide access to printed or written texts on the ELA/literacy assessments for a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment because their disability <i>*severely limits or prevents*</i> their ability to access printed text by decoding. This accommodation is not intended for students reading somewhat (i.e., only moderately) below grade level.</li> <li>• <b>Identification for AUT:</b> Student’s AUT must have Paper - English and Human Reader or Paper - English and Human Signer selected.</li> <li>• <b>Materials:</b> A copy of one student paper test booklet and answer document ordered through the AUT and one test booklet for the Test Proctor ordered through the additional orders process.</li> <li>• <b>Test Proctor Training:</b> Test Proctors providing this accommodation must review: <ul style="list-style-type: none"> <li>o <a href="#">Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy (ELA/L) Assessments, and the Human Reader Accessibility Feature for Mathematics and Science Assessments.</a></li> <li>o <a href="#">Appendix J: Human Signer Guidelines</a> (signers only).</li> <li>o <a href="#">Appendix K: Illinois Assessment of Readiness and Illinois Science Assessment for Students with Visual Impairment, Including Blindness.</a></li> </ul> </li> </ul>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		<p><b>During Testing:</b> A student receives an audio representation of the ELA/literacy assessment either through a Human Reader/Signer. For Human Reader, the Test Proctor will need to reference <a href="#">Appendix G: ELA Audio Guidelines</a>. <b>Note:</b> The student that has a Human Reader or Signer, the student must be tested in a separate setting.</p> <p><b>Important Guidelines on identifying students for these accommodations:</b></p> <p>IEP teams, ISP teams, and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive these accommodations on the ELA/literacy assessments.</p> <p>In making decisions on whether to provide a student with this accommodation, IEP teams, ISP teams, and 504 Plan Coordinators should consider whether the student has:</p> <ul style="list-style-type: none"> <li>• Blindness or a visual impairment and has not learned (or is unable to use) braille; OR</li> <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); OR</li> <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>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		<p>Before listing the accommodation in the student's IEP, ISP, or 504 plan, teams/coordinators should consider whether:</p> <ul style="list-style-type: none"> <li>• The student has access to printed text during routine instruction through a reader, other spoken-text audio format, or signer;</li> <li>• The student's inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments; and</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> <p>Decisions about who receives this accommodation will be made by IEP teams, ISP teams, and 504 Plan Coordinators. For a student who receives one of these accommodations, no claims should be inferred regarding the student's ability to demonstrate foundational reading skills (i.e., decoding and fluency).</p>
<p><b>American Sign Language (ASL) Video for the Mathematics Assessments</b></p>	<p><b>Human Signer for Mathematics</b> <i>(AUT Column Reference A)</i></p>	<p>See Human Signer for Mathematics</p>
<p><b>Human Signer for Test Directions</b> <i>(No ASL Video Option)</i></p>	<p><b>Same as CBT</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for AUT:</u> Student's AUT must have Human Signer for Test Directions selected.</li> <li>• <u>Test Proctor Training:</u> Human Signers must review: <ul style="list-style-type: none"> <li>o Test Proctor Scripts found on the Illinois Support Site <a href="https://il.mypearsonsupport.com">https://il.mypearsonsupport.com</a></li> <li>o <a href="#">Appendix J: Human Signer Guidelines</a> (signer only).</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 A4: Response Accommodations for Students with Disabilities Taking Paper-Based Assessments**

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Assistive Technology</b> <i>(Non-Screen Reader)</i></p> <p><i>(AUT Column Reference K)</i></p>	<p><b>Assistive Technology</b> <i>(external)</i></p> <p><i>(AUT Column Reference BA)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for AUT:</u> Student's AUT must have Paper - English and Human Scribe selected.</li> </ul> <p><b>During Testing:</b> Students may use a range of assistive technologies on the IAR/ISA, including those that are used externally on a separate computer.</p> <p><b>After Testing:</b> Test Proctors are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Paper nonscorable student work must be securely shredded. Responses must be transcribed verbatim by a Test Proctor in a standard student test booklet or answer document. Only transcribed responses will be scored.</p> <p>Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> for protocol.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Braille Note-taker</b></p> <p><i>(AUT Column Reference M)</i></p>	<p><b>Braille Note-taker</b></p> <p><i>(AUT Column Reference M)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for AUT:</u> Student’s AUT must have braille writer/Refreshable Braille Device 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. For students using braille forms, Test Proctor directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet or answer document.</p> <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 Proctor into the student’s standard student booklet. Only transcribed responses will be scored. Responses must be transcribed by a teacher of the visually impaired or a Test Proctor supervised by a teacher of the visually impaired.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> <li>• Test Proctors 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>
<p><b>Braille Writer</b></p> <p><i>(AUT Column Reference M)</i></p>	<p><b>Braille Writer</b></p> <p><i>(AUT Column Reference M)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for AUT:</u> Student’s AUT must have braille writer/refreshable braille device 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 IAR/ISA, grammar checker, internet, and stored file functionalities must be turned off. For students using braille forms, Test Proctor directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet or answer document.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		<p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Student responses generated using an electronic braille notetaker must be transcribed verbatim by a Test Proctor into the student’s standard test booklet or answer document. Only transcribed responses will be scored. Responses must be transcribed either by a teacher of the visually impaired or a Test Proctor supervised by a teacher of the visually impaired.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> <li>• Test Proctors 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>
<p><b>Calculation Device</b> <i>(on Calculator Sections of Mathematics Assessments)</i></p>	<p><b>Calculation Device</b> <i>(on Calculator Sections of Mathematics Assessments)</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>o Allowable calculators for the calculator accommodation on calculator sections: <ul style="list-style-type: none"> <li>▪ <u>Grades 3-5:</u> Four-function with square root and percentage functions.</li> <li>▪ <u>Grade 6-7:</u> Four-function with square root and percentage functions.</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 section of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Calculation Device and Mathematics Tools</b></p> <p><i>(on Non-Calculator Sections of Mathematics Assessments)</i></p> <p><i>(AUT Column Reference O)</i></p>	<p><b>Calculation Device and Mathematics Tools</b></p> <p><i>(on Non-Calculator Sections of Mathematics Assessments)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Purpose:</u> The purpose of the calculation device on the non-calculator sections 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). Specific guidelines for determining if this accommodation would be appropriate for a specific student, see the next page. For these students, a calculation device may be used on the non-calculator AND calculator sections of the mathematics assessments. The IEP, ISP, or 504 plan must specify which device(s) or manipulatives.</li> <li>• <u>Identification for AUT:</u> Student’s AUT must have Calculation Device and Mathematics Tools on Non-Calculator Sections selected. Any mathematical tools not included on the list may require state assessment office approval, depending on state policies. Check with your district/state contact if you have questions.</li> <li>• <u>Materials:</u> <ul style="list-style-type: none"> <li>o Allowable calculators for the calculator accommodation on non-calculator sections:           <ul style="list-style-type: none"> <li>▪ <u>Grades 3-5:</u> Four-function with square root and percentage functions.</li> <li>▪ <u>Grade 6-7:</u> Four-function with square root and percentage functions.</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>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		<ul style="list-style-type: none"> <li>o 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>▪ Abacus.</li> <li>▪ Square tiles.</li> <li>▪ Base 10 blocks.</li> <li>▪ 100s chart.</li> </ul> </li> <li>o A student with a visual impairment may need other mathematics tools, such as a large print ruler (embedded ruler is designed in 18 point font), braille ruler, tactile compass, or braille protractor. Note that braille mathematics kits will include the appropriate grade-level braille ruler and braille protractors.</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, ISP, or 504 plan must specify which device or manipulative) on the non-calculator sections of the mathematics assessments. If a talking calculator is used, the student must use headphones or be tested in a separate setting.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		<p><b>Important Guidelines for identifying students to receive this accommodation:</b></p> <p>IEP teams, ISP 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, ISP 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/ISP/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>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>ELA/Literacy Selected Response Options<sup>9</sup></b></p> <ul style="list-style-type: none"> <li>• Human Scribe</li> <li>• Human Signer</li> <li>• Assistive Technology Device</li> </ul> <p><b>Mathematics Response Options</b></p> <ul style="list-style-type: none"> <li>• Human Scribe</li> <li>• Human Signer</li> <li>• Assistive Technology Device</li> </ul>	<p><b>ELA/ Literacy Selected Response Options<sup>9</sup></b></p> <ul style="list-style-type: none"> <li>• Human Scribe</li> <li>• Human Signer</li> <li>• Assistive Technology Device</li> </ul> <p><b>Mathematics Response Options</b></p> <ul style="list-style-type: none"> <li>• Human Scribe</li> <li>• Human Signer</li> <li>• Assistive Technology Device</li> </ul>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• Identification for AUT: Student’s AUT must have Paper - English and Human Scribe or Paper - English, Human Scribe and Human Signer selected.</li> <li>• Test Proctor Training: Test Proctors providing the scribe accommodation must review: <ul style="list-style-type: none"> <li>○ <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</a></li> <li>○ <a href="#">Appendix J: Human Signer Guidelines</a> (signers only).</li> </ul> </li> <li>• <b>Note:</b> Check ISBE policy in Appendix B of the <i>Test Coordinator Manual</i> to see if there are additional requirement for the use of the Human Scribe accommodation for ELA/ Literacy.</li> </ul> <p><b>During Testing:</b> Student dictates responses either verbally, using an external Speech-to-Text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/ signer may not change, embellish, or interpret a student’s responses when transcribing) into the student’s standard test booklet or answer document. Only transcribed responses will be scored.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> for protocol.</li> <li>• Test Proctors are responsible for collecting all paper 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>

<sup>9</sup> This accommodation applies to Evidence Based Selected Response, and Technology Enhanced Constructed Response items (not Prose Constructed Response items) on the English/language arts (ELA/L) assessments.

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>ELA/Literacy Constructed Response Options<sup>10</sup></b></p> <ul style="list-style-type: none"> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> <li>• <b>Assistive Technology Device</b></li> </ul>	<p><b>ELA/Literacy Constructed Response Options<sup>10</sup></b></p> <ul style="list-style-type: none"> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> </ul>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for AUT:</u> Student’s AUT must have must have Human Scribe and Paper - English or Human Scribe, Human Signer, and Paper - English selected.</li> <li>• <u>Materials:</u> External device provided by the student, if needed.</li> <li>• <u>Test Proctor Training:</u> Test Proctors providing the scribe accommodation must review: <ul style="list-style-type: none"> <li>o <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</a></li> <li>o <a href="#">Appendix J: Human Signer Guidelines</a> (signers only).</li> </ul> </li> <li>• <b>Note:</b> Check ISBE policy in <b>Appendix B</b> of the <i>Test Coordinator Manual</i> to see if there are additional requirement for the use of the Human Scribe accommodation for ELA/Literacy.</li> </ul> <p><b>During Testing:</b> Student dictates responses either verbally, using an external Speech-to-Text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration.</p>

<sup>10</sup> This accommodation applies to Prose Constructed Responses on the ELA/literacy assessments.



CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		<p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student’s responses when transcribing) into the student’s standard test booklet or answer document. Only transcribed responses will be scored.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> for protocol.</li> <li>• Test Proctors 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> <p><b>Important Guidelines for identifying students to receive these accommodations:</b></p> <p>IEP teams, ISP teams, and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. In making decisions whether to provide the student with this accommodation, IEP teams, ISP teams, and 504 Plan Coordinators should consider whether the student has:</p> <ul style="list-style-type: none"> <li>• A physical disability that <i>*severely limits or prevents*</i> the student’s motor process of writing through keyboarding;</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• A disability that <i>*severely limits or prevents*</i> the student from expressing written language, 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, ISP, or 504 plan, teams/coordinators should also consider whether:</p> <ul style="list-style-type: none"> <li>• The student’s inability to express in writing is documented in evaluation summaries from locally-administered diagnostic assessments;</li> <li>• The student routinely uses a scribe for written assignments; and</li> <li>• The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team, ISP team, or 504 Plan Coordinator.</li> </ul>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Monitor Test Response</b></p>	<p><b>Monitor Test Response</b></p>	<p><b>During Testing:</b> The Test Proctor monitors proper placement of student responses. This accommodation is to ensure that the student is marking the answer for the problem the student intends to answer. For example, a student may accidentally skip a question. The Test Proctor <b>*CANNOT*</b> assist the student in any way with respect to the content of the item.</p>
<p><b>Word Prediction External Device on the ELA/Literacy Assessment</b></p> <p><i>(AUT Column Reference K)</i></p>	<p><b>Word Prediction External Device on the ELA/Literacy Assessment</b></p> <p><i>(AUT Column Reference BA, AI)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for AUT:</u> Student’s AUT must have Paper - English and Human Scribe selected.</li> <li>• <u>Materials:</u> External Word Prediction Device and a paper student test booklet and answer document ordered through the initial orders process.</li> </ul> <p><b>During Testing:</b> The student uses an external word prediction device that provides a bank of frequently- or recently-used words on-screen after the student enters the first few letters of a word. The student must be familiar with the use of the external device prior to assessment administration. The device may not connect to the internet or save information.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Student responses generated using the External Word Prediction Device software must be transcribed verbatim by a Test Proctor into a scorable test booklet or answer document. Only transcribed responses will be scored.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> <li>• Test Proctors are responsible for collecting all nonscorable student work created using external word prediction device software. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.</li> </ul>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		<p><b>Important Guidelines for identifying students to receive this accommodation:</b></p> <p>IEP teams, ISP teams, and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation.</p> <p>In making decisions whether to provide the student with this accommodation, IEP teams, ISP teams, and 504 Plan Coordinators are instructed to consider whether the student has:</p> <ul style="list-style-type: none"> <li>• A physical disability that <i>*severely limits or prevents*</i> the student from writing or keyboarding responses;</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• A disability that <i>*severely limits or prevents*</i> the student from recalling, processing, and expressing written language, 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/ISP/504 plan, teams/coordinators are instructed to consider whether:</p> <ul style="list-style-type: none"> <li>• The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments;</li> <li>• The student routinely uses a word-prediction device or software during classroom writing assignments; and</li> <li>• The student receives ongoing, intensive instruction, and/or intervention in language processing and writing, as deemed appropriate by the IEP team/ISP team/504 Plan Coordinator.</li> </ul>
<p><b>Not Applicable</b></p>	<p><b>Answers Recorded in Test Book</b> <i>(AUT Column Reference J)</i></p>	<p><b>During Testing:</b> For students using test booklets and answer documents, the student records answers directly in the test booklet.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed exactly as written in the student's standard test booklet into the answer document. Only transcribed responses will be scored.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> for protocol.</li> </ul>

**Table A5: Timing & Scheduling Accommodation for Students with Disabilities Taking Paper-Based Assessment**

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Extended Time</b></p> <p><i>(AUT Column Reference AC)</i></p>	<p><b>Extended Time</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for AUT:</u> Student’s AUT must have extended time selected. The amount of time a student receives must be indicated in the student’s IEP, ISP, or 504 plan.</li> </ul> <p><b>During Testing:</b> Students have until the end of the school day to complete a single test unit 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 unit by the end of the school day.</p>

**Table A6: Guidance on Selection of Accommodations for English Learners on Illinois Assessment of Readiness and Illinois Science Assessment**

<b>Accommodations</b>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>Extended time</b>	highly recommended	recommended	highly recommended
<b>Word-to-Word Dictionary (English/Native Language)</b>	may not be appropriate	highly recommended	highly recommended
<b>Mathematics or Science Response Speech-to-Text</b> <b>Mathematics or Science Response Human Scribe</b>	highly recommended	recommended	may not be appropriate
<b>General Administration Directions Read Aloud and Repeated in Student's Native Language (by Test Proctor)</b>	highly recommended	recommended	may not be appropriate
<b>General Administration Directions Clarified as Needed in Student's Native Language (by Test Proctor)</b>	highly recommended	recommended	may not be appropriate
<b>Large Print Edition of the Mathematics or Science Assessment in Spanish</b>	highly recommended	recommended	may not be appropriate

<b>Accessibilities</b>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>Online Transadaptation of the Mathematics or Science Assessment in Spanish</b>	highly recommended	recommended	may not be appropriate
<b>Paper-Based Edition of the Mathematics or Science Assessment in Spanish</b>	highly recommended	recommended	may not be appropriate
<b>Text-to-Speech for the Mathematics or Science Assessments in Spanish</b> <b>Human Reader for the Mathematics or Science Assessments in Spanish</b>	highly recommended	recommended	may not be appropriate

Table A7 provides a list of ACCOMMODATIONS for ELs. The table describes the activities needed before, during, and after testing necessary to administer these accommodations appropriately.

**Table A7: Accommodations for English Learners Taking the Paper-Based Assessments**

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Extended Time</b></p> <p><i>(AUT Column Reference AC)</i></p>	<p><b>Extended Time</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for AUT:</u> Student’s AUT must have extended time selected. The amount of time a student receives must be indicated in the student’s IEP, ISP, or 504 plan.</li> </ul> <p><b>During Testing:</b> Students have until the end of the school day to complete a single test unit 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 unit by the end of the school day.</p>
<p><b>Word-to-Word Dictionary</b> <i>(English/ Native Language)</i></p> <p><i>(AUT Column Reference BJ)</i></p>	<p><b>Word-to-Word Dictionary</b> <i>(English/ Native Language)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for AUT:</u> Student’s AUT must have word-to-word dictionary selected.</li> <li>• <u>Materials:</u> 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, phrases, pronunciations, 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>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Mathematics Response</b></p> <ul style="list-style-type: none"> <li>• <b>Assistive Technology - Non Screen Reader</b></li> <li>• <b>Human Signer</b></li> </ul> <p><i>(AUT Column References K, A)</i></p>	<p><b>Mathematics Response</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe/ Human Signer</b></li> </ul>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for AUT:</u> Student’s AUT must have Paper - English and Human Scribe or Paper -English, Human Scribe, and Human Signer selected.</li> <li>• <u>Materials:</u> If student uses software, a separate computer will be needed in addition to the computer used to administer the test. An external device may also be brought to the assessment.</li> <li>• <u>Test Proctor Training:</u> Test Proctors providing the scribe accommodation must review: <ul style="list-style-type: none"> <li>o <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</a></li> </ul> </li> </ul> <p><b>During Testing:</b> A student dictates responses verbally, using an external Speech-to-Text device or by dictating. The student must be tested in a separate setting. The student must already be familiar with any external device used for this accommodation.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/ signer may not change, embellish, or interpret a student’s responses when transcribing) into the student’s standard test booklet or answer document. Only transcribed responses will be scored.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> for protocol.</li> <li>• Test Proctors 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>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>General Administration Directions Read Aloud and Repeated in Student’s Native Language</b></p> <p><i>(by Test Proctor)</i></p> <p><i>(AUT Column References Q-AA)</i></p>	<p><b>General Administration Directions Read Aloud and Repeated in Student’s Native Language</b></p> <p><i>(by Test Proctor)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for AUT:</u> Student’s AUT must have Directions in Native Language - (Selected language) selected.</li> <li>• <u>Materials:</u> <ul style="list-style-type: none"> <li>o For the IAR/ISA, Pearson will provide written general test administration directions in the following languages: <ul style="list-style-type: none"> <li>▪ Arabic</li> <li>▪ French</li> <li>▪ Gujarati</li> <li>▪ Hindi</li> <li>▪ Polish</li> <li>▪ Russian</li> <li>▪ Spanish</li> <li>▪ Tagalog</li> <li>▪ Ukrainian</li> <li>▪ Urdu</li> <li>▪ Vietnamese</li> </ul> </li> <li>o If written general test administration directions are not available in the student’s native language, 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>• <u>Test Proctor Training:</u> Test Proctors, 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 Proctors 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 Proctor, 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>



CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>General Administration Directions Clarified in Student's Native Language</b></p> <p><i>(by Test Proctor)</i></p> <p><i>(AUT Column References Q-AA)</i></p>	<p><b>General Administration Directions Clarified in Student's Native Language</b></p> <p><i>(by Test Proctor)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for AUT:</u> Student's AUT must have Directions in Native Language - (selected language) selected.</li> <li>• <u>Test Proctor Training:</u> Test Proctors 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 Proctor clarifies general administration directions only in the student's native language. Test Proctors, 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 Proctor may be assisted by a translator who speaks the language of the student, if available.</p>
<p><b>Large Print Edition of the Mathematics or Science Assessment in Spanish</b></p> <p><i>(AUT Column References AM, BB)</i></p>	<p><b>Large Print Edition of the Mathematics or Science Assessment in Spanish</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for AUT:</u> Student's AUT must have Large Print Edition and Paper - Spanish selected.</li> <li>• <u>Materials:</u> Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription, and supplementary large print mathematics materials (large print ruler and protractor), when appropriate.</li> <li>• <u>Test Proctor Training:</u> Test Proctors of students with visual impairments must review: <ul style="list-style-type: none"> <li>o <a href="#">Appendix K: Illinois Assessment of Readiness and Illinois Science Assessment for Students with Visual Impairment, Including Blindness.</a></li> <li>o <a href="#">Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based Illinois Assessment of Readiness and Illinois Science Assessment.</a></li> <li>o Test Proctors providing this accommodation 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> </li> </ul>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		<p><b>During Testing:</b> A large print paper-based form of the mathematics or science assessment in Spanish is available for a student with a visual impairment who is unable to take a computer-based assessment due to his or her disability. The font size for the large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in the large print test booklets.</p> <p>Students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. In the Test Proctor Scripts, there are several instances which instruct Test Proctors to demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed verbatim in Spanish by a Test Proctor in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District Test Coordinator or School Test Coordinator.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> </ul>