

Accessibility Features and Accommodations Manual Fourteenth Edition

**Illinois Assessment of Readiness
Illinois Science Assessment**

January 2026

Background

Audience and Purpose

The Fourteenth Edition of the *Illinois Assessment of Readiness (IAR) and Illinois Science Assessment (ISA) Accessibility Features and Accommodations Manual* is a detailed policy guide designed to help districts and decision-making teams ensure that all students receive valid IAR and ISA results. This manual should be used along with the *Spring 2026 Accommodations Field Guide* located on the Illinois Support Site at <https://il.mypearsonsupport.com/> when assigning accessibility features or accommodations for student tests. **Click on Resources>Spring 2026 Accessibility Features and Accommodations (AF&A) Resources.**

Introduction

Illinois State Board of Education (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.

This manual provides information on the accessibility features and accommodations that will be available during the Illinois Assessment of Readiness and Illinois Science Assessment.

The manual consists of the following sections:

Background and Introduction

Section 1: Participation Guidelines and Required Documentation for Students with Disabilities and English Learners: This section summarizes participation requirements for IAR and ISA testing and required documentation for students receiving testing accommodations.

Section 2: Overview of the Standard Computer-Based Assessment: This section summarizes the universal tools and accessibility features that all Grades 3-8 students will receive on a regular computer-based Illinois Assessment of Readiness or Illinois Science Assessment, and all administrative considerations principals and coordinators may use at their discretion for all student testers.

Section 3: Accommodations for Students with Disabilities: This section outlines the accommodations for students with disabilities for assigning accommodated tests.

Section 4: English Learners and English Learners with Disabilities: This section outlines the supports and accommodations for English Learners and ELs with disabilities taking the assessments.

Section 5: Decision Trees: This section provides a graphic representation for choosing appropriate accommodations for students and outlines a variety of combinations of student testing needs and available accommodations to support those needs.

Section 6: Resource Planning: This section provides some reminders about the kinds of resources Test Coordinators will need to plan for during accommodated IAR/ISA testing.

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Section 1: Participation Guidelines and Required Documentation for Students with Disabilities and English Learners

1.1 Participation Guidelines for Assessments

All Grade 3-8 students, including students with disabilities and ELs, are required to participate in the Illinois Assessment of Readiness and the Illinois Science Assessment and have their assessment results be part of ISBE's accountability system, with narrow exceptions for certain students with disabilities who have been identified by the Individualized Education Program team to take the Dynamic Learning Maps Alternate Assessment (DLM-AA). All other Grade 3-8 students will participate in the ELA/literacy, mathematics, and science assessments. Federal laws governing student participation in statewide assessments include the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008), and the Elementary and Secondary Education Act (ESEA) of 1965, as amended.

All students are initially registered for the standard computer-based Illinois Assessment of Readiness and the computer-based Illinois Science Assessment through the Student Information System. All Grade 3-8 students are assigned a grade-level ELA/L and mathematics assessment and a science assessment at Grades 5 and 8. The Illinois Assessment of Readiness and Illinois Science Assessment are timed tests.

Accommodated computer-based tests are available for students with disabilities. Paper-based tests are available as an accommodation for students with disabilities or who meet a qualifying condition.

Four distinct groups of students may receive accommodations on the Illinois Assessment of Readiness and Illinois Science Assessment:

- 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 and who have an IEP or 504 plan.** These students are eligible for both accommodations for students with disabilities and accommodations for ELs.

1.2 Required Documentation for Students with Disabilities and English Learners

This is essential to ensure that the unique needs of the student are accurately identified and addressed for statewide testing.

1.2.1 Required Documentation Elements for Testing

- **Clear Identification of Disability or Condition or Language Support:** The IEP or 504 documentation must explicitly state the specific disability or medical condition affecting the student. The description should be thorough enough to support the need for accommodations during testing. The EL documentation should include instructional supports that are appropriate and effective for the student’s English language proficiency level. Test support should closely match each EL’s unique linguistic needs and those supports that are provided during daily classroom instruction.
- **Rationale for Accommodations:** The documentation must also explain the reasons behind the assignment of any accommodations. This explanation should connect the student’s disability, language status, or condition with the necessity for each specific accommodation the student needs to successfully complete testing.

1.2.2 Determining Testing Accommodations on a Student’s IEP or 504 plan

For students with disabilities, the IEP team or 504 Plan Coordinator, in conjunction with the School Test Coordinator, Principal, or Designee, make decisions about which testing accommodations should be identified and assigned in the Illinois Administration Platform and which testing accommodations should be identified and assigned locally. These testing accommodations should be documented explicitly in the student’s IEP or 504 plan. For EL students, campus educators who are familiar with the student’s language proficiency, in conjunction with the School Test Coordinator, Principal, or Designee, make decisions about which English language supports should be identified and assigned in the Illinois Administration Platform and which English language supports should be identified and assigned locally.

1.2.3 Documenting Testing Accommodations on a Student’s IEP

For students with disabilities served under IDEA, determining appropriate instructional and assessment accommodations should not pose any particular problems for IEP teams that follow good IEP team practices. With information obtained from the required summary of the student’s “present levels of academic achievement and functional performance,” the decision of identifying and documenting accommodations is a fairly straightforward process. The term “present levels of achievement and functional performance” refers to a federal requirement in which IEP team members must state “how the child’s disability affects the child’s involvement and progress in the general education curriculum—the same curriculum as nondisabled children” [20 USC § 1414(d)(1)(A)(i)(I)].

There are three areas in which accommodations can potentially be addressed in the IEP:

- 1) “Participation in Assessments” [20 USC § 1412(a)(16)]. This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in state and district assessments.
- 2) “Consideration of Special Factors” [20 USC § 1414(d)(3)(B)]. This is where communication and assistive technology supports are considered.
- 3) “Supplementary Aids and Services” [20 USC §1401(33) and 20 USC §1414(d)(1)(A)(i)]. This area of the IEP includes “aids, services, and other supports that are provided in regular education classes or other education related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate.

1.2.4 Documenting Testing Accommodations on a Student's 504 Plan

Section 504 of the Rehabilitation Act of 1973, specifies that no otherwise qualified person with a disability shall, solely by reason of his or her disability, be excluded from participating in federally- funded programs or activities, including elementary, secondary, or postsecondary schooling. "Disability" in this context refers to a "physical, sensory, or mental impairment, which substantially limits one or more major life activities." This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. A 504 plan spells out the accommodations that will be needed for these students to have an opportunity to access the test to the same extent as his/her nondisabled peers, and might include such things as wheelchair ramps, blood sugar monitoring, interpreting/transliteration services, preferential seating, an extra set of textbooks, a peanut-free lunch environment, home instruction, or a tape recorder or keyboard for taking notes.

Each student who meets the eligibility guidelines for accommodations under Section 504 will have a Section 504 plan developed for him/her to use in school. The plan specifies the nature of the impairment, the major life activity affected by the impairment, accommodations necessary to meet the student's needs, and the person(s) responsible for implementing the accommodations. It is recommended that accommodations be listed separately in the 504 plan for instruction and for assessments, since they may differ or be allowed for one and not the other.

1.2.5 Determining Testing Accessibility Features and Accommodations for ELs

Determining appropriate linguistic support for ELs during classroom instruction and on assessments is facilitated by gathering and reviewing information about the student and the student's level of performance in relation to district and state academic standards and current English language proficiency level. The process of determining the amount and types of instructional and assessment supports involves attempts by members of the educational team to remove barriers and "level the playing field" for the student so that he or she can participate in the general education curriculum and assessments.

Decisions about assessment accessibility features and accommodations for ELs should be made by a group of individuals familiar with the student who can identify the appropriate accessibility features and accommodations for each EL and should document the accessibility features made available to the student.

1.3 Refusal of Accommodations

If a student refuses the accommodation(s) listed in his or her IEP, 504 plan, or, if required, EL plan, the school must document in writing that the student refused the accommodation(s). However, the accommodation(s) must be offered and remain available to the student during the test administration. The *Student Accommodation Refusal Form* must be completed and placed in the student's file. Also, on the day of the student's refusal of an accommodation, a copy of the completed form must be sent home to the parent/guardian. The School Test Coordinator should work with Test Proctors to determine who else should be informed of the student's refusal of the accommodation(s). In addition, the team involved in the student's IEP, 504 plan, or, if required, EL plan, may want to consider discussing this issue at the student's next meeting.

Section 2: Overview of the Standard Computer-Based Assessment: Universal Tools, Accessibility Features, and Administrative Considerations for Computer-Based Testing

The Illinois Assessment of Readiness and the Illinois Science Assessment are computer-based tests that offer students a wide range of universal tools and accessibility features during testing. The Illinois State Board of Education works with its partners to provide the latest technology to as many students as possible on statewide assessments. Below is a discussion of the various tools and features currently available to students taking an IAR or ISA test and a set of administrative considerations that are available to Principals and Test Coordinators for arranging testing locations for all student testers.

Review the available testing tools and features, as students with IEPs, 504 Plans, or English Learner status may already receive sufficient support from the standard IAR or ISA computer-based test without additional accommodations.

- As an example, a student with an IEP requiring the student to receive text-to-speech support on statewide assessments may qualify to take the standard IAR math test and ISA without additional platform accommodations.

2.1 List of Universal Tools and Accessibility Features for Computer-Based Testing (Formerly Table 1)

Students receive the following testing tools and features while taking an Illinois Assessment of Readiness or Illinois Science Assessment test.

Universal tools listed in Table 1 are embedded in subject and grade-specific IAR or ISA computer-based tests.

The (L) indicates tools or features Test Coordinators and Test Proctors provide locally to students taking an IAR or ISA test.

- ❖ Refer to the [Glossary of Terms](#) for additional tool and feature descriptions.

Table 1: Universal Tools and Accessibility Features on Standard Test Form

Universal Tool (L)=locally provided	Subject(s)	Description
Answer Eliminator	ALL	On multiple choice options, a student selects an answer, and a red X appears and “crosses out” the answer choice.
Answer Masking	ALL	When the student uses answer masking, multiple-choice and multiple select answers will be masked. The student will uncover answer options when ready.
Blank Scratch Paper (L)	ALL	Test Proctors must supply at least one page of blank scratch paper per student, per section for both computer-based and paper-based testing.
Bookmark	ALL	The student selects the “Bookmark” icon in the toolbar. The student electronically “bookmarks” items to review later.
Calculator – Four Function (Calc Sections)	Mathematics Grades 6 & 7 and Science Grades 5 & 8	A student uses the embedded grade-level calculator on the CALCULATOR SECTION of the mathematics assessments.
Closed Captioning	ELA/L	Text embedded in multimedia (i.e., video) segments of the ELA/literacy summative assessments. Captioning can be turned on/off within the video player as needed.
Color Contrast	ALL	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.
Exhibits (reference sheets)	Mathematics Grades 5-8 and Science Grade 8	Reference sheets are placed in the Exhibits window on the student’s screen for them to access during testing.
General Test Directions Clarified (L)	ALL	The Test Proctor clarifies general administration directions only. No passages or test items may be clarified.
Glossary Pop-up	ALL	ISBE and Illinois educator-chosen words identified across IAR and ISA test forms that are defined for students in computer-based tests. Glossed words contain a link that can be accessed with a mouse click, a touchpad, or by keyboard.
Handheld calculator (if preferred) (L)	Mathematics and Science	Students using a handheld calculator in CALCULATOR ONLY sections while taking a paper or online test.

Headphones (L)	ALL	The student uses headphones or noise buffers to minimize distraction, access embedded Text-to-Speech, or filter external noise during testing.
Highlight Tool	ALL	The student electronically highlights text as needed to recall and/or emphasize.
Line Reader Mask	ALL	Students use this tool to cover parts of the computer screen and to help read line-by-line and mask portions of the testing screen.
Magnifier	ALL	Students use this tool to enlarge text and graphics on-screen via a magnification square (200%).
Notepad	ELA/L	Students use this universal tool to write notes using the embedded Notepad tool on the ELA/Literacy computer-based assessments.
Protractor	Mathematics Grades 6 & 7	Universal tool in the toolbar of the IAR mathematics Grades 6 and 7 computer-based tests.
Read Test to Self (L)	ALL	The student reads aloud the assessment to him or herself.
Read/Repeat General Test Directions (L)	ALL	The Test Proctor reads aloud the general administration directions only. A student may raise his or her hand and request directions to be repeated.
Redirect Students as Needed (L)	ALL	The Test Proctor redirects the student's attention to the test without coaching or assisting the student in any way.
Ruler	Mathematics	Rulers can be found in the toolbar across the top of the testing screen for computer-based tests.
Scientific Calculator (Calc Sections)	Mathematics Grade 8	Grade 8 mathematics computer-based testers are provided with a scientific calculator in the TestNav toolbar in allowable sections. Scientific calculators are provided locally for paper testers.
Spell Check	ELA/L and Science (constructed response)	The student uses the embedded spell check icon in TestNav to review their written text for errors in constructed response items on the ELA/L and science assessments.
Spell Check Device (if preferred) (L)	ELA/L and Science (constructed response)	A student uses an external spell check device. Device may not have embedded grammar check, connect to the internet, or save information.
Text-to-Speech (Math and Science)	Mathematics and Science	A machine generated voice that reads an IAR or ISA computer-based test in place of a human reading the test aloud to a student.

Writing Tools	ELA/L and Science (constructed response)	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 both the ELA/L and science assessments.
Zoom	ALL	Students can turn on and off this tool and increase the screen size up to 500 percent.

! IMPORTANT EXCEPTION: Students must have an IEP documenting reading support is required on the English Language Arts statewide assessment to receive the Text-to-Speech accommodation. Text-to-Speech is a universal feature for all Math and Science tests. Since the ELA/L test measures reading comprehension, this support is an accommodation and requires an IEP on the IAR assessment.

* **Spring 2026 Human Reader Support:** Table 1 of the Thirteenth Edition of the AF&A Manual describes human reader support for mathematics and science as an accessibility feature that needed to be selected in advance. Beginning in Spring 2026, text-to-speech (considered equivalent to human read aloud support) is now a universal tool on all math and science computer-based assessments. With this change, ISBE recommends Human Reader Support be assigned only to students whose IEP requires a human read state test assessments aloud to the student.

* **Spanish Paper Testing for Math and Science:** Table 1 of the Thirteenth Edition of the AF&A Manual describes the paper-based Spanish editions of the mathematics and science tests as accessibility features. Beginning in Spring 2026, all paper-based editions of IAR and ISA assessments are available only by accommodation and will require an IEP.

2.2 Student Readiness Tool – Computer Based Testing

The Student Readiness Tool (SRT), accessible via the Illinois Support Site under the Practice Test tab at <https://srt.testnav.com/il/il-srt.html>, provides guidance on the universal tools and accessibility features available for the Illinois Assessment of Readiness and Illinois Science Assessment computer-based tests.

The tool demonstrates how to navigate a student test, how to use basic online tools for answering questions, how to interact with question types, and describes additional Test Supports historically reserved for students with disabilities. While the Student Readiness Tool is a Pearson tool used to support multiple programs and is not specific to Illinois, it is useful to review.

Test Coordinators and Test Proctors should review the SRT for a better understanding of the computer-based features and item interactions available to students taking a computer-based assessment.

2.3 Computer-based Item Interactions on IAR and ISA

In addition to answering multiple-choice and multiple select items, students must sometimes move, highlight, or type their answers. This chart lists the technology-enhanced item interaction types that can be found on an IAR or ISA assessment. Most of these interactions are demonstrated in the SRT or on practice tests. As you evaluate whether a standard computer-based test is appropriate for students with disabilities, review these technology-enhanced item types and schedule time for students to practice using the following item types in the SRT and on practice tests located on the Illinois Support site at <https://il.mypearsonsupport.com/practice-items/> to ensure that students are able to manipulate the item interactions with a mouse, touchpad, touchscreen, or a keyboard.

Table 2: IAR ELA/L Technology-Enhanced Constructed Response Item Types

Interaction Type	Description	Common Uses
Inline Choice	Students make a drop-down selection within a sentence or passage	Vocabulary or grammar tasks
Drag-and-drop	Students drag options into the correct positions	Sorting, sequencing, or labeling tasks
Drag-and-drop	Students place options into a table or graphic organizer to show relationships or complete data sets	Establish relationships
Match Table Grid	Students select one correct option per row	Matching evidence to claims
Hot Text/Text Highlight	Students highlight or click on text segments within a passage to select evidence supporting an answer	Part B of Evidence-Based Selected Response (EBSR) tasks
Order	Sequencing steps or events in a passage	Used sparingly if at all

Table 3: IAR Mathematics Technology-Enhanced Item Types (TEI)

Interaction Type	Description
Bar Graph	Students manipulate bars on a graph to represent data values. The bars can be dragged either vertically or horizontally, typically with snap-to increments to ensure precise placement.
Drawing Tool (Constructed Response, Human Scored)	Students use a drawing interface to show conceptual understanding or problem-solving steps. Humans score these.
Equation Editor	Allow students to enter equations, which may be blank or pre-filled. Supports follow-through scoring for multi-step responses.
Equation Editor / Numbers and Fractions	Accepts positive/negative numbers and fractions as responses.

Equation Editor / Numbers and Math Symbols	Accepts numbers and math symbols.
Equation Editor / Show Your Work	Accepts numbers and math symbols, allowing students to demonstrate process and reasoning.
Equation Editor / Show Your Work	May include use of the drawing tool for in-depth, open-ended responses, scored by humans.
Fraction Model	Students interact with visual models to represent fractions or solve fraction-related problems.
Drag-and-drop / Fill-in-the-blank	Students drag text or numeric options into blanks within sentences or statements to complete them accurately.
Drag-and-drop / Relationships	Students drag options into table cells to indicate relationships or fill in missing data.
Drag-and-drop / Labeling	Students drag labels or objects onto designated areas (“bays”) within images or diagrams, such as labeling parts of a system.
Hot Spot	Students click on specific regions within an image to identify correct areas (e.g., selecting parts of a diagram).
Inline Choice	Drop-down menus are embedded within text or questions, allowing students to select the correct option from a list.
Match Table Grid (MTG)	Students select one correct option per row in a grid or table, often used to match evidence to claims or sort data.
Order	Students sequence steps, values, or items; used sparingly.
Point Graph	Students plot points on a coordinate grid to model relationships or trends.
Slider	Students adjust a slider to select or represent a numerical value or parameter.

Table 4: ISA Science Technology-Enhanced Item Types (TEI)

Interaction Type	Description
Bar Graph	Students manipulate bars on a graph to represent data values. Bars can be dragged vertically or horizontally, typically with snap-to increments for precise placement.

Point / Line Graph	Available exclusively for Grade 8. Students plot points or draw line segments on a coordinate grid to model relationships or trends within the data.
Drag-and-drop / Pairing	Drag-and-drop interaction where students classify or pair items, such as matching terms to definitions or sorting items into categories.
Drag-and-drop / Fill-in-the-blank	Students drag text or numeric options into blanks within a sentence or statement to complete it accurately.
Drag-and-drop / Relationships	Presented in a tabular format, students drag options into specific cells to indicate relationships or fill in missing data.
Drag-and-drop / Multiple-select table	When multiple correct answers are required, replicating multi-select functionality presented as a table.
Drag-and-drop / Labeling	Students drag labels or objects into designated areas (“bays”) on an image or diagram, such as labeling parts of a system.
Hot Spot	Students click on specific regions within an image to identify correct areas, such as selecting parts of a diagram.
Inline Choice	Drop-down menus embedded within text passages or questions, allowing students to select the correct option from a provided list.

2.4 Administrative Considerations for All Students (Formerly Table 2)



LOCALLY PROVIDED: Principals and School Test Coordinators have the authority to schedule testing sessions in spaces other than regular classrooms and at different scheduled times as long as all requirements for testing and test security are met as set forth in the *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 School Test Coordinator.

The principal or test coordinator may determine that ANY student can receive one or more of the following test administration considerations.

Adaptive and Specialized Equipment or Furniture: Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).

Frequent Breaks:

- *In-Chair Stretch Break:* Student pauses and stretches. Student’s testing time does not stop.

- *Individual Bathroom Breaks:* Student requests a bathroom break within their overall allotted testing time. Student's testing time does not stop.
- *Medical Breaks:* Student takes a break due to pre-existing or sudden onset of a temporary or long-term medical condition. Student's testing time stops.
- *Other Frequent Breaks.*

Separate or Alternate Location: Student is tested in a specifically assigned location.

Small Group Testing: Student is tested in a separate location as an individual or with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate.

Specified Area or Setting: Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).

Time of Day: Student is tested during a specific time of day based on their individual needs (e.g., ELE/L in the morning; no testing after lunch).

Table 5: Universal Tools, Accessibility Features, and Administration Considerations for Computer-Based Testing

Table 3 combines all universal tools, features, local supports, and local test considerations available for all students taking a regular IAR or ISA computer-based assessment. Most Grade 3-8 students across the state of Illinois, including students with disabilities and ELs, are provided with the tools and features needed to complete the standard computer-based Illinois Assessment of Readiness and the Illinois Science Assessment.

Tool or Support	Subject	Tool or Support Location
Adaptive and Specialized Equipment or Furniture	ALL	Locally Provided
Answer Eliminator	ALL	Embedded in CBT
Answer Masking	ALL	Embedded in CBT
Blank Scratch Paper	ALL	Locally Provided
Bookmark	ALL	Embedded in CBT
Calculator-Four Function	Mathematics 6-7, Science	Embedded in CBT
Closed Captioning on Videos	ELA	Embedded in CBT

Color Contrast	ALL	Embedded in CBT
Exhibits (for reference sheets)	Mathematics 4-8, Science 8	Embedded in CBT
Frequent Breaks	ALL	Locally Provided
General Administration Directions Clarified	ALL	Locally Provided
Glossary Pop-Up	ALL	Embedded in CBT
Handheld Calculator	Mathematics 4-8, Science	Locally Provided
Headphones or Noise Buffers	ALL	Locally Provided
Highlighter	ALL	Embedded in CBT
Line Reader Mask	ALL	Embedded in CBT
Magnifier	ALL	Embedded in CBT
Notepad	ELA/L	Embedded in CBT
Protractor	Mathematics 6-7	Embedded in CBT
Read Test to Self	ALL	Locally Provided
Read/Repeat General Administration Directions as Needed	ALL	Locally Provided
Redirect Students as Needed	ALL	Locally Provided
Ruler	Mathematics	Embedded in CBT
Scientific Calculator	Mathematics (Grade 8)	Embedded in CBT
Separate or Alternate Location	ALL	Locally Provided
Small Group Testing	ALL	Locally Provided
Specified Area or Setting	ALL	Locally Provided
Spell Check	ALL	Embedded in CBT

Spell Check Device	ALL	Locally Provided
Text-to-Speech (Math and Science)	Mathematics and Science	Embedded in CBT
Time of Day	ALL	Locally Provided
Writing Tools	ALL	Embedded in CBT
Zoom	ALL	Embedded in CBT

Section 3: Accommodations for Students with Disabilities (Formerly Tables 3 and 4, 5 and Appendix A)

All students are initially registered for the standard computer-based Illinois Assessment of Readiness and the computer-based Illinois Science Assessment through the Student Information System. All Grade 3-8 students are assigned a grade-level ELA/L and mathematics assessment and a science assessment at Grades 5 and 8. The Illinois Assessment of Readiness and Illinois Science Assessment are timed tests.

All students are assigned to the regular IAR or ISA computer-based test **until** a Test Coordinator changes the assignment to an accommodated test in the Illinois Administration Platform.

Accommodated computer-based tests are available for students with disabilities.

Standard computer-based universal tools and accessibility features are included on computer-based accommodated tests with the following exceptions:

- Online Accommodated Form – AT/Screen Reader
 - Mathematics and Science - The exhibits window has been removed on tests that use the exhibit window for housing reference sheets. Reference sheets will need to be provided to students taking this computer-based test.
 - Mathematics and Science – text-to-speech has been removed as a universal tool because students bring their own text-to-speech with them to take this test form.
- Online Accommodated Form – Sign Language
 - Mathematics and Science - text-to-speech has been removed as a universal tool because students use the American Sign Language videos or a Human Signer to take this test form.
- Item Interactions on the computer-based accommodated forms is limited to multiple choice, multiple select, and constructed response item types. Limiting the interaction types to widely accessible interaction increases the likelihood that student assistive technology is compatible and increases the likelihood that a student will be able to answer more questions independently without the use of a scribe.

Paper-based tests are available as an accommodation for students with disabilities or who meet a qualifying condition.

The Illinois State Board of Education provides reading, writing, and calculation accommodation support on computer-based tests for students with disabilities. ISBE also provides a paper, large-print and braille version of each test for students with disabilities.

! **IMPORTANT:** All assignments listed in sections [3.1 Illinois Administration Platform Accommodations Assignments](#) and [3.2 Locally Provided Accommodations](#) are **limited only** to students who have an established Individualized Education Plan or Section 504 Plan that specifically documents that the accommodation is a required need for the student. IEP or 504 documentation must specify the relevant disabilities or conditions and explain the reasons for each accommodation.

Reading and Writing Support

- because their disability severely limits or prevents their ability to:
 - either access printed text,
 - to respond to constructed response items,
 - or both access printed text and respond to constructed response items.

Calculation Support

- because their disability severely limits or prevents their ability to perform basic calculations (i.e., student is unable to perform single-digit addition, subtraction, multiplication, or division).

Paper Testing

- because the student meets a condition that allows for paper-based testing as described below:
 - A student unable to use a computer due to the impact of their disability such as:
 - a health-related disability, neurological disorder, or other complex disability, and/or cannot meet the demands of computer-based test administration;
 - 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 TestNav.
 - A student who recently entered school and has had very little or no prior experience with technology.
 - A student who is unable to access an online assessment due to religious beliefs.

3.1 Illinois Administration Platform Accommodation Assignments

The following menu describes the computer-based and paper-based accommodated tests provided at each grade level and for each subject of the IAR and ISA. Each of these test forms must be assigned in the Illinois Administration Platform for the student to receive the accommodation. Paper-based test forms must also be ordered from the Illinois Administration Platform to ship to the school or district.

- ❖ Refer to the instructions for assigning student accommodations **Section 6.2 Before Testing: Preparing for Accessible Test Administration** of the *Test Coordinator's Manual* located on the Illinois Support Site [at https://il.mypearsonsupport.com/](https://il.mypearsonsupport.com/). Click on **Resources>Manuals**.

***NOTE:** Section 6.2 of the TCM references Tables 1, 3, 4, 5, 7 and Appendix A of the *Thirteenth Edition of the Accessibility Features and Accommodations Manual*. These tables have been repurposed in the Fourteenth Edition of the AF&A Manual and are referenced as former tables in relevant headings.

Illinois Administration Platform Accommodations Menu

Reading and Writing Support for Computer-Based Testing

Online Accommodated Form – AT/Screen Reader

A computer-based test form coded to work with screen reader technology and an allowable list of other assistive technology software.

Online Accommodated Form – Sign Language

A computer-based test form with item-level video attachments of American Sign Language interpreters signing each item and/or passage. The videos can be controlled by the student. Proctor Read Aloud functionality has been added to support a Human Signer accommodation.

Online Accommodated Form – Bundle

A math and science computer-based test form with a bundle of accommodations that include text-to-speech, speech-to-text, word prediction, and the Proctor Read Aloud functionality to support a Human Reader accommodation.

Online Accommodated Form – Bundle

An ELA/L computer-based test form with a bundle of accommodations that include text-to-speech and the Proctor Read Aloud functionality to support a Human Reader.

Tool Add On – Speech to Text and Word Prediction

A speech-to-text and word prediction tool that can be added to a computer-based ELA/L or science test form.

Calculation Support

Tool Add On – Online Calculator

A grade-level calculator that can be added to any computer-based mathematics test to non-calculator sections of the test form.

Paper-Based Testing

Paper Form - English or Spanish Paper Kit

Paper Form – Braille Kit

Paper Form – English or Spanish Large Print Kit

3.1.1 Online Accommodated Form – AT/Screen Reader

Student Profile: Students who are blind, who are visually impaired, or have a mobility or other disability, and use assistive technology daily to communicate.

Online Accommodated Form – AT/Screen Reader must be assigned in the testing platform.

If the student reads braille, order a hard copy of the corresponding braille book from the Illinois Administration Platform. The student will need the braille book to assist with reading graphics.

Test Coordinator must determine whether the student will be using assistive technology that interacts with TestNav or whether the student will be using assistive technology on a separate computer that does not interact with TestNav.

- **Interacts with TestNav:** If the student is using assistive technology that interacts with TestNav, the Test Coordinator must ensure that the technology interacts correctly with TestNav in the Training Administration of the testing platform in advance of the spring testing window. Follow the ***Infrastructure Trial User Guide*** located on the Illinois Support Site or schedule assistance from Pearson Field Services at <https://il.mypearsonsupport.com/tech-setup/>.
- ❖ Refer to **[Appendix C: IAR and ISA for Students with Visual Impairment, Including Blindness](#)** for guidance on planning ahead for testing to ensure that students have all the necessary tools and materials available to complete assessment tasks.
- ❖ Refer to the ***Assistive Technology Guidelines-Updated December 2025*** under the Accessibility Features and Accommodations tab of the Illinois Support Site at <https://il.mypearsonsupport.com/> for the TestNav parameters for interacting with assistive technology, including a list of allowed technology.
- **Separate Computer:** If the student will be using assistive technology on a separate computer that does not interact with TestNav, the Test Coordinator must ensure that the student's technology is set up and working as expected on testing day.



The Test Coordinator must also schedule a Test Proctor to administer the test to the student who is qualified to also act as a Human Scribe and input answers into TestNav after the student communicates using the **separate computer**. The student will need to be tested in a one-on-one setting.



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 or School Test Coordinator.

- ❖ Refer to [Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses](#) for complete scribing and transcribing instructions.

Interacts with TestNav: Test Proctors are responsible for:

- collecting all nonscorable student work created from assistive technology devices.
- clearing off all devices.
- shredding paper non-scorable student work.
- returning braille test books to the Test Coordinator.

Separate Computer: Test Proctors are responsible for:

- collecting all nonscorable student work created from assistive technology devices.
- clearing off all devices.
- shredding paper non-scorable student work.
- transcribing answers into a test booklet or TestNav.

Timeframe	References	Procedure
Before Testing	<p>Download the Assistive Technology Guidelines at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Spring 2026 Accessibility Features and Accommodations (AF&A) Resources</p> <p>Download the Infrastructure Trial Readiness Guide at https://il.mypearsonsupport.com/tech-setup/ and click on User Guides.</p> <p>Refer to Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses for complete scribing and transcribing instructions.</p> <p>Refer to Appendix C: IAR and ISA for Students with Visual Impairment, Including Blindness for guidance on planning ahead for testing to ensure that students have all the necessary tools and materials available to complete assessment tasks.</p>	<ol style="list-style-type: none"> 1) Determine Student Eligibility with IEP Team. 2) Ensure IEP documentation reflects test administration accommodations in the student's file. 3) Read Appendix C: IAR and ISA for Students with Visual Impairment, Including Blindness for guidance on planning ahead for testing. 4) Review the <i>Assistive Technology Guidelines</i> to make sure student assistive technology is allowed to work with TestNav. 5) Conduct Infrastructure Trial in Training Administration to make sure the student assistive technology works in TestNav. 6) Online Accommodated Form – AT/Screen Reader must be assigned in the Illinois Administration Platform. 7) If the student assistive technology does not work on TestNav and a separate computer is needed instead, plan for a separate setting and a one-on-one administration, and to transcribe the student's responses into TestNav.
During Testing	<p>Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.</p>	<ol style="list-style-type: none"> 8) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i>.
After Testing	<p>Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.</p>	<ol style="list-style-type: none"> 9) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i>. 10) If the student used a separate computer, transcribe student responses into TestNav.

3.1.2 Online Accommodated Form – Bundle for ELA/L

Student Profile: Students who need reading and/or writing support. The Online Accommodated Form – Bundle for ELA/L includes text-to-speech and the Proctor Read Aloud (Human Reader) functionality. Speech-to-text and word prediction can be assigned as a Tool Add-on by the Test Coordinator.

Determine Student Eligibility for ELA

Test Coordinators must thoroughly examine the guidelines below before selecting students to receive these accommodations for ELA/literacy assessments.

Download the *IAR English Language Arts/Literacy Reading Support Decision Tool* <https://il.mypearsonsupport.com/iar-summative-resources/> and click on Forms. Coordinators should fill out this decision-making form with the aid of the campus education professionals designated to facilitate IEP/504 accommodations to determine whether a student is eligible for the text-to-speech accommodation for ELA.

Retain all documentation pertaining to the student's IEP and IEP testing accommodations in the student's file. All documentation must be readily available in the student's file to support accommodation use on an IAR or ISA assessment.

If any guideline is **not** followed and a student receives the Text-to-Speech or the Proctor Read Aloud (Human Reader) accommodation for an English language arts/literacy (ELA/L) assessment, **that student's score could be invalidated** and excluded from assessment results (meaning the student would be classified as a "non-participant" for ELA/L).

When considering this accommodation for a student, Coordinators should determine if the student has:

- Blindness or visual impairment and has not learned or cannot use braille;
OR
- A disability that **seriously limits or prevents** them from accessing printed text, even after ongoing and varied teaching methods have been tried (for example, the student cannot decode printed text);
OR
- Deafness or hearing impairment with significant limitations or inability to decode text due to documented prolonged and early language deprivation, and the student uses cochlear implants or other hearing aids to access text-to-speech.

Before adding the accommodation to a student's IEP or 504 plan, teams or coordinators should also consider whether:

- The student typically accesses printed text during instruction using a reader or audio format;
- There is documentation in evaluation summaries from locally administered diagnostic assessments showing the student's inability to decode printed text or read braille; and the student continues to receive intensive instruction or interventions in foundational reading skills.
- If the accommodation is added to a student's IEP or 504 plan, teams or coordinators should also consider which read-aloud path is most appropriate for the student, Text-to-Speech, Proctor Read Aloud, or a combination of both.

Online Accommodated Form – Bundle for ELA must be assigned in the testing platform.

Speech-to-text and word prediction may be added as Tool Add-Ons in the testing platform if the student has an IEP to use speech-to-text as a daily classroom support to respond to constructed items.

- ❖ Refer to [Appendix B: Protocol for the Use of the Human Reader and Human Signer Accommodation](#) for complete instructions on administering a test using the Proctor Read Aloud functionality.

Timeframe	References	Procedure
Before Testing	<p>Download and complete the <i>IAR English Language Arts/Literacy Reading Support Decision Tool</i> https://il.mypearsonsupport.com/iar-summative-resources/ and click on Forms.</p> <p>Refer to Appendix B: Protocol for the Use of the Human Reader and Human Signer Accommodation for complete instructions on administering a test using the Proctor Read Aloud functionality.</p>	<ol style="list-style-type: none"> 1) Determine Student Eligibility with IEP Team and complete the <i>IAR English Language Arts/Literacy Reading Support Decision Tool</i>. 2) Ensure IEP documentation reflects test administration accommodations in the student's file. 3) Online Accommodated Form – Bundle for ELA must be assigned in the Illinois Administration Platform. 4) Provide student with headphones to listen to the Text-to-Speech. 5) Arrange for separate student testing if the student will be supported by the Test Proctor reading aloud (Human Reader) the test to the student rather than the student listening to the embedded Text-to-Speech with headphones.
During Testing	<p>Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.</p>	<ol style="list-style-type: none"> 6) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i>.
After Testing	<p>Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.</p>	<ol style="list-style-type: none"> 7) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i>.

3.1.3 Online Accommodated Form – Bundle for Mathematics and Science

Student Profile: If a student has an IEP to use speech-to-text or word prediction as daily classroom support to respond to constructed response items, a student is eligible to receive this accommodation on the IAR mathematics and ISA assessment. This is the only test form including text-to-speech, speech to text, word prediction and the Proctor Read Aloud (Human Reader) functionality. This is the only mathematics test form that supports speech-to-text.

The Online Accommodated Form – Bundle for Math or Science must be assigned in the Illinois Administration Platform.

- ❖ Refer to [Appendix B: Protocol for the Use of the Human Reader and Human Signer Accommodation](#) for complete instructions on administering a test using the Proctor Read Aloud (Human Reader) functionality.

This bundle of accommodations is only available in English. Students assigned the Online Spanish Form (w/TTS) who also have an IEP for speech-to-text will need to be assigned a Human Scribe to complete testing.

- ❖ Refer to [Section 4: English Learners and English Learners with Disabilities](#).

TestNav will turn on the Read&Write for TestNav's word prediction and speech-to-text toolbar which will appear at the top of the student's testing window. The student will be able to then use the toolbar to answer constructed response questions on the mathematics assessment.

Timeframe	References	Procedure
Before Testing	Refer to Appendix B: Protocol for the Use of the Human Reader and Human Signer Accommodation for complete instructions on administering a test using the Proctor Read Aloud functionality.	<ol style="list-style-type: none">1) Determine Student Eligibility with IEP Team.2) Ensure IEP documentation reflects test administration accommodations in the student's file.3) Online Accommodated Form – Bundle for Mathematics or Science must be assigned in the Illinois Administration Platform.4) Provide student with headphones to listen to the Text-to-Speech.5) Arrange for separate student testing if the student will be supported by the Test Proctor reading aloud (Human Reader) the test to the student rather than the student listening to the embedded Text-to-Speech with headphones.
During Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.	<ol style="list-style-type: none">6) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i>.
After Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.	<ol style="list-style-type: none">7) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i>.

3.1.4 Online Accommodated Form – Sign Language

Student Profile: Students who are deaf or hard-of-hearing.

The Online Accommodated Form – Sign Language for ELA/L includes individual videos of each item and reading passage signed in American Sign Language and the Proctor Read Aloud (Human Signer) functionality.

Determine Student Eligibility for ELA

Test Coordinators must thoroughly examine the guidelines below before selecting students to receive these accommodations for ELA/literacy assessments.

Download the *IAR English Language Arts/Literacy Reading Support Decision Tool* <https://il.mypearsonsupport.com/iar-summative-resources/> and click on **Forms**. Coordinators should fill out this decision-making form with the aid of the campus education professionals designated to facilitate IEP/504 accommodations to determine whether a student is eligible for the sign language accommodation for ELA.

If any guideline is **not** followed and a student receives the Sign Language or the Proctor Read Aloud (Human Signer) accommodation for an English language arts/literacy (ELA/L) assessment, **that student's score could be invalidated** and excluded from assessment results (meaning the student would be classified as a "non-participant" for ELA/L).

When considering this accommodation for a student, Coordinators should determine if the student has:

- Deafness or hearing impairment with significant limitations or inability to decode text due to documented prolonged and early language deprivation.

The Online Accommodated Form – Sign Language for Mathematics and Science includes individual videos of each item, item stimulus, and item cluster signed in American Sign Language and the Proctor Read Aloud (Human Signer) functionality. Students with a documented IEP/504 for testing in American Sign Language or with the assistance of a Human Signer are eligible for this accommodation.

Online Accommodated Form – Sign Language must be assigned in the testing platform.

- ❖ Refer to [Appendix B: Protocol for the Use of the Human Reader and Human Signer Accommodation](#).

Timeframe	References	Procedure
Before Testing	<p>Download and complete the <i>IAR English Language Arts/Literacy Reading Support Decision Tool</i> https://il.mypearsonsupport.com/iar-summative-resources/ and click on Forms.</p> <p>Refer to Appendix B: Protocol for the Use of the Human Reader and Human Signer Accommodation for complete instructions on administering a test using the Proctor Read Aloud functionality.</p>	<ol style="list-style-type: none"> 1) Determine Student Eligibility with IEP Team. For the ELA/L test, complete the <i>IAR English Language Arts/Literacy Reading Support Decision Tool</i>. 2) Ensure IEP documentation reflects test administration accommodations in the student's file. 3) Online Accommodated Form – Sign Language must be assigned in the Illinois Administration Platform. 4) Arrange for separate student testing if the student will be supported by the Test Proctor signing (Human Signer) the test to the student rather than the student watching the embedded American Sign Language item-level videos.
During Testing	<p>Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.</p>	<ol style="list-style-type: none"> 5) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i>.
After Testing	<p>Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.</p>	<ol style="list-style-type: none"> 6) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i>.

3.1.5 Paper Form – Braille

Student Profile: Students who are blind or visually impaired and read braille.

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,
- supplementary math materials (braille ruler, braille protractor) where appropriate,
- transcription directions for IAR Mathematics and ELA/L,
- and transcription directions for ISA.

Paper Form - Braille must be assigned in Illinois Administration Platform, and the Test Coordinator must order a Braille Kit from the Illinois Administration Platform Orders page. Place the order for the Braille Kit 5-10 days before testing is scheduled to account for shipping and Test Proctor preparation.

Place the kit 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.

Important: Reading, viewing, copying, or reproducing passages or test items is prohibited. 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.

- ❖ Refer to [Appendix C: IAR and ISA for Students with Visual Impairment, Including Blindness](#) for guidance on planning ahead for testing to ensure that students have all the necessary tools and materials available to complete assessment tasks.

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, or science assessments using the hard-copy contracted braille edition. Tactile graphics are already embedded in the hard copy braille edition. For students using braille forms, the Test 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.

Test Proctors are responsible for:

- collecting all nonscorable student work created from assistive technology devices.
- clearing off all devices.
- shredding paper non-scorable student work.
- returning braille test books to the Test Coordinator. 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.



IAR Mathematics and ELA/L responses must be transcribed verbatim in a standard student test booklet or answer document, which is included in the Braille Test Kit.
ISA responses must be transcribed directly into TestNav.

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 or School Test Coordinator.

- ❖ Refer to [Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses](#) for complete scribing and transcribing instructions.

Timeframe	References	Procedure
Before Testing	Refer to Appendix C: IAR and ISA for Students with Visual Impairment, Including Blindness for guidance on planning ahead for testing to ensure that students have all the necessary tools and materials available to complete assessment tasks.	<ol style="list-style-type: none"> 1) Determine Student Eligibility with IEP Team. 2) Ensure IEP documentation reflects test administration accommodations in the student's file. 3) Paper Form - Braille must be assigned in Illinois Administration Platform. 4) Braille Kit must be ordered from the Illinois Administration Platform Orders Tab. 5) Arrange for separate student testing. 6) Follow the guidance described in to Appendix C: IAR and ISA for Students with Visual Impairment, Including Blindness for guidance on planning ahead for testing.
During Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.	<ol style="list-style-type: none"> 7) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i>.
After Testing	<p>Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.</p> <p>Refer to Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses for complete scribing and transcribing instructions.</p>	<ol style="list-style-type: none"> 8) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i>. 9) Transcribe ELA/L and Mathematics into a (Grade 3) test booklet or (Grades 4-8) answer document. Transcribe Science directly into TestNav.

3.1.6 Paper Form – English

Student Profile: Student meets a condition that allows for paper-based testing as described below:

- A student unable to use a computer due to the impact of their disability such as:
 - a health-related disability, neurological disorder, or other complex disability, and/or cannot meet the demands of computer-based test administration;
 - 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 TestNav.
- A student who recently entered school and has had very little or no prior experience with technology.
- A student who is unable to access an online assessment due to religious beliefs.

Paper Form - English must be assigned in Illinois Administration Platform, and the Test Coordinator must order a Paper Kit from the Illinois Administration Platform Orders page. Allow 5-7 days before testing is scheduled to account for shipping.

Test Proctors are responsible for collecting all nonscorable student work, test booklets, and answer documents (if appropriate) and returning materials to the Test Coordinator.

IAR paper tests come with answer documents or consumable test booklets and will be scored by Pearson.



ISA responses must be transcribed directly into TestNav in order to be scored. 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 or School Test Coordinator.

- ❖ Refer to [Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses](#) for complete scribing and transcribing instructions.

Timeframe	References	Procedure
Before Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.	<ol style="list-style-type: none"> 1) Determine Student Eligibility. 2) Ensure documentation reflects test administration accommodations in the student's file. 3) Paper Form - English must be assigned in Illinois Administration Platform. 4) Paper Kit must be ordered from the Illinois Administration Platform Orders Tab.
During Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.	<ol style="list-style-type: none"> 5) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i>.
After Testing	<p>Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.</p> <p>Refer to Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses for complete scribing and transcribing instructions.</p>	<ol style="list-style-type: none"> 6) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i>. 7) Transcribe Science tests directly into TestNav.

3.1.7 Paper Form – Large Print

Student Profile: Student with a visual impairment who is unable to take a computer-based assessment.

Paper Form – Large Print must be assigned in Illinois Administration Platform, and the Test Coordinator must order a Large Print Kit from the Illinois Administration Platform Orders page. Allow 5-7 days before testing is scheduled to account for shipping.

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 are responsible for collecting all nonscorable student work, test booklets, and answer documents (if appropriate) and returning materials to the Test Coordinator.



IAR Mathematics and ELA/L responses must be transcribed verbatim in a standard student test booklet or answer document, which is included in the Large Print Test Kit.
ISA responses must be transcribed directly into TestNav.

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 or School Test Coordinator.

- ❖ Refer to [Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses](#) for complete scribing and transcribing instructions.

Timeframe	References	Procedure
Before Testing	Refer to Appendix C: IAR and ISA for Students with Visual Impairment, Including Blindness for guidance on planning ahead for testing to ensure that students have all the necessary tools and materials available to complete assessment tasks.	<ol style="list-style-type: none"> 1) Determine Student Eligibility with IEP Team. 2) Ensure IEP documentation reflects test administration accommodations in the student's file. 3) Paper Form – Large Print must be assigned in Illinois Administration Platform. 4) Large Print Kit must be ordered from the Illinois Administration Platform Orders Tab. 5) Arrange for separate student testing. 6) Follow the guidance described in to Appendix C: IAR and ISA for Students with Visual Impairment, Including Blindness for guidance on planning ahead for testing.
During Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.	<ol style="list-style-type: none"> 7) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i>.
After Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals. Refer to Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses for complete scribing and transcribing instructions.	<ol style="list-style-type: none"> 8) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i>. 9) Transcribe ELA/L and Mathematics into a (Grade 3) test booklet or (Grades 4-8) answer document. Transcribe Science directly into TestNav.

3.1.8 Paper Form – Spanish for Mathematics or Science

Student Profile: Student meets a condition that allows for paper-based testing as described below. Students should be tested in the language of instruction if at all possible.

A student unable to use a computer due to the impact of their disability such as:

- a health-related disability, neurological disorder, or other complex disability, and/or cannot meet the demands of computer-based test administration;
- an emotional, behavioral, or other disability and is unable to maintain sufficient concentration to participate in a computer-based test administration, even with test accommodations;
- a disability that requires assistive technology that is not compatible with TestNav.
- recently entering school and has had very little or no prior experience with technology.
- the inability to access an online assessment due to religious beliefs.

Paper Form - Spanish must be assigned in Illinois Administration Platform, and the Test Coordinator must order a Spanish Paper Kit from the Illinois Administration Platform Orders page. Allow 5-7 days before testing is scheduled to account for shipping.

Test Proctors are responsible for collecting all nonscorable student work, test booklets, and answer documents (if appropriate) and returning materials to the Test Coordinator.

IAR paper tests come with answer documents or consumable test booklets and will be scored by Pearson.



ISA responses must be transcribed directly into TestNav in order to be scored.

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 or School Test Coordinator.

❖ Refer to [Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses](#) for complete scribing and transcribing instructions.

Timeframe	References	Procedure
Before Testing	<p>Refer to ELA/L and Mathematics translated paper-based Test Proctor Scripts supported by audio files located on the Illinois Support Site at https://il.mypearsonsupport.com/iar-summative-resources/. Click on Test Proctor Scripts and Resources.</p> <p>Refer to Science translated paper-based Test Proctor Scripts supported by audio files located on the Illinois Support Site at https://il.mypearsonsupport.com/isa-summative-resources/. Click on Test Proctor Scripts and Resources.</p>	<ol style="list-style-type: none"> 1) Determine Student Eligibility. 2) Ensure documentation reflects test administration accommodations in the student's file. 3) Paper Form - Spanish must be assigned in Illinois Administration Platform. 4) Spanish Paper Kit must be ordered from the Illinois Administration Platform Orders Tab. 5) Translated Test Proctor Scripts supported by audio files are available for Test Proctors to use who do not speak Spanish but who are administering a test in a language other than English.
During Testing	<p>Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.</p>	<ol style="list-style-type: none"> 6) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i>.

After Testing	<p>Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.</p> <p>Refer to Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses for complete scribing and transcribing instructions.</p>	<p>7) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i>.</p> <p>8) Transcribe Science tests directly into TestNav.</p>
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3.1.9 Paper Form – Spanish Large Print for Mathematics or Science

Student Profile: Student with a visual impairment who is unable to take a computer-based assessment. Students should be tested in the language of instruction if at all possible.

Paper Form – Large Print must be assigned in Illinois Administration Platform, and the Test Coordinator must order a Spanish Large Print Kit from the Illinois Administration Platform Orders page. Allow 5-7 days before testing is scheduled to account for shipping.

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 are responsible for collecting all nonscorable student work, test booklets, and answer documents (if appropriate) and returning materials to the Test Coordinator.



IAR Mathematics and ELA/L responses must be transcribed verbatim in a standard student test booklet or answer document, which is included in the Large Print Test Kit.
ISA responses must be transcribed directly into TestNav.

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 or School Test Coordinator.

- ❖ Refer to [Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses](#) for complete scribing and transcribing instructions.

Timeframe	References	Procedure
Before Testing	<p>Refer to Appendix C: IAR and ISA for Students with Visual Impairment, Including Blindness for guidance on planning ahead for testing to ensure that students have all the necessary tools and materials available to complete assessment tasks.</p> <p>Note: The translated Large Print Test Proctor Script is included in the Spanish Large Print Kit.</p>	<ol style="list-style-type: none"> 1) Determine Student Eligibility with IEP Team. 2) Ensure IEP documentation reflects test administration accommodations in the student's file. 3) Paper Form – Large Print must be assigned in Illinois Administration Platform. 4) A Spanish Large Print Kit must be ordered from the Illinois Administration Platform Orders Tab. 5) Arrange for separate student testing. 6) Follow the guidance described in to Appendix C: IAR and ISA for Students with Visual Impairment, Including Blindness for guidance on planning ahead for testing. 7) As an accommodation, the Spanish version of Large Print receives the same treatment as the English version. The Large Print Test Proctor Script in Spanish is included in the Spanish Large Print Kit.
During Testing	<p>Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.</p>	<ol style="list-style-type: none"> 8) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i>.
After Testing	<p>Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.</p> <p>Refer to Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses for complete scribing and transcribing instructions.</p>	<ol style="list-style-type: none"> 9) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i>. 10) Transcribe Mathematics into a (Grade 3) test booklet or (Grades 4-8) answer document. Transcribe Science directly into TestNav.

3.1.10 Tool Add-On - Online Calculator in Non-Calc Section Mathematics

Student Profile: Student whose disability severely limits or prevents their ability to perform basic calculations.

The purpose of adding the online calculator on the non-calculator section accommodation is to provide access for students with a disability that **severely limits or prevents** 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 sections of the mathematics assessments. The IEP or 504 plan must specify the type of calculator.

Tool Add-On – Online Calculator, Four Function or TI-30 Scientific, must be assigned in Illinois Administration Platform.

Timeframe	References	Procedure
Before Testing		1) Determine Student Eligibility with IEP Team. 2) Ensure IEP documentation reflects test administration accommodations in the student's file. 3) (Grades 3-7) Tool Add-On – Online Calculator Four Function or (Grade 8) Tool Add-On – Online Calculator TI-30 Scientific must be assigned in the Illinois Administration Platform for Mathematics.
During Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.	4) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i> .
After Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.	5) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i> .

3.1.11 Tool Add-On - Speech-to-Text and Word Prediction for ELA/L or Science

Student Profile: If a student has an IEP to use speech-to-text or word prediction as a daily classroom support to respond to constructed response items, a student is eligible to receive this accommodation on the ELA/L or science assessment. This is a standalone tool that can be assigned to any regular or accommodated computer-based ELA/L or science test.

This standalone tool cannot be assigned to any regular or accommodated computer-based mathematics test. If a student requires TestNav's speech-to-text or word prediction for math testing, the student must be assigned the **Online Accommodated Form – Bundle**.

Tool Add-On – Speech-to-Text and Word Prediction must be assigned in the Illinois Administration Platform.

When this standalone tool is assigned to an ELA/L or science assessment, TestNav will turn on the Read&Write for TestNav's word prediction and speech-to-text toolbar which will appear at the top of the student's testing window. The student will be able to then use the toolbar to answer constructed response questions on the ELA/L or science assessment.

Timeframe	References	Procedure
Before Testing	<p>Note: This Read&Write for TestNav tool may be added to any standard or accommodated computer-based ELA/L or Science test form.</p> <p>The Read&Write for TestNav tool CANNOT be added to a computer-based Mathematics test form.</p> <p>The Online Accommodated Form – Bundle for Mathematics is the only math form designed to work with Read&Write for TestNav.</p>	1) Determine Student Eligibility with IEP Team. 2) Ensure IEP documentation reflects test administration accommodations in the student's file. 3) Tool Add-On – Speech-to-Text and Word Prediction must be assigned in the Illinois Administration Platform for ELA/L or science.

During Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.	4) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i> .
After Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.	5) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i> .

3.2 Locally Provided Accommodations



LOCALLY PROVIDED: Locally provided accommodations will no longer be cataloged in the Illinois Administration Platform. However, all locally provided accommodations must continue to be documented and maintained according to [Section 1: Participation Guidelines and Required Documentation for Students with Disabilities and English Learners](#).

In the past, the Illinois State Board of Education required districts and schools to retain certain records within Pearson’s testing platform. As ISBE seeks to enhance testing processes, it has determined that eliminating **all** locally provided accommodations from the testing platform will lessen the administrative burden for District and School Testing Coordinators.

To compare last year's collected fields with those for Spring 2026, download the Spring 2025-2026 Accommodations Upload Template Crosswalk from the Training tab on the Illinois Support Site: <https://il.mypearsonsupport.com/training/>.

Districts and schools can offer various Illinois Assessment of Readiness and Illinois Science Assessment testing accommodations locally. They must document all accommodations for each student and keep these records for three years.

Below is a list of local accommodations available for students taking an IAR or ISA assessment.

3.2.1 Answers Recorded in Test Book

(Paper Only Grades 4-8 ELA/L and mathematics)



LOCALLY PROVIDED: For students using test booklets and answer documents, the student records answers directly in the test booklet.



Responses must be transcribed exactly as written in the student's standard test booklet into the answer document. Only transcribed responses will be scored.

Timeframe	References	Procedure
Before Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.	1) Determine Student Eligibility with IEP Team. 2) Ensure documentation reflects test administration accommodations in the student's file.
During Testing		3) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i> .
After Testing	Refer to Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses for complete scribing and transcribing instructions.	4) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i> . 5) Transcribe Grades 4-8 ELA/L and mathematics answers from test booklets and into answer documents. Science paper-based tests do not include answer documents.

3.2.2. Assistive Technology - External Device

(Online or Paper)

Not all software works in TestNav on the Online Accommodated Form – AT/Screen Reader. If a student's AT does not work with this form in TestNav, the student may be able to take the Online Accommodated Form – Bundle.



LOCALLY PROVIDED: If the Online Accommodated Form – Bundle does not meet the student's needs, the student may use their preferred AT to record answers on a separate computer. Students taking a paper-based test are also eligible for this accommodation.



Student responses generated using the external software must be transcribed verbatim by a Test Coordinator into a test booklet, answer document or directly into TestNav. Only transcribed responses submitted will be scored.

- ❖ Refer to [Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses](#) for complete scribing and transcribing instructions.

Test Proctors are responsible for collecting all nonscorable student work created using external software. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

Timeframe	References	Procedure
Before Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.	1) Determine Student Eligibility with IEP Team. 2) Ensure documentation reflects test administration accommodations in the student's file.

		3) Arrange for separate student testing.
During Testing		4) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i> .
After Testing	Refer to Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses for complete scribing and transcribing instructions.	5) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i> . 6) Transcribe Grades 4-8 ELA/L and mathematics answers from test booklets and into answer documents. Science paper-based tests do not include answer documents.

3.2.3. Braille Notetaker

(Online or Paper)



LOCALLY PROVIDED: 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, 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, answer document, or TestNav.



Student responses generated using an electronic braille note-taker must be transcribed verbatim by a Test Proctor into the student's standard test booklet, answer document, or TestNav. **Only transcribed responses will be scored. Responses must be transcribed by the teacher of the student with visual impairment or a Test Coordinator supervised by the teacher of the student with visual impairment.**

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.

- ❖ Refer to [Appendix A Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses](#) for complete scribing and transcribing instructions.

Timeframe	References	Procedure
Before Testing	Refer to Appendix C: IAR and ISA for Students with Visual Impairment, Including Blindness for guidance on planning ahead for testing.	1) Determine Student Eligibility with IEP Team. 2) Ensure documentation reflects test administration accommodations in the student's file. 3) Arrange for separate student testing.
During Testing		4) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i> .

After Testing	Refer to Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses for complete scribing and transcribing instructions.	5) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i> . 6) Transcribe answers following Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses .
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3.2.4 Braille Writer/Refreshable Braille Device

(Online Only)

- Online Accommodated Form – AT/Screen Reader must be assigned in the testing platform.
- Order a hard copy of the corresponding braille kit from the testing platform. The student will need the braille book to assist with reading graphics.
- Test that TestNav is compatible with the student’s screen reader and device by performing an Infrastructure Trial using the Training Administration in the testing platform. Follow the Infrastructure Trial User Guide located on the Illinois Support Site or schedule assistance from Pearson Field Services at <https://il.mypearsonsupport.com/tech-setup/>.

A student who is blind or has a visual impairment takes the ELA/literacy assessments using his or her preferred screen reader software with a refreshable braille display. A student who uses a screen reader with refreshable braille will also need a braille test booklet.

Braille test booklets contain secure item content and should be handled as secure test materials. Test Proctors should return the braille test booklets to Test Coordinators. Test Coordinators must return the braille test booklets with the nonscorable materials.

Timeframe	References	Procedure
Before Testing	Follow the guidance described in to Appendix C: IAR and ISA for Students with Visual Impairment, Including Blindness for guidance on planning ahead for testing.	1) Determine Student Eligibility with IEP Team. 2) Ensure documentation reflects test administration accommodations in the student’s file. 3) Online Accommodated Form – AT/Screen Reader must be assigned in the testing platform. 4) Braille Kit must be ordered from the Illinois Administration Platform Orders Tab. 5) Arrange for separate student testing.
During Testing		6) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i> .
After Testing	Refer to Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses for complete scribing and transcribing instructions.	7) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i> . 8) Transcribe answers following Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses .

3.2.5 Calculator, Calculation Device, and Mathematics Tools – Calculator Section

(Online or Paper)



LOCALLY PROVIDED: Materials: Hand-held calculator, specific calculation device (e.g., large key, talking, or other adapted calculator), or mathematics tool.

Allowable calculators for the calculator accommodation on non-calculator sections:

Grades 3-5: Four-function with square root and percentage functions.

Grades 6-7: Four-function with square root and percentage functions.

Grade 8: Scientific calculators (Student may also bring a four-function with square root and percentage functions in addition to grade-level calculator).

Allowable mathematics tools include:

- Arithmetic tables (e.g., addition charts, subtraction charts, multiplication charts; division charts).
- Two-color chips (e.g., single-sided or double-sided).
- Counters and counting chips.
- Square tiles.
- Base 10 blocks.
- 100s chart.
- Blank Numberline
- Blank Coordinate Plane

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.

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 **CALCULATOR SECTIONS** of the mathematics assessments.



If a talking calculator is used, the student must use headphones or be tested in a separate setting.

Timeframe	References	Procedure
Before Testing	Refer to the Math Calculator Policy on the Illinois Support Site at https://il.mypearsonsupport.com/iar-summative-resources/ . Click on Tools and Policies under Administration Information.	<ol style="list-style-type: none"> 1) Determine Student Eligibility with IEP Team. 2) Ensure documentation reflects test administration accommodations in the student's file. 3) Provide student with allowable calculator.
During Testing		<ol style="list-style-type: none"> 4) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i>.

After Testing	5) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i> .
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3.2.6 Calculator, Calculation Device, and Mathematics Tools – Non-Calculator Section

(Online or Paper)

Purpose: The purpose of the calculation device on the non-calculator sections accommodation is to provide access for students with a disability that **severely limits or prevents** 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 sections of the mathematics assessments. The IEP, ISP, or 504 plan must specify which device(s) or manipulatives.



LOCALLY PROVIDED: Materials: Hand-held calculator, specific calculation device (e.g., large key, talking, or other adapted calculator), or mathematics tool.

Allowable calculators for the calculator accommodation on non-calculator sections:

Grades 3-5: Four-function with square root and percentage functions.

Grades 6-7: Four-function with square root and percentage functions.

Grade 8: Scientific calculators (Student may also bring a four-function with square root and percentage functions in addition to grade-level calculator).

Allowable mathematics tools include:

- Arithmetic tables (e.g., addition charts, subtraction charts, multiplication charts; division charts).
- Two-color chips (e.g., single-sided or double-sided).
- Counters and counting chips.
- Square tiles.
- Base 10 blocks.
- 100s chart.
- Blank Number line
- Blank Coordinate Plane

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.

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.



Important Guidelines for identifying students to receive this accommodation:

IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive this accommodation. If all guidelines are NOT met, and the student is given Calculation Device and Mathematics Tools without proper documentation, 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 mathematics assessment.)

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:

A disability that **severely limits or prevents** 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.

Before listing the accommodation in the student's IEP/ISP/504 plan, teams should also consider whether:

- The student is unable to perform calculations without the use of a calculation device, arithmetic table, or manipulative during routine instruction.
- The student's inability to perform mathematical calculations is documented in evaluation summaries from locally-administered diagnostic assessments.
- 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.

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.

Timeframe	References	Procedure
Before Testing	Refer to the Math Calculator Policy on the Illinois Support Site at https://il.mypearsonsupport.com/iar-summative-resources/ . Click on Tools and Policies under Administration Information.	1) Determine Student Eligibility with IEP Team. 2) Ensure documentation reflects test administration accommodations in the student's file. 3) Provide student with allowable calculator.
During Testing		4) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i> .
After Testing		5) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i> .

3.2.7 Emergency Accommodation

(Online or Paper)

Prior to or during testing, if the School Test Coordinator determines that a student requires an emergency accommodation, the *Emergency Accommodation Form* must be completed. An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the IAR and ISA assessment window (e.g., a student breaks an arm and needs a scribe). An emergency accommodation should be given **ONLY** if the accommodation will result in a valid score for the student (i.e., does **NOT** change the construct being measured by the test and does **NOT** violate test security requirements).

This form must be completed and maintained in the student's assessment file. The parent/guardian must be notified that an emergency accommodation was provided. Complete a copy of the *Emergency Accommodation Form* located on the Illinois Support Site under the Forms tab at <https://il.mypearsonsupport.com/iar-summative-resources/>.

District staff should complete the form and retain the form in the student's file. This accommodation does not need to be submitted to ISBE for approval, but documentation of its use must be maintained at the local level.

3.2.8 Extended Time

(Online or Paper)

A student may be allowed an extended time accommodation beyond the section testing time up to the end of the school day to complete a section **ONLY IF** this accommodation is listed in his or her IEP or 504 plan (or EL plan).

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 Illinois Assessment of Readiness and the Illinois Science Assessment, this accommodation provides additional time for a student to complete the summative assessments beyond the time allotted for the test or test section. 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 unit. Single test units may not extend beyond one school day.



LOCALLY PROVIDED: Students with extended-time accommodations must be given a test section in a continuous block of time and may not be brought back to that section at a later time. If the accommodation extends into the student's scheduled lunch, then the student must be accompanied to lunch, or bring the student's lunch to the testing room. If the Test Proctor observes that the student is no longer productively engaged, the Test Proctor should escalate to the School Test Coordinator to discuss testing status. Once the extended time provision is exhausted, the Test Proctor should end the testing process at the direction of the Test Coordinator.



It is highly recommended that these students be scheduled to test in a separate setting. A student may be on a different testing schedule from other students because of this

accommodation, as long as testing is completed within the testing window (in addition, each section must be completed on the day on which it begins).

Timeframe	Procedure
Before Testing	<ol style="list-style-type: none"> 1) Determine Student Eligibility with IEP Team. 2) Ensure documentation reflects test administration accommodations in the student's file. 3) Plan for the student taking extra time to test, including arranging for separate seating or moving to a different location after timed testing is completed.
During Testing	4) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i> .
After Testing	5) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i> .

3.2.9 Human Reader or Human Signer Accommodation

(Online or Paper)

This accommodation is not intended for students who only read moderately below grade level. It is intended for students who are severely below their reading level and have a print-related disability or hearing impairment that prevents them from accessing printed text by decoding.



The student that has a Human Reader or Signer must be tested in a separate setting.

- ❖ Read [Appendix B: Protocol for the Use of the Human Reader and Human Signer Accommodation](#).

Paper-based: Order two paper kits from the Illinois Administration Platform Orders Screen. The Test Proctor follows the Protocol for the Use of the Human Reader and Human Signer Accommodation.

Computer-based: Assign the student either the Online Accommodated Form – Bundle or Online Accommodated Form – Sign Language in the Illinois Administration Platform. The Test Proctor will need two devices. The Test Proctor logs into the Proctor Dashboard and signs into the Proctor Read Aloud version of the test on a separate device and follows the Protocol for the Use of the Human Reader and Human Signer Accommodation.

Timeframe	References	Procedure
Before Testing	<p>Download and complete the IAR English Language Arts/Literacy Reading Support Decision Tool https://il.mypearsonsupport.com/iar-summative-resources/ and click on Forms.</p> <p>Refer to Appendix B: Protocol for the Use of the Human Reader and Human Signer.</p>	<ol style="list-style-type: none"> 1) Determine Student Eligibility with IEP Team and if testing ELA/L, complete the <i>IAR English Language Arts/Literacy Reading Support Decision Tool</i>. 2) Ensure IEP documentation reflects test administration accommodations in the student's file.

	Accommodation for complete instructions on administering a test using the Proctor Read Aloud functionality.	3) For Paper-Based Testing: Order two paper kits from the Illinois Administration Platform Orders Screen. 4) For Computer-based Testing: Assign the student either the Online Accommodated Form – Bundle or Online Accommodated Form – Sign Language in the Illinois Administration Platform. 5) The Test Proctor will need two devices. 6) Arrange for separate student testing.
During Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.	7) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i> .
After Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.	8) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i> .

3.2.10 Human Scribe

(Online or Paper)

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 a recently-occurring, though temporary, illness or injury, an ***Emergency Accommodation Request Form*** must be completed and kept on file at the school. Go to <https://il.mypearsonsupport.com/> and click on **Resources>Forms**.

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.

Determine whether the student will be needing a human scribe or whether the speech-to-text functionality embedded in TestNav is an equivalent accommodation that the student can successfully use. A student can practice using speech-to-text for dictation on science practice tests located on the Illinois Support Site at <https://il.mypearsonsupport.com/practice-items/>.



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 an assistive technology external device used for test administration.



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 or directly into TestNav. Only transcribed responses will be scored.

- ❖ Refer to [Appendix A Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses](#) for complete scribing and transcribing instructions.

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.

Timeframe	References	Procedure
Before Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.	<ol style="list-style-type: none"> 1) Determine Student Eligibility with IEP Team. 2) Ensure IEP documentation reflects test administration accommodations in the student's file. 3) Assign the student the appropriate accommodated test in the Illinois Administration Platform. 4) If the test is a paper-based test, order the test through the Illinois Administration Platform Orders Screen. 5) Arrange for separate student testing.
During Testing		<ol style="list-style-type: none"> 6) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i>.
After Testing	<p>Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.</p> <p>Refer to Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses for complete scribing and transcribing instructions.</p>	<ol style="list-style-type: none"> 7) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i>. 8) For paper-based tests, transcribe ELA/L and Mathematics into a (Grade 3) test booklet or (Grades 4-8) answer document. Transcribe Science directly into TestNav. 9) For computer-based tests, transcribe ELA/L, mathematics, and science tests directly into TestNav.

3.2.11 Paper-Based Testing

(Paper Only)

School Test Coordinators will need to plan for and provide paper-equivalent universal tools and accessibility features for students who are unable to take the standard computer-based test. All paper testers are also eligible for the administration considerations discussed in [Section 3 Table 6: Paper-Equivalent Universal Tools, Accessibility Features, and Administration Considerations for Testing](#).

- ❖ Refer to the *Spring 2026 Test Coordinator Manual* Paper Sections 3.10, 4.2, and 5.2 for administering paper tests. Test Coordinator Manuals are shipped to all schools and districts. A copy can also be downloaded from the Manuals tab of the Illinois Support Site at <https://il.mypearsonsupport.com/iar-summative-resources/>.

Table 6: Paper-Equivalent Universal Tools, Accessibility Features, and Administration Considerations for Testing

Universal Tool/Admin Consideration	Subject(s)	Description
Adaptive and Specialized Equipment or Furniture	ALL	Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat)
Pencils and Erasers	ALL	Students use pencils and erasers to mark and erase in test booklets, scratch paper, and answer documents.
Blank Scratch Paper (L)	ALL	Test Proctors must supply at least one page of blank scratch paper per student, per section for both computer-based and paper-based testing.
Bookmark/Notecard	ALL	The student uses a notecard to bookmark a place in the test booklet.
Calculator – Four Function (Calc Sections)	Mathematics Grades 6 & 7 and Science Grades 5 & 8	A student a grade-level calculator on the CALCULATOR SECTION of the mathematics assessments. Calculators are provided locally to paper-based testers.
Color Overlay	ALL	Students may use a cover overlay on paper-based tests.
Frequent Breaks	ALL	Students may take breaks during testing as needed. Most break types do not stop the student's testing time unless otherwise noted in Section 2

Reference Sheets	Mathematics Grades 5-8 and Science Grade 8	Reference sheets should be made available to students taking a paper-based test.
General Test Directions Clarified	ALL	The Test Proctor clarifies general administration directions only. No passages or test items may be clarified.
Glossed Item in Footnotes	ALL	ISBE and Illinois educator-chosen words identified across IAR and ISA test forms that are defined for students in the test book footnotes.
Headphones	ALL	The student uses headphones or noise buffers to minimize distraction or filter external noise during testing.
Highlighters	ALL	Highlighters should be provided
Straight Edge, e.g., a notecard	ALL	Students use this tool to cover parts of the test and help read line-by-line.
Protractor	Mathematics Grades 6 & 7	Protractors are provided locally for paper testers.
Read Test to Self	ALL	The student reads aloud the assessment to him or herself.
Read/Repeat General Test Directions	ALL	The Test Proctor reads aloud the general administration directions only. A student may raise his or her hand and request the directions be repeated.
Redirect Students as Needed	ALL	The Test Proctor redirects the student's attention to the test without coaching or assisting the student in any way.
Ruler	Mathematics	Rulers are supplied to students locally.
Scientific Calculator (Calc Sections)	Mathematics Grade 8	Scientific calculators are provided locally for paper testers.
Separate or Alternate Location	ALL	Student is tested in a specifically assigned location.
Small Group Testing	ALL	Student is tested in a separate location as an individual or with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate.
Specified Area or Setting	ALL	Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).
Spell Check Device (if preferred) (L)	ELA/L and Science (constructed response)	A student uses an external spell check device. Device may not have embedded grammar check, connect to the internet, or save information.

Time of Day	ALL	Student is tested during a specific time of day based on their individual needs (e.g., ELE/L in the morning; no testing after lunch).
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3.2.12 Unique Accommodation

(Online or Paper)

Illinois has developed a comprehensive list of accessibility features and accommodations that are designed to increase access to the Illinois Assessment of Readiness and Illinois Science Assessment and will result in valid, comparable assessment scores. However, students may require additional accommodations that are not outlined in the *AF&A Manual*. ISBE will review requests for unique accommodations on an individual basis. Approval will be given **ONLY** if the requested accommodation will result in a valid score for the student (i.e., does **NOT** change the construct being measured by the test and does **NOT** violate test security requirements).

District staff should download and complete the form from the Illinois Support Site from the Forms tab at <https://il.mypearsonsupport.com/iar-summative-resources/>. Send the form to ISBE at least **six weeks before the IAR and ISA testing window** begins so that the request can be processed in time for testing.

Please send the completed form to: Illinois State Board of Education, Student Assessment Division, Unique Accommodations Request, 100 N. First Street, Springfield, IL 62777-0001, or fax to: 217-782-6097.

To send the Unique Accommodation form electronically, complete the following steps:

Under System Quick Links on the Illinois State Board of Education website:

- >>Click on the **Send ISBE a file** link,
- >>Once there, complete the fields and attach your completed form(s),
- >>Select the **IAR Unique Accommodation** or **ISA Unique Accommodation** box from the **ISBE eMail Name** drop down menu,
- >>Press Submit.

Section 4: English Learners and English Learners with Disabilities (Formerly Tables 6 and 7)

All students are initially registered for the standard computer-based Illinois Assessment of Readiness and the computer-based Illinois Science Assessment through the Student Information System. All Grade 3-8 students are assigned a grade-level ELA/L and mathematics assessment and a science assessment at Grades 5 and 8. The Illinois Assessment of Readiness and Illinois Science Assessment are timed tests.

All students are assigned to the regular IAR or ISA computer-based test **until** a Test Coordinator changes the assignment to an accommodated test in the Illinois Administration Platform.

Accessibility features and English Learner test supports are available for students currently classified as ELs (or EL, Limited English Proficient (LEP)).

Accommodated computer-based tests are available for students with disabilities. Paper-based tests are available as an accommodation for students with disabilities or who meet a qualifying condition.

The Illinois State Board of Education provides reading, writing, and calculation accommodation support on computer-based tests for students with disabilities. ISBE provides a paper version of each test for students with disabilities. ISBE provides the paper version in Spanish for mathematics and science. ISBE provides a computer-based Spanish mathematics and science test as an English Learner accessibility support.



IMPORTANT: All assignments listed under *Testing Platform Accommodation Assignments* and *Locally Provided Accommodation Assignments* **are limited only** to students who have an established Individualized Education Plan or Section 504 Plan that specifically documents that the accommodation is a required need for the student.

English Learners

Federal law requires that students not be excluded from assessments with the intention of holding schools accountable for the academic performance of all students. ELs in Illinois may not be excluded from summative assessments in ELA/L, mathematics, or science assessments. ELs whose parents have waived services may not be excluded from state assessments and are still eligible to receive test supports allowed to ELs on the Illinois Assessment of Readiness and Illinois Science Assessment.

Eligibility for EL Accommodations

Only students currently identified as ELs are eligible to receive English Learner test supports on the Illinois Assessment of Readiness and the Illinois Science Assessment. Students who have been reclassified or former EL students are no longer eligible to receive EL test supports and should be assigned the standard test form. For schools that provide instruction in Spanish for Dual Language Learners (classrooms composed of native speakers and English Learners), school staff can choose to administer the assessment in Spanish or in English. However, please verify the preferred language with the student in advance. Once the student begins testing, the language cannot be changed, and the student must finish testing in that assigned language.

4.1 English Learner Accessibility Supports: All Subjects

In addition to the Universal Tools, Accessibility Features, and Administration Considerations available on standard computer-based IAR and ISA tests, ISBE recommends that all students classified as EL have access to the following while taking an ELA/L, mathematics or science assessment:

4.1.1 Extended time: A student may be allowed an extended time accommodation beyond the section testing time up to the end of the school day to complete a section **ONLY IF** this accommodation is listed in his or her IEP or 504 plan (or EL plan).



It is highly recommended that these students be scheduled to test in a separate setting. A student may be on a different testing schedule from other students because of this accommodation, as long as testing is completed within the testing window (in addition, each section must be completed on the day on which it begins).

- ❖ Reference [Section 3.2.8 Extended Time](#) for complete directions for administering an extended time accommodation before, during, and after testing.

4.1.2 Native Language: General administration directions read aloud, repeated, and clarified in the student's native language.



LOCALLY PROVIDED: Translated test administration Test Proctor scripts embedded with translated audio files are located on the Illinois Support Site at <https://il.mypearsonsupport.com/>.

Click on **Resources>Test Proctor Scripts and Resources>Translated Test Proctor Scripts and Audio Files**. Each script displays the English version of the testing directions and a corresponding audio file in one of the following languages that can be played by the Test Proctor for the student tester.

- Arabic
- French
- Mandarin
- Polish
- Russian
- Spanish
- Tagalog
- Telugu
- Ukrainian
- Urdu

4.1.3 Word-to-Word Dictionary:



LOCALLY PROVIDED: Students may use an approved word-to-word dictionary listed on the 2025-2026 ACT-Authorized Bilingual Word-to-Word Dictionaries located on ACT's website:

<https://www.act.org/content/dam/act/unsecured/documents/ACTApprovedBilingualDictionariesList.pdfExtended Time>.

4.2 English Learner Accessibility Supports Mathematics and Science

The following supports are available for English Learners taking a computer-based assessment.

4.2.1 Standard Online Computer-Based Form Mathematics and Science: text-to-speech is embedded as a feature on all mathematics and science test forms.

- Students are registered through the SIS.

4.2.2 Online Spanish Form (w/TTS) for Mathematics and Science: Spanish version of the mathematics and science assessments. This version of the test is embedded with Spanish text-to-speech and contains all of the universal tools and accessibility features found on the Standard Online Computer-Based Mathematics and Science tests with the following exception:

- Item interactions are limited to multiple choice, multiple select and constructed response items.
- Online Spanish Form (w/TTS) for mathematics and/or science must be assigned to the student in the Illinois Administration Platform.

4.3 English Learners with Disabilities

ELs with disabilities are eligible for accommodations allowed for students with disabilities. The IEP team or 504 Plan Coordinator should collaborate with school EL (i.e., language) staff and evaluation professionals to determine the English language development needs of an EL with an identified disability.

Making assessment accessibility features and accommodations decisions in isolation can result in providing inappropriate access to the student. Therefore, an EL staff familiar with the student should be a member of, or collaborate with, the IEP team or 504 Plan Coordinator in order to:

- Determine the appropriate accommodation(s) that address both the student's linguistic needs and disability;
- Discuss the effective implementation of the accommodations; and
- Determine the effectiveness of such accommodations.

4.3.1 Accommodations for Students with Disabilities Provided in Spanish for Mathematics and Science

4.3.1.1 Paper Form – Spanish for Mathematics or Science

Student Profile: Student meets a condition that allows for paper-based testing as described below. Students should be tested in the language of instruction if at all possible.

- A student unable to use a computer due to the impact of their disability such as:
 - a health-related disability, neurological disorder, or other complex disability, and/or cannot meet the demands of computer-based test administration;
 - 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 TestNav.
- A student who recently entered school and has had very little or no prior experience with technology.
- A student who is unable to access an online assessment due to religious beliefs.

Paper Form - Spanish must be assigned in Illinois Administration Platform, and the Test Coordinator must order a Spanish Paper Kit from the Illinois Administration Platform Orders page. Allow 5-7 days before testing is scheduled to account for shipping.

Test Proctors are responsible for collecting all nonscorable student work, test booklets, and answer documents (if appropriate) and returning materials to the Test Coordinator.

IAR paper tests come with answer documents or consumable test booklets and will be scored by Pearson.



ISA responses must be transcribed directly into TestNav in order to be scored.

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 or School Test Coordinator.

- ❖ Refer to [Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses](#) for complete scribing and transcribing instructions.

4.3.1.2 Paper Form – Spanish Large Print for Mathematics or Science

Student Profile: Student with a visual impairment who is unable to take a computer-based assessment. Students should be tested in the language of instruction if at all possible.

Paper Form – Large Print must be assigned in Illinois Administration Platform, and the Test Coordinator must order a Spanish Large Print Kit from the Illinois Administration Platform Orders page. Allow 5-7 days before testing is scheduled to account for shipping.

During Testing: 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 are responsible for collecting all nonscorable student work, test booklets, and answer documents (if appropriate) and returning materials to the Test Coordinator.



IAR Mathematics and ELA/L responses must be transcribed verbatim in a standard student test booklet or answer document, which is included in the Large Print Test Kit.
ISA responses must be transcribed directly into TestNav.

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 or School Test Coordinator.

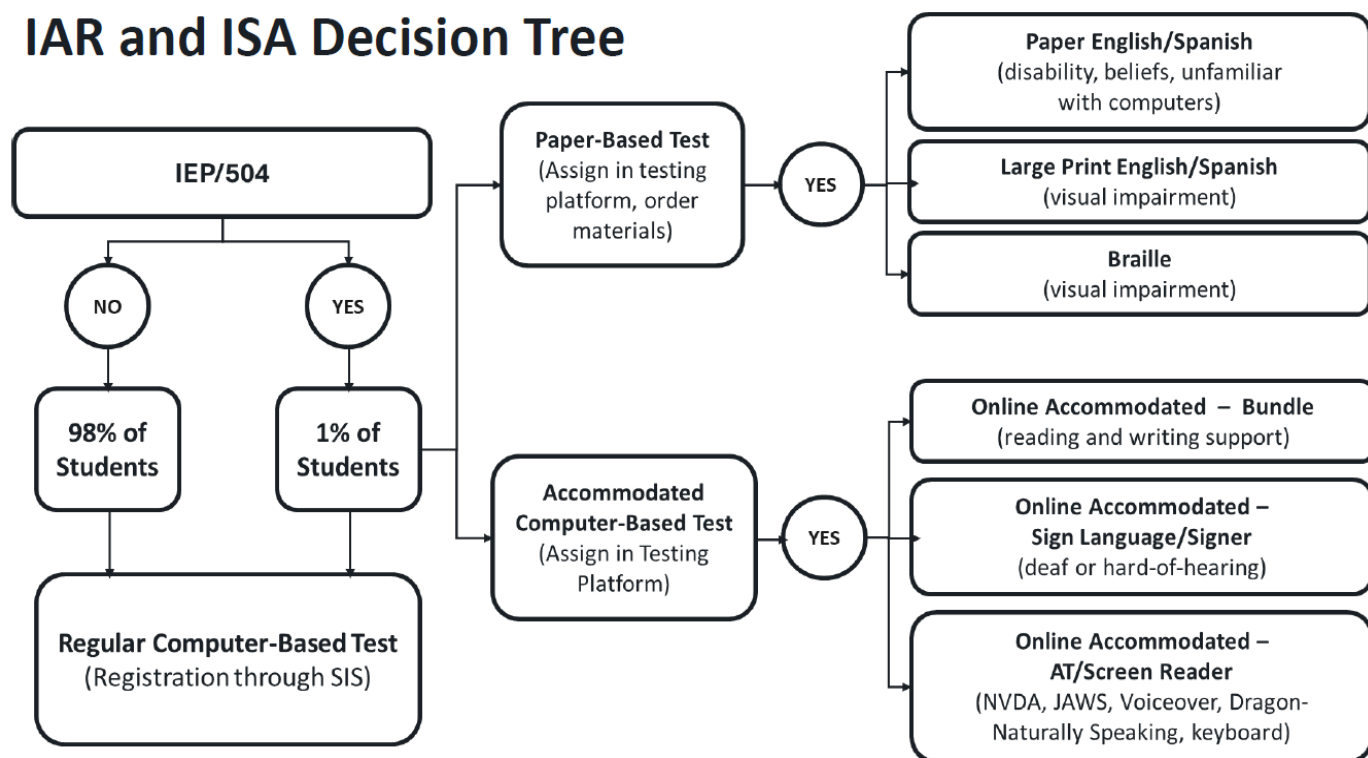
- ❖ Refer to [Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses](#) for complete scribing and transcribing instructions.

Section 5: Decision Trees

The following charts and explainers are provided to help Test Coordinators, Principals, IEP and 504 Teams, and EL educators determine which Grades 3-8 accommodated Illinois Assessment of Readiness and accommodated Grades 5&8 Illinois Science Assessment tests to assign students in the Illinois Administration Platform.

5.1 IAR and ISA Decision Tree

IAR and ISA Decision Tree



This chart provides a basic decision tree for assigning IAR and ISA tests. Students who do not have an IEP or 504 will be registered for grade-specific IAR and ISA assessments through the SIS system. For students with an IEP or 504, the diagram visualizes the decision tree for assigning these students appropriate IAR and ISA test assignments.

DECISION 1: At the top left of the graphic, the tree splits into two paths based on whether the student has an IEP or 504.

NO: Students who do **NOT** have an IEP or 504 are automatically registered for grade-level IAR and ISA standard computer-based assessments through SIS.

YES: Students with an IEP or 504 are automatically registered for grade-level IAR and ISA standard computer-based assessments through SIS. During registration, the Test Coordinator and IEP/504 teams should review each student's testing plan to identify if the student needs additional supports beyond the universal tools, accessibility features and administrative considerations available on the standard computer-based test.

- ❖ Refer to [Section 2: Overview of the Standard Computer-Based Assessment: Universal Tools, Accessibility Features, and Administrative Considerations for Computer-Based Testing](#).

DECISION 2: Does the student with an IEP or 504 need additional support beyond standard computer-based universal tools, accessibility features, and administrative considerations that ISBE already provides for all students? This decision should be subject-specific, as tools and accessibility features vary between IAR and ISA assessments.

NO: If no additional supports are needed, the student will remain automatically registered for grade-level IAR and ISA standard computer-based assessments.

YES: The Test Coordinator and IEP/504 teams should review the IAR and ISA accommodations against the student's testing plan to identify the most appropriate accommodated testing assignment for the student.

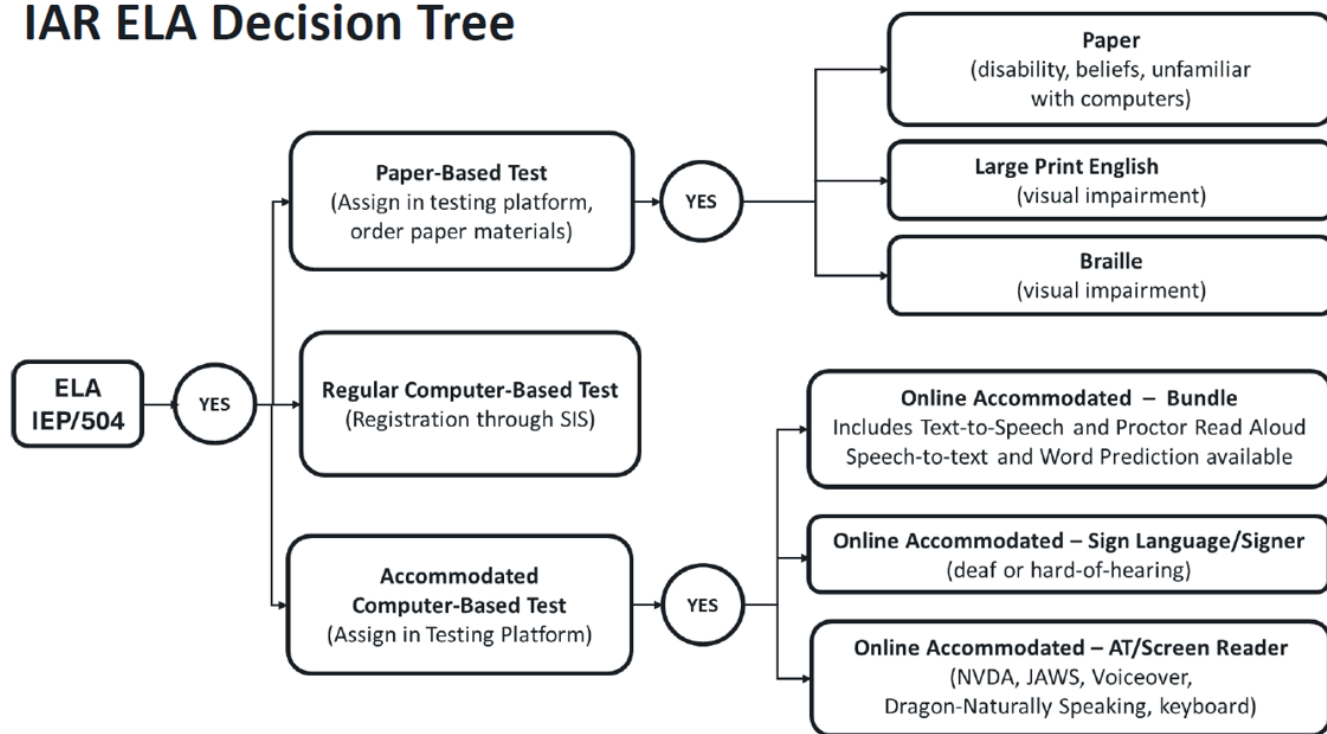
DECISION 3: Does the student's testing plan require paper-based testing?

YES: Students who require paper-based testing will have five paper-based testing options: the paper test in English, the paper test in Spanish for mathematics and science, the large print test, the large print test in Spanish for mathematics and science, and the braille test. The Test Coordinator and student's IEP/504 teams should review the IAR and ISA paper-based accommodations described in [Section 3: Accommodations for Students with Disabilities](#) and assign the most appropriate accommodated testing assignment and order the paper-based test in the Illinois Administration Platform.

NO: Students who require support outside the standard computer-based test will have three computer-based testing options: the **Online Accommodated - Bundle**, the **Online Accommodated - Sign Language**, or the **Online Accommodated - AT/Screen Reader** forms. The Test Coordinator and student's IEP/504 teams should review the following subject-specific decision trees and reference [Section 3: Accommodations for Students with Disabilities](#) to inform selecting appropriate testing assignments in the Illinois Administration Platform.

5.2 IAR ELA/L Decision Tree

IAR ELA Decision Tree



Repeat steps 1 through 3 from the [IAR and ISA Decision Tree](#). If the response to Decision 3 for ELA/L was "No," please proceed to the following instructions.

The Test Coordinator and student's IEP/504 teams should review the accommodated computer-based tests in **Section 3: Accommodations for Students with Disabilities** and choose the most appropriate accommodated testing assignment in the Illinois Administration Platform. The accommodated computer-based tests include an accommodated bundle, an accommodated sign language, and an accommodated AT/screen reader test form.

Online Accommodated – Bundle - ELA/L: This ELA/L test form provides **both** Text-to-Speech and Proctor Read Aloud (Human Reader) options, allowing schools to choose **either** support **or** a combination for each student on test day without changing assignments. The Test Coordinator and IEP/504 teams should decide which reading support(s) the student will use and clearly communicate this plan to the Test Proctor.

- **Tool Add-On – Speech to Text and Word Prediction:** Speech-to-Text and Word Prediction can be assigned as a tool add-on to the **Online Accommodated Bundle – ELA/L** in the Illinois Administration Platform for students whose IEP requires both reading and writing support on ELA/L state assessments and for whom the add-on is appropriate.

Online Accommodated - Sign Language: This ELA/L test form includes both item-level American Sign Language Videos and a Proctor Read Aloud (Human Signer) option that Test Proctors can access to sign the items for students. The Test Coordinator and IEP/504 teams should decide which signing support(s) the student will use and clearly communicate this plan to the Test Proctor.

- **Tool Add-On – Speech to Text and Word Prediction:** Speech-to-Text and Word Prediction can be assigned as a tool add-on in the Illinois Administration Platform for students whose IEP requires both reading and writing support on ELA/L state assessments and for whom the add-on is appropriate.

Online Accommodated - AT/Screen Reader: This test form is for blind or visually impaired students who regularly use a screen reader and refreshable braille device and can read braille and tactile graphics. This test form is compatible with various screen readers, Dragon NaturallySpeaking, and keyboard navigation. Students who are blind, visually impaired, or dependent on these technologies may be eligible. The **Assistive Technology Guidelines** available on the Illinois Support Site at <https://il.mypearsonsupport.com/> provide the TestNav allow list for technology compatible with TestNav. Click on **Resources > Spring 2026 Accessibility Features and Accommodations (AF&A) Resources**.

This test form can also be assigned to sighted students who use their own assistive technology for reading or writing support. However, the Test Coordinator and IEP/504 teams should review the **Online Accommodated – Bundle** test form when deciding if the **Online Accommodated – AT/Screen Reader** option is suitable. In certain cases, the **Online Accommodated – Bundle**, with or without the **Tool Add-On – Speech to Text and Word Prediction**, may actually be a better fit for some sighted students.

- **Tool Add-On – Speech to Text and Word Prediction:** This tool is unsuitable for this test form.

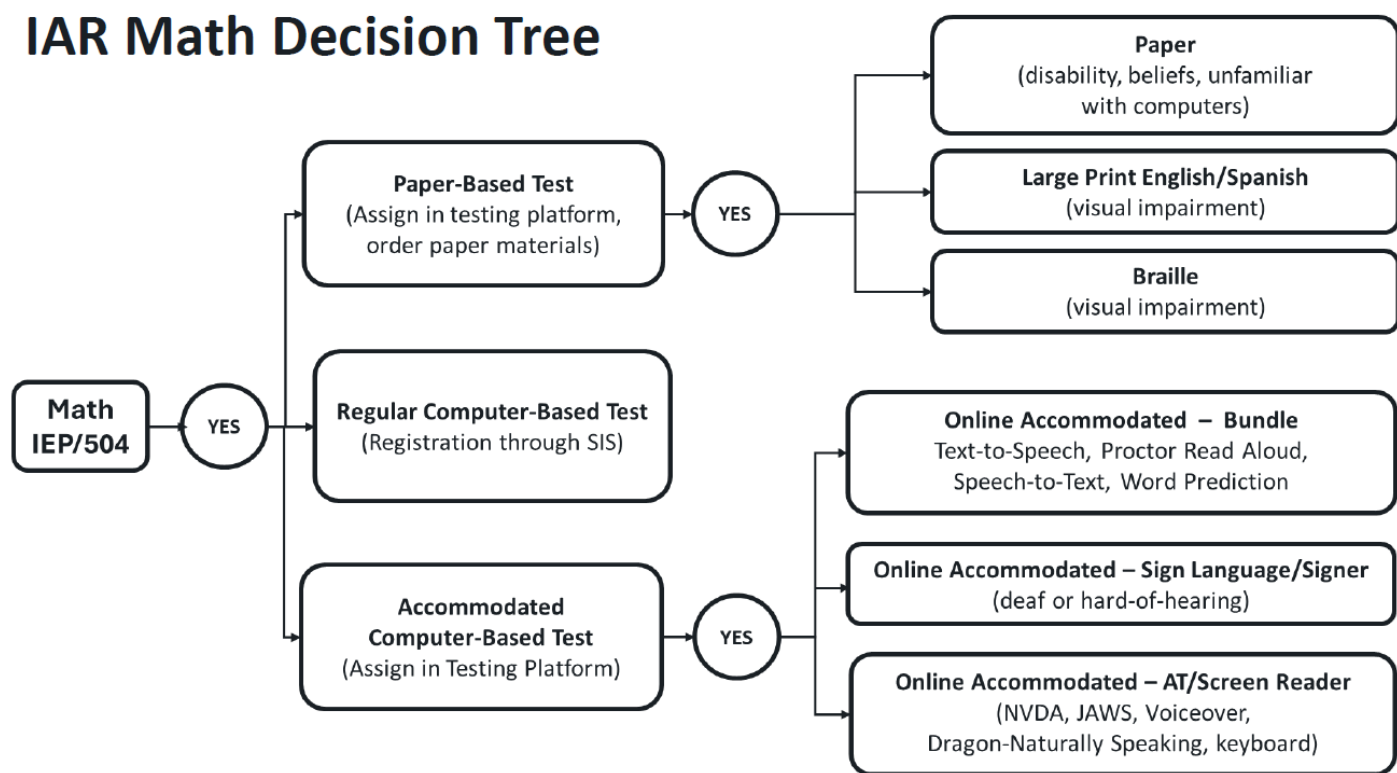
In cases where the student’s AT is not compatible with TestNav, the **Online Accommodated – Bundle** may be appropriate for students who can successfully use Pearson’s Text-to-Speech, Speech-to-Text, and Word Prediction on IAR ELA/L practice tests <https://il.mypearsonsupport.com/practice-items>.

This test form is **NOT** appropriate for students who have deafness or hearing impairment with significant limitations or inability to decode text due to documented prolonged and early language deprivation, and who use **cochlear implants** or other hearing aids to access text-to-speech. These students should be assigned the **Online Accommodated -Bundle**.

Test Coordinators and IEP/504 teams should consult the following references to help determine whether this testing assignment is appropriate.

- ❖ [Section 3: Accommodations for Students with Disabilities](#)
- ❖ [Appendix C: Illinois Assessment of Readiness and Illinois Science Assessment for Students with Visual Impairment, Including Blindness](#)
- ❖ **Assistive Technology Guidelines** on the Illinois Support Site at <https://il.mypearsonsupport.com>. Go to **Resources>Spring 2026 Accessibility Features and Accommodations (AF&A) Resources**
- ❖ **Infrastructure Trial Readiness Guide** on the Illinois Support Site at <https://il.mypearsonsupport.com>. Go to **Technology Setup>User Guides**

IAR Math Decision Tree



5.3 IAR Mathematics Decision Tree

Repeat steps 1 through 3 from the [IAR and ISA Decision Tree](#). If the response to Decision 3 for mathematics was "No," please proceed to the following instructions.

The Test Coordinator and student's IEP/504 teams should review the accommodated computer-based tests in **Section 3: Accommodations for Students with Disabilities** and choose the most appropriate accommodated testing assignment in the Illinois Administration Platform. The accommodated computer-based tests include an accommodated bundle, an accommodated sign language, and an accommodated AT/screen reader test form.

Online Accommodated – Bundle – Mathematics: This version of the mathematics test offers **both** built-in reading and writing support. For reading support, students can use **either** the Text-to-Speech or Proctor Read Aloud (Human Reader) features, **or** a combination of both, as decided by the Test Coordinator and IEP/504 teams. It is important that the chosen reading supports are clearly communicated to the Test Proctor before test day. For writing support, the test form includes the **Tool Add-On - Speech-to-Text and Word Prediction**, providing writing assistance for students on constructed response items.

- **Tool Add-On – Speech to Text and Word Prediction:** This tool is included in this test form and does not need to be assigned separately.

- **Tool Add On – Online Calculator:** the grade-specific calculator in non-calculator sections can be assigned as a tool add-on to the **Online Accommodated Bundle – Mathematics** in the Illinois Administration Platform for students whose IEP requires a calculator in non-calculator sections on state assessments and for whom the add-on is appropriate.

Online Accommodated - Sign Language: This mathematics test form includes both item-level American Sign Language Videos and a Proctor Read Aloud (Human Signer) option that Test Proctors can access to assign the items for students. The Test Coordinator and IEP/504 teams should decide which reading support(s) the student will use and clearly communicate this plan to the Test Proctor.

- **Tool Add-On – Speech to Text and Word Prediction:** This tool is incompatible with this test form.
- **Tool Add On – Online Calculator:** the grade-specific calculator in non-calculator sections can be assigned as a tool add-on to the **Online Accommodated Bundle – Mathematics** in the Illinois Administration Platform for students whose IEP requires a calculator in non-calculator sections on state assessments and for whom the add-on is appropriate.

Online Accommodated - AT/Screen Reader: This test form is for blind or visually impaired students who regularly use a screen reader and refreshable braille device and can read braille and tactile graphics. This test form is compatible with various screen readers, Dragon NaturallySpeaking, and keyboard navigation. Students who are blind, visually impaired, or dependent on these technologies may be eligible. The **Assistive Technology Guidelines** available on the Illinois Support Site at <https://il.mypearsonsupport.com/> provide the TestNav allow list for technology compatible with TestNav. Click on **Resources > Spring 2026 Accessibility Features and Accommodations (AF&A) Resources**.

This test form can also be assigned to sighted students who use their own assistive technology for reading or writing support. However, the Test Coordinator and IEP/504 teams should review the **Online Accommodated – Bundle** test form when deciding if the **Online Accommodated – AT/Screen Reader** option is suitable. In certain cases, the **Online Accommodated – Bundle** may actually be a better fit for some sighted students.

- **Tool Add-On – Speech to Text and Word Prediction:** This tool is incompatible with this test form.
- **Tool Add-On – Online Calculator:** This tool is generally unsuitable for blind or visually impaired students who use local, specialized calculators for calculation. Sighted students using the **Online Accommodated – AT/Screen Reader** test form may be assigned the **Tool Add-On – Online Calculator** in non-calculator sections through the Illinois Administration Platform if their IEP requires one for state assessments and the add-on is suitable.

In cases where the student’s AT is not compatible with TestNav, the **Online Accommodated – Bundle** may be appropriate for students who can successfully use Pearson’s Text-to-Speech, Speech-to-Text, and Word Prediction on IAR ELA/L practice tests <https://il.mypearsonsupport.com/practice-items>.

This test form is **NOT** appropriate for students who have deafness or hearing impairment with significant limitations or inability to decode text due to documented prolonged and early language deprivation, and

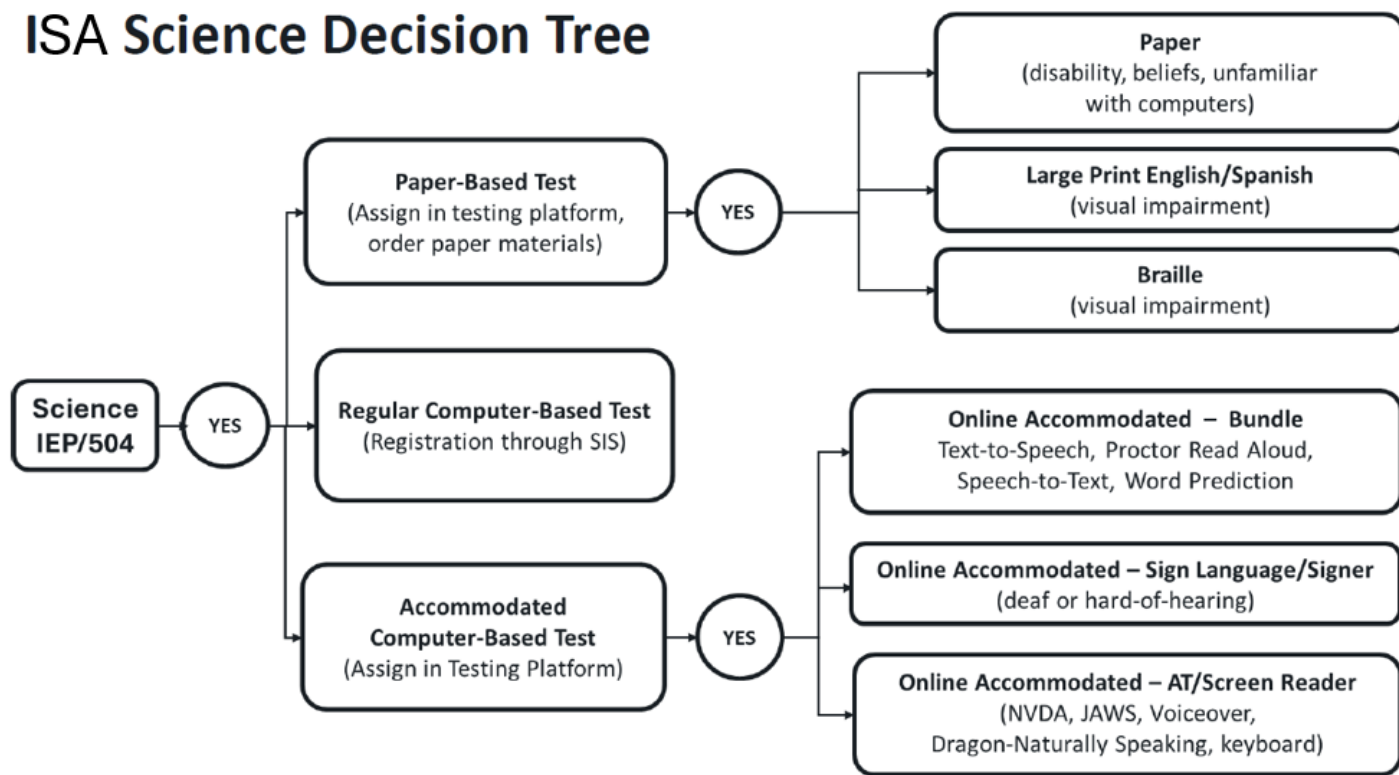
who use **cochlear implants** or other hearing aids to access text-to-speech. These students should be assigned the **Online Accommodated -Bundle**.

Test Coordinators and IEP/504 teams should consult the following references to help determine whether this testing assignment is appropriate.

- ❖ [Section 3: Accommodations for Students with Disabilities](#)
- ❖ [Appendix C: Illinois Assessment of Readiness and Illinois Science Assessment for Students with Visual Impairment, Including Blindness](#)
- ❖ **Assistive Technology Guidelines** on the **Illinois Support Site** at <https://il.mypearsonsupport.com>. Go to **Resources>Spring 2026 Accessibility Features and Accommodations (AF&A) Resources**
- ❖ **Infrastructure Trial Readiness Guide** on the **Illinois Support Site** at <https://il.mypearsonsupport.com>. Go to **Technology Setup>User Guides**

5.4 ISA Science Decision Tree

ISA Science Decision Tree



Repeat steps 1 through 3 from the [IAR and ISA Decision Tree](#). If the response to Decision 3 for science was "No," please proceed to the following instructions.

The Test Coordinator and student's IEP/504 teams should review the accommodated computer-based tests in [Section 3: Accommodations for Students with Disabilities](#) and choose the most appropriate accommodated testing assignment in the Illinois Administration Platform. The accommodated computer-

based tests include an accommodated bundle, an accommodated sign language, and an accommodated AT/screen reader test form.

Online Accommodated – Bundle – Science: This version of the science test offers **both** built-in reading and writing support. For reading support, students can use **either** the Text-to-Speech or Proctor Read Aloud (Human Reader) features, **or** a combination of both, as decided by the Test Coordinator and IEP/504 teams. It is important that the chosen reading supports are clearly communicated to the Test Proctor before test day. For writing support, the test form includes the **Tool Add-On - Speech-to-Text and Word Prediction**, providing writing assistance for students on constructed response items.

- **Tool Add-On – Speech to Text and Word Prediction:** This tool is included in this test form and does not need to be assigned separately.
- **Tool Add On – Online Calculator:** All computer-based science sections contain an online four-function calculator for student use. This add-on is irrelevant to the Illinois Science Assessment.

Online Accommodated - Sign Language: This science test form includes both item-level American Sign Language Videos and a Proctor Read Aloud (Human Signer) option that Test Proctors can access to assign the items for students. The Test Coordinator and IEP/504 teams should decide which reading support(s) the student will use and clearly communicate this plan to the Test Proctor.

- **Tool Add On – Online Calculator:** All computer-based science sections contain an online four-function calculator for student use. This add-on is irrelevant to the Illinois Science Assessment.
- **Tool Add-On – Speech to Text and Word Prediction:** Speech-to-Text and Word Prediction can be assigned as a tool add-on to the **Online Accommodated – Sign Language** test form in the Illinois Administration Platform for students whose IEP requires both reading and writing support on science state assessments and for whom the add-on is appropriate.

Online Accommodated - AT/Screen Reader: This test form is for blind or visually impaired students who regularly use a screen reader and refreshable braille device and can read braille and tactile graphics. This test form is compatible with various screen readers, Dragon NaturallySpeaking, and keyboard navigation. Students who are blind, visually impaired, or dependent on these technologies may be eligible. The **Assistive Technology Guidelines** available on the Illinois Support Site at <https://il.mypearsonsupport.com/> provide the TestNav allow list for technology compatible with TestNav. Click on **Resources > Spring 2026 Accessibility Features and Accommodations (AF&A) Resources**.

This test form can also be assigned to sighted students who use their own assistive technology for reading or writing support. However, the Test Coordinator and IEP/504 teams should review the **Online Accommodated – Bundle** test form when deciding if the **Online Accommodated – AT/Screen Reader** option is suitable. In certain cases, the **Online Accommodated – Bundle** may actually be a better fit for some sighted students.

- **Tool Add-On – Speech to Text and Word Prediction:** This tool is incompatible with this test form.

- **Tool Add-On – Online Calculator:** This tool is generally unsuitable for blind or visually impaired students who use local, specialized calculators for calculation. Sighted students using the **Online Accommodated – AT/Screen Reader** test form may be assigned the **Tool Add-On – Online Calculator** in non-calculator sections through the Illinois Administration Platform if their IEP requires one for state assessments and the add-on is suitable.

In cases where the student's AT is not compatible with TestNav, the **Online Accommodated – Bundle** may be appropriate for students who can successfully use Pearson's Text-to-Speech, Speech-to-Text, and Word Prediction on IAR ELA/L practice tests <https://il.mypearsonsupport.com/practice-items>.

This test form is **NOT** appropriate for students who have deafness or hearing impairment with significant limitations or inability to decode text due to documented prolonged and early language deprivation, and who use **cochlear implants** or other hearing aids to access text-to-speech. These students should be assigned the **Online Accommodated -Bundle**.

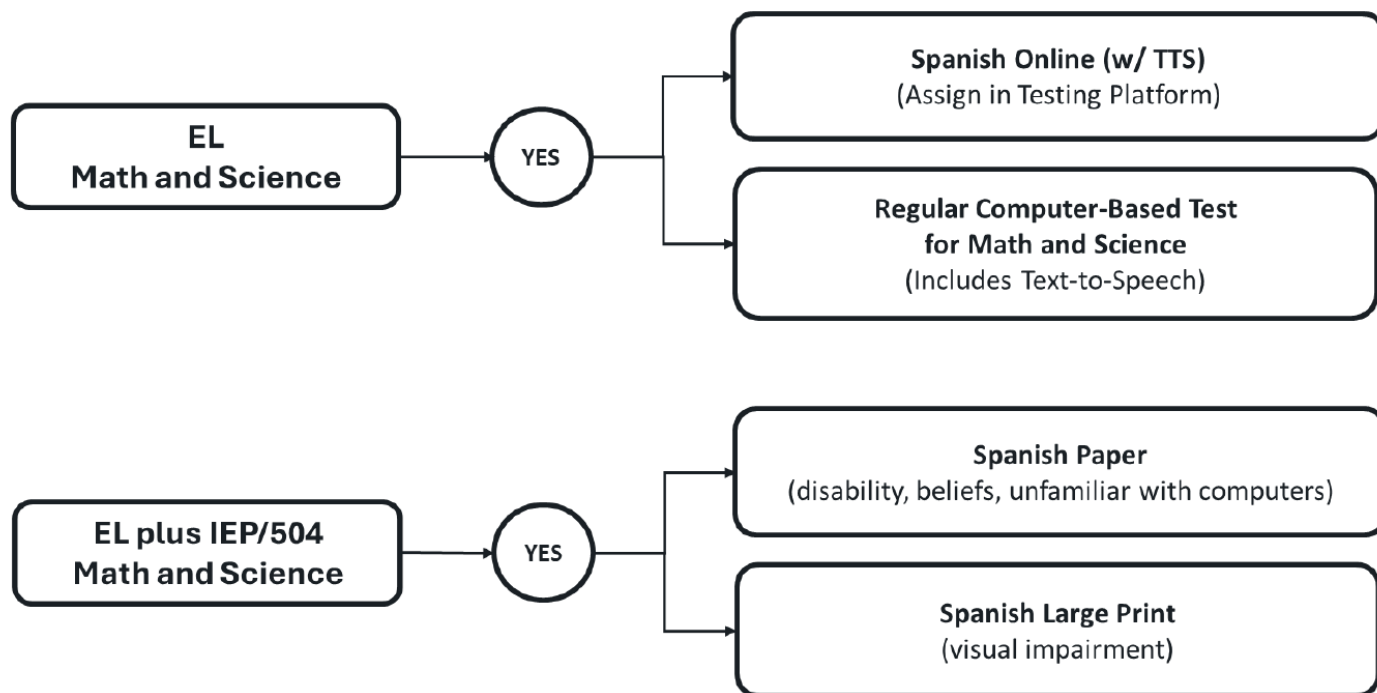
Test Coordinators and IEP/504 teams should consult the following references to help determine whether this testing assignment is appropriate.

- ❖ [Section 3: Accommodations for Students with Disabilities](#)
- ❖ [Appendix C: Illinois Assessment of Readiness and Illinois Science Assessment for Students with Visual Impairment, Including Blindness](#)
- ❖ **Assistive Technology Guidelines** on the **Illinois Support Site** at <https://il.mypearsonsupport.com>. Go to **Resources>Spring 2026 Accessibility Features and Accommodations (AF&A) Resources**
- ❖ **Infrastructure Trial Readiness Guide** on the **Illinois Support Site** at <https://il.mypearsonsupport.com>. Go to **Technology Setup>User Guides**.

5.5 IAR Mathematics and ISA EL Decision Tree

NOTE: ELs with disabilities are eligible for accommodations allowed for students with disabilities. The

IAR and ISA EL Decision Tree



IEP team or 504 Plan Coordinator should collaborate with school EL (i.e., language) staff and evaluation professionals to determine the English language development needs of an EL with an identified disability.

This chart provides a basic decision tree for assigning IAR mathematics and ISA tests for English learners. All EL students will be registered for grade-specific IAR and ISA assessments through the SIS system.

EL students with no IEP or 504 and ELA students with an IEP or 504 are automatically registered for grade-level IAR mathematics and ISA standard computer-based assessments through SIS. During registration, the Test Coordinator, EL and IEP/504 teams should review each student's testing plan to identify if additional supports beyond standard computer-based tools and features are needed.

- ❖ Refer to [Section 2: Overview of the Standard Computer-Based Assessment: Universal Tools, Accessibility Features, and Administrative Considerations for Computer-Based Testing](#).

DECISION 1: Would the student benefit from the student testing directions being read in the student's native language?

YES: Test Proctor Scripts with translated student directions are located on the Illinois Support Site at <https://il.mypearsonsupport.com/>. Click on **Resources>Test Proctor Scripts and Resources**.

DECISION 2: Does the EL student have an IEP or 504 plan?

NO: EL Students who do **NOT** have an IEP or 504 are automatically registered for grade-level IAR and ISA standard computer-based assessments through SIS. During registration, the Test Coordinator and EL teams should review each student's EL plan to identify whether the **Online Spanish (w/TTS)** (standard computer-based assessment in Spanish) test form is more appropriate for the student. Students should be tested in their language of instruction, when possible.

Online Spanish (w/TTS) – Mathematics

- **Tool Add On – Speech to Text and Word Prediction** is incompatible with this form.
- **Tool Add On – Online Calculator:** cannot be added to a test form for students who do not have an IEP or 504 plan.

Online Spanish (w/TTS) – Science

- **Tool Add On – Speech to Text and Word Prediction** cannot be added to a test form for students who do not have an IEP or 504 plan.
- **Tool Add On – Online Calculator:** All computer-based science sections contain an online four-function calculator for student use. This add-on is irrelevant to the Illinois Science Assessment.

❖ Refer to [Section 4: English Learners and English Learners with Disabilities](#).

YES: Students with an IEP or 504 are automatically registered for grade-level IAR and ISA standard computer-based assessments through SIS. During registration, the Test Coordinator EL and IEP/504 teams should review each student's testing plan to identify if additional supports beyond standard computer-based tools and features are needed.

NOTE: ELs with disabilities are eligible for accommodations allowed for students with disabilities. The IEP team or 504 Plan Coordinator should collaborate with school EL (i.e., language) staff and evaluation professionals to determine the English language development needs of an EL with an identified disability.

- ❖ Refer to [Section 3: Accommodations for Students with Disabilities](#).
- ❖ Refer to [Section 4: English Learners and English Learners with Disabilities](#).

DECISION 3: Does the student's testing plan require paper-based testing?

YES: Students who require paper-based testing for ELA/L will have two options: the paper-based test or the large print test in English. Students who require paper-based testing for mathematics and science will have four paper-based testing options: the paper-based test in English or Spanish or the large print test in English or Spanish.

The Test Coordinator and student's EL and IEP/504 teams should review the IAR and ISA paper-based accommodations described in [Section 3: Accommodations for Students with Disabilities](#) and assign the

most appropriate accommodated testing assignment and order the paper-based test in the Illinois Administration Platform.

NO: Students taking an ELA/L, mathematics, or science test who require support outside the standard computer-based test are eligible for accommodations allowed for students with disabilities. The IEP team or 504 Plan Coordinator should collaborate with school EL (i.e., language) staff and evaluation professionals to determine the English language development needs of an EL with an identified disability.

The **Online Spanish (w/TTS)** test form for mathematics and science can also be assigned to students with disabilities with the following IEP/504 supports:

Online Spanish (w/TTS) – Mathematics

- **Tool Add On – Speech to Text and Word Prediction** This tool is incompatible with this test form. A Human Scribe may need to be assigned to help the student record answers if **the Online Spanish (w/TTS)** test form is most appropriate for the student.
- **Tool Add On – Online Calculator:** the grade-specific calculator in non-calculator sections can be assigned as a tool add-on to the **Online Spanish (w/TTS)** test form in the Illinois Administration Platform for students whose IEP requires a calculator in non-calculator sections on state assessments and for whom the add-on is appropriate.

Online Spanish (w/TTS) – Science

- **Tool Add On – Speech to Text and Word Prediction** This tool is incompatible with this test form. A Human Scribe may need to be assigned to help the student record answers if **the Online Spanish (w/TTS)** test form is most appropriate for the student.
- **Tool Add On – Online Calculator:** All computer-based science sections contain an online four-function calculator for student use. This add-on is irrelevant to the Illinois Science Assessment

Section 6: Resource Planning

Test Coordinators should ensure that an adequate number of Test Proctors, Test Support Staff, and suitable physical spaces are available to accommodate students with disabilities. The following considerations must be addressed during the planning of test administrations for these students.

6.1 Resource Considerations for Certain Accommodations

Extra resources are needed for the following accommodations:



Administration Considerations – Principals and Test Coordinators will need to make special arrangements for any administration considerations that result in a student needing to test in a location other than a regular computer-based testing session.



Braille and Large Print - Students will need to test in a one-to-one testing administration in a comfortable and quiet room where the Test Proctor and student can communicate without distraction.

Only an Eligible Test Proctor who is a certified Teacher of Students with Visual Impairment, including Blindness or someone working under the direct supervision of an Eligible Test Proctor who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student's responses into the test booklet, answer document or online form of the IAR/ISA.



Extended Time: Testers who need extended time can be grouped before testing begins if they are taking the same test. After daily testing has ended for the majority of campus, students with extended time can be grouped together to continue testing, regardless of test.



Human Reader and Human Signer: Students needing this accommodation, on paper or computer tests, require separate testing—either one-on-one or in a small group with others using the same accommodation.



Human Scribe: Any student requiring a Human Scribe on either paper or computer-based testing must test in a one-to-one testing administration in a comfortable and quiet room where the Test Proctor and student can communicate without distraction.



Native Language Support – Students who speak a language other than Spanish and who will be receiving the general test directions in their native language will need to be placed in a separate setting to receive the directions in their native language.



Online Accommodated Form – AT/Screen Reader – These testers will be testing with a certified Teacher of Students with Visual Impairment, an Instructional Technology professional, occupational or speech therapist, or other special education teacher who is familiar with the student and student technology being used to complete testing. This should be a one-to-one testing administration in a room where the student is comfortable using assistive technology to answer questions.

Online Accommodated Form – Bundle – Students who are not using the aid of the Human Reader to complete testing are eligible to test in standard testing sessions if appropriate. If the student relies on a Human Reader, the student will need to test in a one-to-one or small group testing administration.

Online Accommodated Form – Sign Language – If students are using the embedded ASL videos for reading support and are not using the aid of a Human Signer, these students may be eligible to test with other students in a standard testing session. If the student relies on a Human Signer, the student will need to test in a one-to-one testing administration in a comfortable and quiet room where the Human Signer and student can communicate without distraction.



Paper Testers – Paper testers can be grouped together by grade and subject test. Since the Test Proctor instructions differ between paper and computer-based testing, paper testers need to be placed separately from students taking computer-based tests.

Spanish tests - Students will need to be grouped together by grade and subject so they can receive the testing directions in their native language.



Third-Party Assistive Technology: In addition to students using assistive technology on the Online Accommodated Form – AT/Screen Reader, students may also be taking paper-based tests and responding to questions on third-party assistive technology that will then be transcribed by the Test Coordinator and Test Proctor into a scorable test. These testers will need to be tested one-on-one in a familiar setting where the Test Proctor and student can communicate without distraction.

APPENDICES

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

Protocol for the Use of the Scribe Accommodation

Scribing a student's responses by an adult Test Proctor is a response accommodation that allows students to provide test responses to an adult Test Proctor who writes or 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.

Qualifications of the Scribe

Individuals who provide the scribe accommodation to a student must: be trained by the school or district, as indicated for the *Test Administration and Proctoring Manual*; 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 the 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 write legibly, if transcribing a student's response into a test book.

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: Directly to a human scribe who records the responses at the time they are given (computer- and paper-based testing) or 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 or onto a paper-based book/answer document. A student must be given the opportunity to review and edit his or her responses before they are finalized into the online testing platform or paper-based test book/answer document.

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.

Capitalization and Punctuation

For the English language arts/literacy (ELA/L) Assessment—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:

- 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.
- During dictation: The student may add capitalization and punctuate as he/she dictates.
 - For example, when stating the sentence “The fox ran.” The student will say, “Capital T, the fox ran, period”
 - 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:*

The scribe should capitalize the first letter of a sentence if the student has indicated the punctuation in the previous sentence and the first word in a new paragraph when students have indicated for the scribe to begin a new paragraph.

- 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.”

The *student must specify capitalization in the following cases:*

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.”

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 IAR/ISA. 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 IAR/ISA. 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 protocol for transcribing student responses followed.

Protocol for Transcribing Paper-Based and Computer-Based Tests



Transcribing IAR and ISA Paper-Based Tests to Avoid Transcription Fee

IMPORTANT: The following bulleted list describes the instances where a Transcriber must transcribe a paper test into an answer document or transcribe a paper test into TestNav to be scored and to avoid a \$200 transcription fee.

- IAR ELA/L and Mathematics Braille tests must be transcribed into the paper test booklet or answer document that comes with each kit and returned with scorable materials.
- IAR ELA/L and Mathematics Large Print tests must be transcribed into the paper test booklet or answer document that comes with each kit and returned with scorable materials.
- IAR ELA/L Spanish Mathematics Large Print tests must be transcribed into the paper test booklet or answer document that comes with each kit and returned with scorable materials.
- All ISA paper-based tests, including the science paper tests, large print tests, Spanish paper tests, Spanish large print tests, and braille tests must be transcribed directly into TestNav.



Paper Based Tests for ELA/L and Mathematics

Certain situations involving scribing of responses during administration of the IAR/ISA may require a Test Proctor to transcribe a student's response in a standard, scorable test booklet or answer document. These situations may include:

- Answers were recorded in the wrong section of a Test Booklet or Answer Document, or in an incorrect Test Booklet or Answer Document.
- A student takes the test using a special test format that requires answers to be transcribed (e.g., large print or braille).
- A student uses a Speech-to-Text converter, augmentative communication device, or assistive technology device to be transcribed by the scribe at a later time.
- As an accommodation, a student records answers in a test booklet, answer document, or on blank paper, instead of in the required Test Booklet or Answer Document.
- A Test Booklet or Answer Document becomes unusable (e.g., torn, wrinkled).

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

- 1) At least two people must be present during any transcription of student responses. One of these people will be the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized District Test Coordinator or School Test Coordinator.
- 2) The student's response must be transcribed verbatim into the Answer Document or Test Booklet. The student's original response in an Answer Document/Test Booklet should be returned with secure test materials. The District Test Coordinator or School Test Coordinator should write "DO NOT SCORE" or draw an "X" in large font on the front of the original Answer Document/Test Booklet. Do not cover the barcode. Return them with nonscorable test materials.
- 3) Braille transcription: Only an eligible Test Proctor who is a certified Teacher of Students with Visual Impairment, including Blindness, or someone working under the direct supervision of an eligible Test Proctor who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student's responses onto the paper form of the IAR/ISA.
- 4) Any original student responses that were printed from an assistive technology device or recorded separately on blank paper (or on other external devices) must be securely shredded.



Paper-Based Tests for Science

IMPORTANT: All science tests must be transcribed into TestNav by the end of the testing window. For Spring 2026, the end of the testing window is April 30. Paper-based science tests are **NOT** scored. Paper-based tests must be transcribed into computer-based equivalent tests in TestNav in order to be scored.

The following steps must be followed to transcribe paper science tests into TestNav.

- 1) At least two people must be present during any transcription of student responses. One of these people will be the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized District Test Coordinator or School Test Coordinator.
- 2) Each paper, large print, braille, and Spanish test has a computer-based version in TestNav for transcribers to enter student answers. Test Coordinators use the student's testing ticket from the paper test to log in and transcribe responses exactly as given.
- 3) Paper testers generally do not use their student testing tickets, but their student testing tickets are generated because they are assigned paper accommodations in the Illinois Administration Platform. All tests assigned in the Illinois Administration Platform are associated with a student testing ticket.
- 4) After the student has completed paper testing, the transcriber will use the student's testing ticket and log into the test as the student. The student login will take the transcriber to the computer-based equivalent of the paper-based test the student completed. The transcriber will transcribe the paper test responses directly into TestNav.
- 5) At least two people must be present during any transcription of student responses. One of these people will be the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized District Test Coordinator or School Test Coordinator.
- 6) The student's responses must be transcribed verbatim into TestNav. Once all items have been transcribed, the transcriber will submit the test.
- 7) The student's original response in an Answer Document/Test Booklet should be returned with secure test materials. The District Test Coordinator or School Test Coordinator should write "DO NOT SCORE" or draw an "X" in large font on the front of the original Answer Document/Test Booklet. Do not cover the barcode. Return them with nonscorable test materials.

Computer-Based Tests for ELA/L, Mathematics, and Science



Selected Response and Technology Enhanced Items

For selected response and technology enhanced items, student responses must be entered into TestNav during the test session by the Test Proctor. Once the student reaches the end of the test with all Selected Response and Technology Enhanced Items completed, the student can submit the test section. If the test session needs to be completed at a later date, the Test Proctor should then go to the Proctor Dashboard and Exit the student from the test section. By exiting the student from the test section, the student's work is preserved and the test can be logged back into at a later time.



Constructed Response Items

Students receiving the scribe accommodation during administration of the computer-based IAR/ISA, will need constructed responses transcribed into TestNav before the online testing window closes. Students may record their answers 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. In these situations, the following steps must be followed.

- 1) The Test Proctor will follow the [Protocol for the Use of the Scribe Accommodation](#) and collect the student's constructed responses following the protocol.
- 2) The student will begin the testing section and answer questions independently until reaching the first constructed response item. The Test Proctor takes dictation as the Human Scribe or the student dictates a response using a device. The student continues testing independently and dictating constructed responses outside of TestNav until the testing section is complete.
- 3) The Test Proctor should then go to the Proctor Dashboard and Exit the student from the test section. By exiting the student from the test section, the student's work is preserved and the test can be logged back into at a later time for transcribing.
- 4) The transcriber will use the student's testing ticket and log into the test as the student. The transcriber must log in to TestNav as the student and navigate to the items for transcription.
- 5) At least two people must be present during any transcription of student responses. One of these people will be the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized District Test Coordinator or School Test Coordinator.
- 6) The student's responses must be transcribed verbatim into TestNav. Once all items have been transcribed, the transcriber will submit the test.
- 7) After transcription is complete, all original student responses that were printed from an assistive technology device or otherwise captured, should be securely shredded.

Appendix B: Protocol for the Use of the Human Reader and Human Signer Accommodation

Determine Student Eligibility for ELA/L

Test Coordinators must thoroughly examine the guidelines below before selecting students to receive these accommodations for ELA/literacy assessments.

- 1) Download the **IAR English Language Arts/Literacy Reading Support Decision Tool** <https://il.mypearsonsupport.com/iar-summative-resources/> and click on Forms. Coordinators should fill out this decision-making form with the aid of the campus education professionals designated to facilitate IEP/504 accommodations to determine whether a student is eligible for the text-to-speech accommodation for ELA.
- 2) Retain all documentation pertaining to the student's IEP and IEP testing accommodations in the student's file. All documentation must be readily available in the student's file to support accommodation use on an IAR or ISA assessment.
- 3) If any guideline is **not** followed and a student receives the Text-to-Speech or the Proctor Read Aloud (Human Reader) accommodation for an English language arts/literacy (ELA/L) assessment, **that student's score could be invalidated** and excluded from assessment results (meaning the student would be classified as a "non-participant" for ELA/L).

When considering this accommodation for a student, Coordinators should determine if the student has:

Blindness or visual impairment and has not learned or cannot use braille;

OR

A disability that ***seriously limits or prevents*** them from accessing printed text, even after ongoing and varied teaching methods have been tried (for example, the student cannot decode printed text);

OR

Deafness or hearing impairment with significant limitations or inability to decode text due to documented prolonged and early language deprivation, and the student uses cochlear implants or other hearing aids to access text-to-speech.

Before adding the accommodation to a student's IEP or 504 plan, teams or coordinators should also consider whether:

- 1) The student typically accesses printed text during instruction using a reader or audio format;
- 2) There is documentation in evaluation summaries from locally-administered diagnostic assessments showing the student's inability to decode printed text or read braille; and the

student continues to receive intensive instruction or interventions in foundational reading skills.

- 3) If the accommodation is added to a student's IEP or 504 plan, teams or coordinators should also consider which read aloud path is most appropriate for the student, Text-to-Speech, Proctor Read Aloud, or a combination of both.

Procedures for Human Readers Providing the Human Reader Accommodation for Computer-based or Paper-based Testing

Readers must be trained locally to administer each assessment, as indicated in the *Test Administration and Proctoring Manual* (TAM). Readers must sign the Security Agreement.

- 1) Readers must read verbatim (word for word) only what is printed in the test book or on the computer screen without changing, emphasizing, or adding words. Readers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response in any way.
- 2) Readers must speak in a clear and consistent voice throughout the test administration, using correct pronunciation, and without vocal inflections that may provide clues to, or mislead, a student. Readers will not receive a copy of the test prior to testing, as this creates a security risk. Reviewing test materials outside the secure testing environment is prohibited.
- 3) Readers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or vocal inflection is permitted.
- 4) Readers may repeat passages, test items, and response options, as requested, according to the needs of the student. Readers should not rush through the test and should ask the student if they are ready to move to the next item.
- 5) Readers may not attempt to solve mathematics problems or determine the correct answer to a test item while reading, as this may result in pauses or changes in inflection which may mislead the student.
- 6) Readers must attempt to maintain a neutral facial expression, neither smiling nor frowning during the test, which may be interpreted by the student as approval or disapproval of the student's answers.
- 7) Readers must be familiar with the student's IEP, ISP, or 504 plan, and should know in advance which accommodations are required by the student, and for which test the student is designated to receive a Human Reader.
- 8) Readers must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, braille, slate and stylus, etc.

- 9) If a reader is unsure how to pronounce an unfamiliar word, advise the student of the uncertainty and spell the word.
- 10) When reading a word that is pronounced like another word with a different spelling, the reader may spell the word after pronouncing it, if there is any doubt about which word is intended.
- 11) Readers must spell any words requested by the student.
- 12) When reading passages, readers must be aware of punctuation marks. Readers may read the passage, or selected lines a second time, with all punctuation marks indicated.
- 13) When test items refer to a particular line, or lines, of a passage, reread the lines before reading the question and answer choices. For example, the reader should say, "Question X refers to the following lines...", then read the lines to the student, followed by question X and the response options.
- 14) When reading selected response items, readers must be careful to give equal stress to each response option and to read all of them before waiting for a response.
- 15) If a reader is also scribing the student's responses, or if another adult will scribe, and the student designates a response choice by letter only ("D," for example), the reader must ask the student if he/she would like the response to be reread before the answer is recorded in the answer booklet.
- 16) If the student chooses an answer before the reader has read all the answer choices, the Human Reader must ask if the student wants the other response options to be read.
- 17) After the reader finishes reading a test item and all response options, the reader must allow the student to pause before responding. If the pause has been lengthy, say: "Do you want me to read the question or any part of it again?" When rereading questions, readers must avoid emphasis on words not bolded, italicized, or capitalized.

Procedures for Human Signers Providing the Human Signer Accommodation for Computer-based or Paper-based Testing

- 1) Signers must be trained on test administration policies by local Test Coordinators. Signers must sign the Security Agreement. The Security Agreement can be downloaded from the Illinois Support Site at <https://il.mypearsonsupport.com>.
- 2) Signers should use signs that are conceptually accurate (except for Signing Exact English (SEE2) users), with or without simultaneous voicing, translating only the content that is printed in the test book or on the computer screen without changing, emphasizing, or adding information. Signers may not clarify (except for test directions), provide additional information, assist, or influence the student's selection of a response

in any way. Signers must do their best to use the same signs if the student requests a portion repeated.

- 3) Signers must sign (or sign and speak when using Simultaneous Communication (Sim-Con)) in a clear and consistent manner throughout test administration, using correct production, and without inflections that may provide clues to, or mislead, a student. Signers should be provided a copy of the test and the administrative directions prior to the start of testing (check individual state policy for the amount of time allowed), in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student.
- 4) Signers should emphasize only the words printed in boldface, italics, or capital letters and inform the student that the words are printed that way. No other emphasis or inflection is permitted.
- 5) Signers may repeat passages, test items, and response options, as requested, according to the needs of the student. Signers should not rush through the test and should ask the student if they are ready to move to the next item.
- 6) Signers may not attempt to solve mathematics problems, or determine the correct answer to a test item while signing, as this may result in pauses or changes in inflection which may mislead the student.
- 7) Signers must use facial expressions consistent with sign language delivery and must not use expressions which may be interpreted by the student as approval or disapproval of the student's answers.
- 8) Test Proctors must be familiar with the student's Individualized Education Plan (IEP), Individual Service Plan (ISP), or 504 plan, and should know in advance which accommodations are required by the student, and for which test the student is designated to receive a human signer. Test Proctors must be aware of whether a student requires additional tools, devices, or adaptive equipment that has been approved for use during the test, such as a magnifier, closed circuit television (CCTV), abacus, braille, slate, stylus, etc., and if use of these tools impacts the translation of the test, the signer should be made aware of this.
- 9) Upon review of the test, if a human signer is unsure how to sign and/or pronounce an unfamiliar word, the signer should collaborate with an ASL-fluent content expert (if available) which sign is most appropriate to use. If the signer is unable to obtain this information before the test, the signer should advise the student of the uncertainty and spell the word.
- 10) When using an ASL sign that can represent more than one concept or English word, the signer must adequately contextualize the word, in order to reduce ambiguity. The signer may also spell the word after signing it, if there is any doubt about which word is intended.

- 11) Signers must spell any words requested by the student during the test administration.
- 12) When test items refer to a particular line, or lines, of a passage, resign the lines before signing the question and answer choices. For example, the signer should sign, "Question X refers to the following lines...", then sign the lines to the student, followed by question X and the response options.
- 13) When signing selected response items, signers must be careful to give equal emphasis to each response option and to sign options before waiting for the student's response.
- 14) When response choices will be scribed, the signer should inform the student at the beginning of the test that if the student designates a response choice by letter only ("D", for example), the signer will ask the student if he/she would like the response to be signed again before the answer is recorded in the answer booklet or the computer-based test.
- 15) If the student chooses an answer before the signer has signed all the answer choices, the human signer must ask if the student wants the other response options to be signed.
- 16) After the signer finishes signing a test item and all response options, the signer must allow the student to pause before responding. If the pause has been lengthy, ask: "Do you want me to sign the question or any part of it again?" When signing questions again, signers must avoid emphasis on words not bolded, italicized, or capitalized.
- 17) Signers should refer to the ASL Glossary for technical vocabulary (signs used on the ASL video accommodation) for consistency in providing the accommodation.

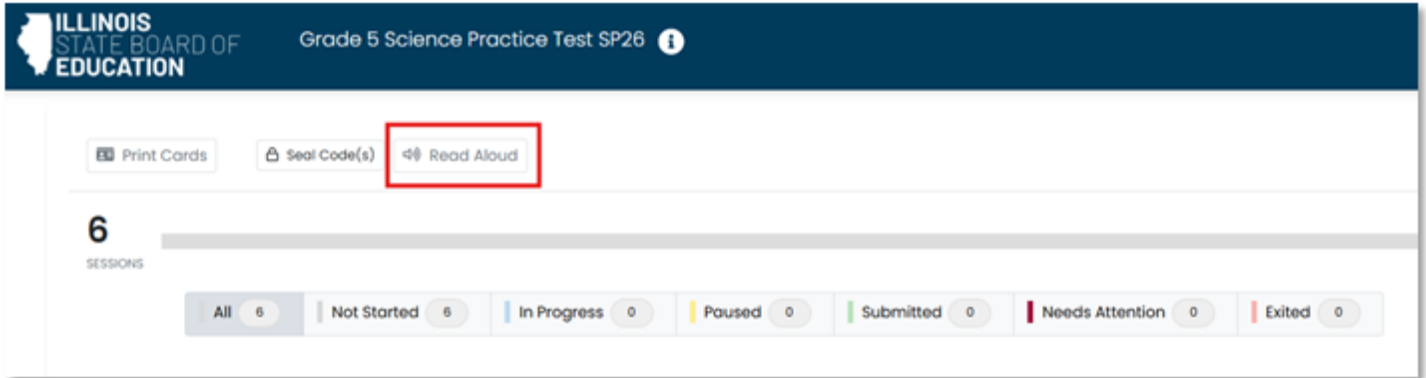
Using the Proctor Read Aloud Functionality in the Illinois Administration Platform to Administer a Human Reader or Human Signer Accommodation for Computer-Based Testing

Test Proctors administering a computer-based Human Reader or Human Signer test administration will need to access a computer-based copy of the Online Accommodated Form – Bundle from which to read to the student.

Test Proctors will need two devices to administer a computer-based Human Reader or Human Signer test; one device to log into the Proctor Dashboard to manage the student's testing section and a second device to log into the Read Aloud version of the Online Accommodated Form – Bundle in TestNav to read to the student.

The Test Proctor will use the Proctor Testing Ticket to log into the Proctor Dashboard on both devices.

- 1) On the first device, the Test Proctor will manage the student testing session from the Proctor Dashboard on the first device.
- 2) On the second device, the Test Proctor will log into the Read Aloud version of the **Online Accommodated Form – Bundle** by clicking on the Read Aloud button from the Proctor Dashboard and following the directions.



Appendix C: Illinois Assessment of Readiness and Illinois Science Assessment for Students with Visual Impairment, Including Blindness

Purpose of this Guidance

The IAR/ISA are provided online, in regular print, large print and braille. This document is for Test Coordinators, Test Proctors, test transcribers and teachers to clarify issues and potential questions for students with visual impairments, including blindness. Students with visual impairments who receive instructional and assessment accommodations, and those professionals that work with them, will need to plan ahead for testing to ensure that students have all necessary tools and materials available to complete assessment tasks. All accommodations must be documented in the student's Individualized Education Program (IEP), Individual Service Plan (ISP), or 504 plan.

Frequently Asked Questions (FAQ)

1. Who is an Eligible Test Proctor?

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

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

❖ Refer to **Appendix B: State Policy Addendum** in the *Test Coordinator Manual* for Test Proctor qualifications for ISBE. Eligible Test Proctors and test support staff must attend training and follow test procedures and protocol. Go to the Illinois Support Site at <https://il.mypearsonsupport.com/> and click on **Resources>Manuals**.

2. What is included in the braille/large print versions of the tests? What additional materials do I need?

Large print and 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:

- Pencils
- Highlighter
- Graph paper
- Calculator
 - Use of a grade-level appropriate calculator is available to all students during designated portions of the mathematics or science assessment.
 - Students who have calculators identified as a needed accommodation in an IEP, ISP, or 504 plan may use the calculator on all portions of the mathematics or science assessment.

- The calculator currently available in TestNav is not accessible with screen readers. Students who use a screen reader should use calculators they use during instructional activities as long as it meets the calculator policy.
 - Refer to the Calculator Policy for specific information on grade-level appropriate calculators.
3. What if a student requires a combination of Human Reader, braille, and large print (i.e., dual or multi-media)?

The District or School may order both a braille and large print book.

4. What special issues exist regarding the use of optical or electronic magnification of the test?

Electronic magnification systems enlarge print materials in black/white or color combinations. Magnification for viewing text and graphics can be increased up to 800% with option for changing font colors, background colors, using a line marker, etc. They come in a variety of models – desktop or handheld, near or distance, stand alone or connected to a computer. Electronic magnification systems provide students with access to all printed materials, and the size of the print can be customized for the task. Students who require magnification by using an electronic magnification system can use a regular paper-based test book.

If the electronic magnification system used by the students as the ability to capture images, these images must be deleted at the end of the test session.

Graphics enlarged on an electronic magnification system may be problematic for some students with low vision. When an image is magnified, the student may not be able to see the whole graphic at once. If the student has difficulty with graphics, a large print test should be ordered. Large print is the regular print book enlarged to 150% which is equivalent to 18 point font size.

5. What special issues should be considered regarding students with a visual impairment, including blindness who may take the online test?

For any student taking the online test, it will be delivered using TestNav. Any student with a visual impairment including blindness who can take an online test should be assigned the Online Accommodated Form – AT/Screen Reader test form.

Screen Readers

A screen reader is a software application, separate from Text-to-Speech embedded in TestNav, which conveys web content through audio. Screen readers are appropriate for students who are experienced with using the software, including those who are blind or have a visual impairment. Pearson has gone to great lengths to ensure that the TestNav system is accessible to all students. Students who take the IAR/ISA online using a screen reader must be able to independently navigate the online testing environment. Professionals who work with students who are screen reader users are encouraged to work with students during instructional activities to ensure that they have independent computer-access skills. The skills used to navigate the IAR/ISA are the same needed to access a variety of internet resources, including the ability to navigate by regions and headings and the ability to use keyboard shortcuts and lists, such as link lists.

As with all students taking an IAR/ISA, students with a visual impairment, including blindness are encouraged to use the practice tests which include screen reader, large print or access to Braille Ready Files (.brf) to download a braille practice test. Practice Tests and Sample Items are currently posted on the Practice Items tab of the Illinois Support Site at <https://il.mypearsonsupport.com/>.

Refreshable Braille Display

Students who use a screen reader can also access the English language arts/literacy (ELA/L) assessments using a refreshable braille display. Students who choose to take advantage of refreshable braille during the IAR/ISA should be comfortable and independent with using a refreshable braille display in instructional activities prior to using one in an assessment environment. As stated above, students and professionals are encouraged to use the Practice Tests in order to become familiar and comfortable with the Computer-Based Assessments.

Screen Enlargement

The online IAR/ISA come with a built-in Zoom feature in the TestNav tool bar to zoom the testing screen by up to 250%.

The online IAR/ISA 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.

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.

Brailers and Braille Note-takers



Students who are accustomed to using a brailer, 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.

Who can transcribe the tests?

Only an Eligible Test Proctor who is a certified Teacher of Students with Visual Impairment, including Blindness or someone working under the direct supervision of an Eligible Test Proctor who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student's responses into the test booklet, answer document or online form of the IAR/ISA.

Answers written on braille paper must be transcribed onto the standard-size paper form of the IAR/ISA or into TestNav. If responses are written on an electronic braille note-taker, they should be printed and transcribed into a standard-size paper test booklet, answer document or 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.

Print

Any Illinois Assessment of Readiness or Illinois Science Assessment paper-based accommodation which requires materials to be shipped will need to be ordered from the Orders tab of the Illinois Administration Platform. The window for ordering materials opens two-three weeks before the testing window begins.

Technology Skills Checklist

Accessibility of testing materials for all students is an important part of the IAR/ISA. For a student with visual impairment, including blindness to take the online test, he or she will need to have a minimum level of skills with computer technology and the assistive technology he or she uses to access instructional materials. The following is a list of skills a student should be using regularly during instructional activities and be proficient with on the day of testing in order to independently access the IAR/ISA online. Students should, at a minimum, be able to complete these tasks independently and should be given multiple opportunities to practice using the Practice Tests and the Sample Items available at <https://il.mypearsonsupport.com/> and by participating in an Infrastructure Trial.

Device	Functions
Screen Reader	Use arrow keys to navigate, Navigate by headings, Access and use the Headings List, Access and use the Links List, Activate Links using keyboard commands, Activate Buttons, Adjust voice settings, Select text using keyboard commands, Copy text to clipboard, Paste text from clipboard, Access edit fields, Use check boxes, Use radio buttons, Enter and exit forms mode, Navigate, locate and read text on a webpage, Navigate and understand a table
Refreshable Braille Display	Complete all of the functions listed under Screen Reader, Use corresponding commands to run a screen reader with a supported refreshable braille display
Screen Magnification	Adjust color and contrast settings, Adjust magnification settings, Use Text-to-Speech when needed, Use find features to efficiently find information

Glossary of Terms

Adaptive and Specialized Equipment or Furniture: Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat). This is an administrative consideration available to all students taking an IAR or ISA test.

Answer Eliminator: On multiple choice options, a student selects an answer and a red X appears and “crosses out” the answer choice.

Answer Masking: When the student uses answer masking, multiple choice and multiple select answers will be masked. The student will uncover answer options when ready. universal feature on standard computer-based tests.

Answers Recorded in Test Book: Students taking a paper test answer in test book. Proctor must transcribe into answer document. Paper-based accommodation on mathematics and ELA/L Grades 4-8 for students who are unable to use an answer document. Answers must be transcribed into the answer document before returning to Pearson for scoring. Must document in student IEP/504. The paper-based accommodation for science does not have an answer document. Students must circle answers in the test booklet then answers must be transcribed directly into TestNav.

Bar Graph: Item Interaction with draggable charting interactions.

Blank Scratch Paper: Test Proctors must supply at least one page of blank scratch paper (i.e., either unlined, lined, or graph) per student, per section for both computer-based and paper-based testing. If graph paper is used during mathematics instruction, it is recommended that schools provide graph paper as scratch paper for mathematics sections. 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.

Bookmark: The student selects the “Bookmark” icon in the toolbar. The student electronically “bookmarks” items to review later.

Braille Notetaker: A braille notetaker is a specialized, portable computer designed for individuals who are blind or visually impaired to independently create, read, and manage digital information using braille. Unlike simple braille displays, which primarily act as tactile monitors for external devices, a notetaker is a standalone unit with its own operating system and suite of applications.

Braille Writer: A [braille writer](#) (or [brailier](#)) is a mechanical device, like a typewriter, used by visually impaired individuals to write in braille by pressing six keys (for the six dots of a braille cell) and a space bar, embossing raised dots onto thick paper; the most famous is the [Perkins Brailier](#), developed from earlier models like the [Hall Braille Writer](#) by [Frank Hall](#) in 1892, making braille composition faster and more accessible.

Braille Writer/Refreshable Braille Device: A Refreshable Braille Device is an electro-mechanical device that creates tactile braille text from computer screen output, using pins that rise and fall to form characters, allowing blind or visually impaired users to read digital content, check formatting, and

interact with devices like computers and smartphones alongside screen readers, offering silent, direct access to information beyond speech.

Calculators: 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. Allowable calculators for the calculator accommodation on calculator sections include:

Grades 3-5: Four-function with square root and percentage functions.

Grades 6-7: Four-function with square root and percentage functions.

Grade 8: Scientific calculators (Student may also bring a four-function with square root and percentage functions in addition to a grade-level calculator).

Calculation Device and Mathematics Tools: Using a tool other than a calculator to compute, e.g., abacus.

Closed Captioning: Text embedded in multimedia (i.e., video) segments of the ELA/literacy summative assessments. Captioning can be turned on/ off within the video player as needed.

Cochlear Implants: Persons with hearing loss sometimes have surgery to implant cochlear implants, an electronic device for severe hearing loss, bypassing damaged ear parts to directly stimulate the auditory nerve. Students with cochlear implants who have not yet learned to read English may be able to take advantage of the universal text-to-speech on the mathematics and science assessments. These same students may be able to use the Online Accommodated Form – Bundle for ELA/L with text-to-speech. For students who are able to read English, they are eligible for the standard computer-based assessments. These students should NOT be assigned the Online Accommodated Form – AT/Screen Reader test unless they are also using a screen reader or other assistive technology to physically answer questions.

Color Contrast: 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.

Constructed Response: Students respond to questions in the ELA/L, Mathematics and Science tests by typing or writing their responses in an online text box or the lines provided in a paper test booklet.

Cover Overlays: Students use a page overlay of colored film on a paper-based test as an Irlen or Dyslexia reading tool, reduce nausea, eye irritation or other discomfort.

Co-Writer Universal: Co-Writer, a product of Everway, was a desktop and Chromebook browser extension with built in word prediction, spelling assistance, speech-to-text topic dictionaries, momentary dictionaries and text-to-speech functionality to help users read and write while online. Co-Writer was sunsetted December 31 by the company. Co-Writer’s Neuron™ prediction engine was incorporated into another browser extension owned by Everway, Read&Write.

Designee: The School Test Coordinator assigns a Designee to assist with tasks associated with test administration. Designees must be qualified to administer IAR and ISA administrations. In general,

educators holding an active Professional Educator License with stipulations endorsed as a provisional educator may coordinate and administer IAR and ISA.

Directions in Native Language: Providing student testing directions in student’s native language (ISBE supports schools locally by providing translated scripts that can be accessed on the Illinois Support Site). ISBE recommends that all students receive directions for IAR and ISA testing in their native language.

Drag and Drop: A matching item interaction. Students drag labels from a box on the screen into another box on the screen. Drag and Drop interactions are keyboard accessible and can be manipulated with a mouse or touchscreen. A student who is unable to manipulate this item type may need to be assigned an accommodated test form if they have an IEP or 504 plan or need an Emergency Accommodation.

Dragon Naturally Speaking: Speech recognition software used for dictation. This software has been tested in TestNav to use with the Online Accommodated Form – AT/Screen Reader test form. Test Coordinators should test the student’s version of Dragon using the Illinois Administration Platform Training Administration to make sure it is performing as expected before assigning this accommodation combination to the student. If the software doesn’t perform as expected, the student may need a Human Scribe to take dictation and transcribe answers for the student on a paper-based test.

Drawing Interaction: Item interaction used on constructed response items to show conceptual understanding or problem-solving steps.

Emergency Accommodation: Accommodations for students provided on an emergency basis, e.g, student breaks an arm and needs a scribe to complete the standard computer-based test.

Equation Editor: Mathematics item interaction a student uses to create a mathematics equation to answer a question. This item interaction appears on all standard computer-based mathematics tests and the Online Accommodated Form – Sign Language. This item interaction has been replaced with a constructed response box that is accessible with most assistive technology on the Online Accommodated Form – AT/Screen Reader test and the Online Accommodated Form – Bundle test for Mathematics. Students taking the Online Accommodated Form AT/Screen Reader test using allowable assistive technology are able to dictate their equations into the constructed response boxes so that they can be scored.

Exhibits (Reference Sheets)

Extended Time: Student needs additional time beyond prescribed testing time to complete test.

Fill in the Blank: Item interaction used on standard and accommodated computer-based ELA/L and mathematics.

Fraction Model: An item interaction that models a fraction using a shape. Students add shading to the model to represent a shape as a fraction to answer the question. The interaction can appear on Grades Blank of the mathematics assessment. Students should practice shading a fraction model using the

Student Readiness Tool on the Practice Items tab of the Illinois Support Site at <https://il.mypearsonsupport.com/practice-items/>.

Frequent Breaks: Student needs frequent breaks but testing time does not change. This is an administrative consideration available to all students taking an IAR or ISA test.

General Administration Directions Clarified: The Test Proctor clarifies general administration directions only. No passages or test items may be clarified. This is an accessibility feature available to all students taking an IAR or ISA test.

General Administration Directions Read Aloud and Repeated as Needed: The Test Proctor reads aloud the general administration directions only. A student may raise his or her hand and request the directions be repeated. This is an accessibility feature available to all students taking an IAR or ISA test.

Glossary Pop-up: These are words that have been identified across IAR and ISA test forms that are defined for students in computer-based tests. Glossed words contain a link that can be accessed with a mouse click, a touchpad, or by keyboard.

Handheld Calculator: Students using a handheld calculator in CALCULATOR ONLY sections while taking a paper or online test. Some students may have a specialized handheld calculator they prefer to the computer-based calculator or standard locally provided handheld calculator. Refer to Section 3.9.1 Secure and Nonsecure Test Materials of the Test Coordinator's Manual for calculator administration rules.

Headphones or Noise Buffers: The student uses headphones or noise buffers to minimize distraction, access embedded Text-to-Speech, or filter external noise during testing. If headphones are used only as noise buffers, do not plug them into the testing device. If headphones are needed for accessibility purposes, make sure they are plugged in prior to launching TestNav (except for headphones that are used as noise buffers).

Highlighters: All students taking a paper-based test should be offered highlighters. The student highlights text as needed to recall and/or emphasize. Multiple colors may be provided. This is a universal tool available to all students taking an IAR or ISA test. Students taking a computer-based test may also have physical highlighters.

Highlight Tool: 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.

Hot Spot: Item Interaction used on IAR and ISA assessments to answer location questions. Students choose an interactive spot on a graphic with a mouse or touchscreen. While keyboard accessible, students who are keyboard dependent should practice answering this question type using the Student Readiness Tool on the Practice Items tab of the Illinois Support Site at <https://il.mypearsonsupport.com/practice-items/>.

Human Reader or Human Signer: A Test Proctor (Human Reader or Human Signer) reads aloud to a student. 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. This accommodation can be assigned to students with an IEP or 504 plan taking an IAR or ISA paper test or the Online Accommodated Form – Bundle accommodation.

Human Scribe: An authorized Test Proctor takes dictation from students and transcribes answers into test booklets, answer documents, or directly into Testnav. Read [Appendix A: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses](#) for more.

Inline Choice: Item Interaction used on IAR and ISA assessments to complete sentences for a correct answer or fill in a blank from a dropdown of choices. Students choose an answer from a dropdown menu with a mouse or touchscreen. While keyboard accessible, students who are keyboard dependent should practice answering this question type using the Student Readiness Tool on the Practice Items tab of the Illinois Support Site at <https://il.mypearsonsupport.com/practice-items/>.

Line Reader Mask: This universal tool is used by students to cover parts of the computer screen and to help read line-by-line. 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. This is a universal tool available to all students taking an IAR or ISA computer-based test.

Magnifier: This universal tool is used by students to enlarge 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. This is not a screen magnifier. It magnifies areas of a screen like a handheld magnifier. See Zoom for screen magnification.

Magnification: This universal tool is available for students to use while taking IAR and ISA computer-based test and is device dependent. Students using a keyboard can use Control-Plus or Control-Minus to size the screen up and down. Tablets may rely on students pinching the screen wider or narrower.

Multiple Choice: Item interaction used on IAR and ISA assessments to choose the correct answer from four choices. Students select a radio button on the computer-based test, circle correct answer in test booklets, or bubble in correct answers on an answer document.

Multiple Select: Item interaction used on IAR and ISA assessments to choose more than one correct answerwor. Students select checkboxes on the computer-based test, circle correct answers in test booklets, or bubble in correct answers on an answer document.

Noise maker, White Noise: A device used to amplify noise that helps the student concentrate. This is a universal feature available to all students taking an IAR or ISA test.

Notepad: This universal tool is used by students to write notes using the embedded Notepad tool on the ELA/literacy computer-based assessments. The student may disable this feature by selecting “Notepad” in the toolbar again.

* 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.

Number line: Item interaction used on IAR mathematics assessments to plot numbers on an interactive number line. Students plot numbers on the number line with a mouse or touchscreen. While keyboard accessible, students who are keyboard dependent should practice answering this question type using the Student Readiness Tool on the Practice Items tab of the Illinois Support Site at <https://il.mypearsonsupport.com/practice-items/>.

Online Accommodated Form – AT/Screen Reader: A computer-based test form coded to work with screen reader technology and an allowable list of other assistive technology software.

Online Accommodated Form – Bundle: A math and science computer-based test form with a bundle of accommodations that include text-to-speech, speech-to-text, word prediction, and the Proctor Read Aloud functionality to support a Human Reader accommodation. An ELA/L computer-based test form with a bundle of accommodations that include text-to-speech and the Proctor Read Aloud functionality to support a Human Reader.

Online Accommodated Form – Sign Language: A computer-based test form with item-level video attachments of American Sign Language interpreters signing each item and/or passage. The videos can be controlled by the student. Proctor Read Aloud functionality has been added to support a Human Signer accommodation.

Order Interaction: Item interaction used on IAR mathematics assessments to complete timelines and sort content. Students move labels in the correct order with a mouse or touchscreen. While keyboard accessible, students who are keyboard dependent should practice answering this question type using the Student Readiness Tool on the Practice Items tab of the Illinois Support Site at <https://il.mypearsonsupport.com/practice-items/>.

Paper Form – Braille: IAR and ISA paper-based accommodation for students who are blind or visually impaired and who read braille. Refer to [Paper Form – Braille](#) for more. Students must have an IEP Plan.

Paper Form – English: IAR and ISA paper-based accommodation for students who are unable to take the computer-based assessment. Students must have an IEP or 504 plan or meets a qualifying condition. Reference [Paper Form – English](#) for more.

Paper Form – Large Print: IAR and ISA paper-based accommodation for students who are visually impaired. Students must have an IEP or 504 Plan. Refer to [Paper Form – Large Print](#) for more.

Paper Form – Spanish: IAR mathematics and ISA paper-based accommodation for students who are unable to take the computer-based assessment. Students must have an IEP or 504 plan or meet a qualifying condition. Refer [to Paper Form – Spanish](#) for more.

Paper Human Read Aloud: Proctor reads paper test aloud to student.

Point Graph: Item interaction used on the IAR mathematics computer-based assessment that can support questions about line graphs, scatter plots and polygon graphs. Students grid points on a coordinate plane with a mouse or touchscreen. While keyboard accessible, students who are keyboard

dependent should practice answering this question type using the Student Readiness Tool on the Practice Items tab of the Illinois Support Site at <https://il.mypearsonsupport.com/practice-items/>

Pop-Up Glossary: : These are words that have been identified across IAR and ISA test forms that are defined for students in computer-based tests. Glossed words contain a link that can be accessed with a mouse click, a touchpad, or by keyboard.

Proctor Read Aloud: Proctor reads computer-based test aloud to student.

Protractor: Universal tool in the toolbar of the IAR mathematics Grades 6 and 7 computer-based tests. Protractors are provided locally for paper-based testers.

Read&Write: Read&Write is a popular browser extension that provides literacy support for students, including text-to-speech, talk and type (speech-to-text), text simplification, a text and picture dictionary, vocabulary builder, grammar check, translations, Co-Writer's Neuron™ word prediction, and a masking tool. After recent acquisitions, Read&Write and Co-Writer were acquired by the same company, Everway, which then sunset Co-Writer but retained its word prediction software to incorporate into Read&Write.

Read&Write for TestNav: Everway provides Pearson with a shortened version of Read&Write that is specifically designed to work with TestNav. The Read&Write for TestNav technology includes speech-to-text and word prediction. ISBE refers to the Read&Write for Pearson tool in test administration instructions: **Tool Add On – Speech-to-Text and Word Prediction**. The **Tool Add On - Speech-to-text and Word Prediction** tool is embedded in the **Online Accommodated Form – Bundle for Mathematics and Science**. The **Tool Add-On Speech-to-Text and Word Prediction** can be added to any computer-based ELA/L and Science English test form. The tool cannot be added to any mathematics forms.

Read Test to Self: 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.

Read/Repeat General Test Directions: The Test Proctor reads aloud the general administration directions only. A student may raise his or her hand and request the directions be repeated. This is an accessibility feature available to all students taking an IAR or ISA test.

Redirect Students as Needed: 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. This is an accessibility feature available to all students taking an IAR or ISA test.

Reference Sheets: Reference sheets are universal features on the Grades 5-8 Mathematics and Grade 8 Science tests. Reference sheets can be found in the Exhibits window on the right side of the testing screen for computer-based tests. Reference sheets are provided locally for paper testers.

Rulers: Rulers are universal features on the mathematics tests. Rulers can be found in the toolbar across the top of the testing screen for computer-based tests. Rulers are provided locally for paper testers.

Scientific Calculators: Grade 8 mathematics and science computer-based testers are provided a scientific calculator in the TestNav toolbar in allowable sections. Scientific calculators are provided locally for paper testers.

Separate or Alternate Location: Student is tested in a specifically assigned location. This is an administrative consideration available to all students taking an IAR or ISA test.

Spell Check: The student uses the embedded spell check icon in TestNav to review their written text for errors in constructed response items on the ELA/L and science assessments.

Spell Check Device: A student uses an external spell check device. Device may not have embedded grammar check, connect to the internet, or save information.

Small Group Testing: Student needs to test in a small group. This is an administrative consideration available to all students taking an IAR or ISA test.

Specified Area or Setting: Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.). This is an administrative consideration available to all students taking an IAR or ISA test.

Speech-to-Text: An accommodation that allows a student to speak their constructed response items rather than type them. Students must have an IEP or 504 plan.

Table Grid: Item interaction used on the IAR and ISA computer-based assessments that can support questions about matching and ranking content. Students grid points on a coordinate plane with a mouse or touchscreen. While keyboard accessible, students who are keyboard dependent should practice answering this question type using the Student Readiness Tool on the Practice Items tab of the Illinois Support Site at <https://il.mypearsonsupport.com/practice-items/>

Text-to-Speech: A machine generated voice that reads an IAR or ISA computer-based test in place of a human reading the test aloud to a student.

Tool Add On - Mouse Pointer: The student uses the pre-selected mouse pointer to assist with tracking and navigation.

Tool Add On – Online Calculator in Non-Calc Section: The purpose of adding the online calculator on the non-calculator section accommodation is to provide access for students with a disability that **severely limits or prevents** 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 sections of the mathematics assessments. The IEP or 504 plan must specify the calculator.

Tool Add On – Speech-to-Text and Word Prediction: Student Profile: If a student has an IEP to use speech-to-text or word prediction as a daily classroom support to respond to constructed response items, a student is eligible to receive this accommodation on the ELA/L or science assessment. This is a

standalone tool that can be assigned to any regular or accommodated computer-based ELA/L or science test.

This standalone tool cannot be assigned to any regular or accommodated computer-based mathematics test. If a student requires TestNav's speech-to-text or word prediction for math testing, the student must be assigned the **Online Accommodated Form – Bundle**.

Unique Accommodation: students may require additional accommodations that are not outlined in the *AF&A Manual*. ISBE will review requests for unique accommodations on an individual basis. Approval will be given **ONLY** if the requested accommodation will result in a valid score for the student (i.e., does **NOT** change the construct being measured by the test and does **NOT** violate test security requirements).

Word Prediction: An accommodation that creates word lists for students to choose from as they type their constructed response items. Students must have an IEP or 504 plan.

Word Prediction – External Device for ELA/L Testing: An accommodation that creates word lists for students to choose from as they type their constructed response items. Students must have an IEP or 504 plan.

Word-to-Word Dictionary: English language support dictionary.

Writing Tools: 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 both the ELA/L and science assessments.

Zoom: Students can turn on and off this tool and increase the screen size up to 250 percent. This is a universal tool available to all students taking an IAR or ISA test

