

# ACCESSIBILITY FEATURES AND ACCOMMODATIONS MANUAL

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

*FIRST EDITION*



## ***First Edition***

Available online at:

[il.mypearsonsupport.com](http://il.mypearsonsupport.com).

The contents of this manual were developed under a grant from the United States (U.S.) Department of Education. However, these contents do not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal government.

Throughout this document, the \* symbol signifies a statement of high importance.

## Table of Contents

<b>Background .....</b>	<b>1</b>
<b>Section 1: Overview of the Illinois Science Assessment, Claims, and Design.....</b>	<b>3</b>
<b>Section 2: Accessibility System and Accessibility Features for All Students Taking the Illinois Science Assessment.....</b>	<b>5</b>
Table 1: Accessibility Features for All Students.....	9
Table 2: Administrative Considerations for All Students .....	16
<b>Section 3: Accommodations for Students with Disabilities and English Learners .....</b>	<b>17</b>
Table 3: Presentation Accommodations for Students with Disabilities.....	20
Table 4: Response Accommodations for Students with Disabilities .....	27
Table 5: Guidance on Selection of Accommodations for English Learners on the Illinois Science Assessment .....	32
Table 6: Accommodations for English Learners on Illinois Science Assessment.....	33
<b>Section 4: Decision-Making Process for Selecting, Using, and Evaluating Accessibility Features and Accommodations for Students with Disabilities, English Learners (ELs), and English Learners with Disabilities .....</b>	<b>38</b>
Step 1: Expect All Students to Achieve Academic Grade-Level Content Standards.....	39
Step 2: Learn About Accessibility Features and Accommodations.....	39
Step 3: Select Accessibility Features and Accommodations for Individual Students.....	40
Table 7: Composite ELP Levels Linked with Commonly-Used State English Proficiency Assessments.....	50
Step 4: Administer Accessibility Features and Accommodations during Assessments .....	52
Step 5: Evaluate and Improve Accessibility Features and Accommodations Use .....	53
<b>Appendices .....</b>	<b>55</b>
Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based Illinois Science Assessment .....	55
Table A1: Accessibility Features for All Students Taking Paper-Based Assessments .....	56
Table A2: Administrative Considerations for All Students Taking Paper-Based Assessments, at School’s Discretion .....	62

Table A3: Presentation Accommodations for Students with Disabilities Taking Paper-Based Assessments .....	63
Table A4: Response Accommodations for Students with Disabilities Taking Paper-Based Assessments .....	68
Table A5: Guidance on Selection of Accommodations for English Learners on Illinois Science Assessment .....	72
Table A6: Accommodations for English Learners Taking the Paper-Based Assessments .....	73
Appendix B: Test Administration Protocol for the Human Reader Accessibility Feature for Science Assessments.....	78
Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.....	80
Appendix D: Unique Accommodation Request Form .....	85
Appendix E: Use of an Emergency Accommodation on an Illinois Science Assessment.....	87
Appendix F: Student Accommodation Refusal Form.....	88
Appendix G: Legal Background .....	89
Appendix H: Human Signer Guidelines.....	94
Appendix I: Illinois Science Assessment for Students with Visual Impairment, Including Blindness .....	97

## Background

### Audience and Purpose

The First edition of the Illinois Science Assessment (ISA) *Accessibility Features and Accommodations Manual* is a comprehensive policy document that provides guidance to districts and decision-making teams to ensure the ISA provide valid results for all participating students.

### 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.

ISBE's goals for promoting student access include:

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

This manual provides information on the accessibility features and accommodations that will be available during the Illinois Science Assessment, based on careful review and inclusion of the following:

- Current<sup>1</sup> and field test research on effective practices for assessing diverse student groups and backgrounds (including needs of students with disabilities and English Learners (ELs), culture, region, linguistic needs, dialect, and socio-economic background);
- Feedback from state leads and state experts on students with disabilities and ELs; and
- Feedback from the content experts

---

<sup>1</sup> Abedi, J. & Ewers, N. (2013). *Accommodations for English Language Learners and Students with Disabilities: A Research-Based Decision Algorithm*; Christensen, L., C. Johnston, and C. Rogers (2012). Refer to the reference list for the research foundation for this Manual.

The Manual consists of the following sections:

### Background and Introduction

**Section 1: Overview of the Assessment, Claims, and Design:** This section summarizes the various assessments and provides the approaches used for universal design.

**Section 2: The Accessibility System and Accessibility Features for All Students Taking the Illinois Science Assessment:** This section provides an overview of the Accessibility System and defines the accessibility features that will be offered to all students taking the assessments.

**Section 3: Accommodations for Students with Disabilities and ELs:** This section outlines the accommodations for students with disabilities and ELs taking the assessments.

**Section 4: Decision-Making Process for Selecting, Using, and Evaluating Accessibility Features and Accommodations for Students with Disabilities, ELs, and ELs with Disabilities:** This section describes a five-step process for selecting, administering, and evaluating the use of accommodations for assessments.

## Section 1: Overview of the Illinois Science Assessment, Claims, and Design

### Overview of the Illinois Science Assessment

The Illinois Science Assessment system is designed to determine whether students are college- and career-ready or on track, assess the full range of the Illinois Learning Standards (ILS), measure the full range of student performance, and provide timely data throughout the academic year to teachers to help inform instruction, interventions, and professional development.

In order to promote improvements in curriculum and instruction and support various forms of accountability, the assessments are designed to measure the full range of the ILS and full continuum of student abilities, including the performance of high-performing and underperforming students. Performance level scores will be reported according to five levels.

### Science Assessments

The Illinois Science Assessment assesses progress of students in grades 5, 8, and 11 in meeting the Illinois Learning Standards in Science incorporating the Next Generation Science Standards (NGSS).

### Use of Technology to Deliver Assessments

The Illinois Science Assessment uses a computer-based assessment delivery platform that is easy for students to learn, intuitive to use, and provides an opportunity for results to be reported quickly and accurately. The Illinois Science Assessment delivery platform is compliant with the Accessible Portable Item Profile (APIP) and Web Content Accessibility Guidelines (WCAG) 2.0. Pearson has released technology guidelines to inform schools and districts as they make technology decisions to best meet the instructional and assessment needs of their students.

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

### Participation Guidelines for Assessments

All students, including students with disabilities and ELs, are required to participate in statewide assessments and have their assessment results be part of the state's accountability systems, with narrow exceptions for certain students with disabilities who have been identified by the Individualized Education Program team to take their state's alternate assessment. All other students will participate in the science assessment. 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. Specific provisions under these laws for students with disabilities and ELs are summarized in [Appendix G: Legal Background](#).

All students can receive accessibility features on the Illinois Science Assessment.

Four distinct groups of students may receive accommodations on the 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 who have an IEP or 504 plan.** These students are eligible for both accommodations for students with disabilities and accommodations for ELs.

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

- **Student with a disability:** One who has been found eligible based on the definitions provided by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or Section 504 of the Rehabilitation Act of 1973.
- **EL:** Assessment consortia are currently collaborating to develop a comprehensive definition. Traditionally, EL students have also been termed “limited English proficient” students and “English language learners.” Legal language is included in [Appendix G: Legal Background](#).
- **Former EL:** A student who is no longer classified as an EL, although progress will continue to be tracked for two years after they have achieved the standards of fluency as identified by the state English language proficiency assessment.

### General Testing Procedures

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



## Section 2: Accessibility System and Accessibility Features for All Students Taking the Illinois Science Assessment

### Accessibility System

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

### What are Accessibility Features?

On the Illinois Science Assessment computer-based assessments, accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the Illinois Science Assessment (i.e., students with and without disabilities, gifted students, ELs, and ELs with disabilities). Since the accessibility features are intended for all students, they are not classified as accommodations. Students should be exposed to these features prior to testing, and should have the opportunity to select and practice using them. Even though accessibility features are available to every student, that doesn't necessarily mean they are appropriate for every student. Consideration should be given to the supports a student consistently uses and finds helpful during instruction and when engaging in individual work.

### Accessibility Features Identified in Advance

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

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

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

The SR/PNP is a collection of student information regarding a student's registration, testing condition, materials, and accessibility features and accommodations that are needed to take an Illinois Science Assessment.

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

Prior to the assessment, the following student information should be collected so students receive the appropriate accessibility features and accommodations on testing day (it is the role of the school to ensure that the student's information is collected and included in this file):

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

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

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

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

## Process for Collecting SR/PNP Information

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

- Student (as appropriate);
- Parent/guardian; and
- Student's primary educator in the subject of the assessment.

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

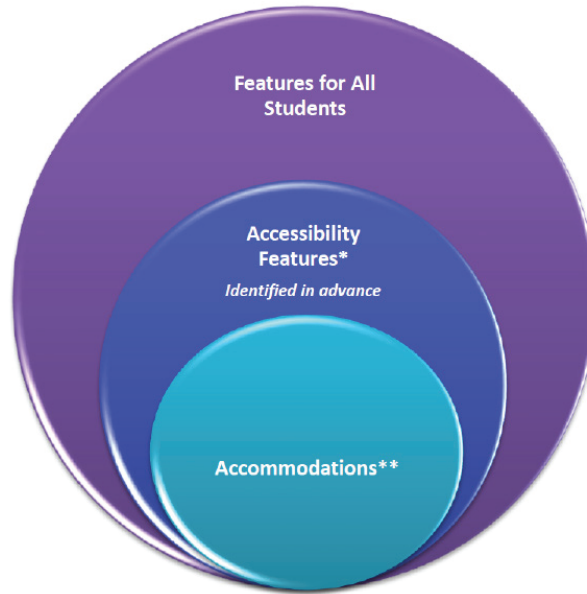
**\*Note:** Go to [il.mypearsonsupport.com](http://il.mypearsonsupport.com) for information on how student data will be captured.

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

There are certain accessibility features and accommodations which require materials to be shipped (e.g., large print, braille with tactile graphics, paper test for online students, and Spanish paper science assessments). All accommodations and accessibility features should be identified in the SR/PNP. After updating the SR/PNP an additional order must be submitted to receive paper testing materials.

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

## The Accessibility System



*^Available to all participating students*

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

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

### Accessibility Features for All Students

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

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

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

Table includes Features for All Students & Accessibility Features Identified.

Accessibility Feature	Administration Guidelines
<p><b>Answer Masking</b> (SR/PNP Column Reference BG)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Student’s SR/PNP must have answer masking selected to activate the feature on the platform.</li> </ul> <p><b>During Testing:</b> When answer masking is enabled, multiple choice and multiple select answers will be masked. The student will uncover answer options when ready. The student may disable this feature by selecting, “Disable Answer Masking” in the user drop-down menu.</p>
<p><b>Bookmark</b></p>	<p><b>During Testing:</b> The student selects the “Bookmark” icon in the toolbar. The student electronically “bookmarks” items to review later. To remove the bookmark, select the “Bookmark” icon again.</p>
<p><b>Color Contrast (Background/Font Color)</b> (SR/PNP Column Reference B)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Student’s SR/PNP must have the student’s Color Contrast (Background/Font Color) selected to activate this feature on the platform.</li> </ul> <p><b>During Testing:</b> Alternate on-screen background and/or font color is enabled via the SR/PNP based on need or preference. The student may change the color contrast option or disable this feature by selecting, “Change the background and foreground color” in the user drop-down menu.</p> <div data-bbox="772 1073 1107 1493" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Contrast Settings</b></p> <ul style="list-style-type: none"> <li><input checked="" type="radio"/> <span style="border: 1px solid black; padding: 2px;">abc</span> Black on White (Default)</li> <li><input type="radio"/> <span style="border: 1px solid black; padding: 2px;">abc</span> Black on Cream</li> <li><input type="radio"/> <span style="border: 1px solid black; padding: 2px;">abc</span> Black on Light Blue</li> <li><input type="radio"/> <span style="border: 1px solid black; padding: 2px;">abc</span> Black on Light Magenta</li> <li><input type="radio"/> <span style="border: 1px solid black; padding: 2px;">abc</span> White on Black</li> <li><input type="radio"/> <span style="border: 1px solid black; padding: 2px;">abc</span> Yellow on Blue</li> <li><input type="radio"/> <span style="border: 1px solid black; padding: 2px;">abc</span> Gray on Green</li> </ul> </div>

SECTION 2

Accessibility Feature	Administration Guidelines
<p><b>Blank Scratch Paper</b> <i>(provided by Test Administrator)</i></p>	<p><b>Before Testing:</b> Test Administrators must supply at least one page of blank scratch paper (i.e., either unlined, lined, or graph) per student, per unit. Students with visual impairments may also use braille paper, raised line paper, bold line paper, raised line graph paper, bold line graph paper, or abacus.</p> <p><b>During Testing:</b> The student uses blank scratch paper (i.e., lined, un-lined, or graph) to take notes and/or work through items during testing. Additional pages may be provided as needed. Students are not required to write their names on scratch paper.</p> <p><b>After Testing:</b> Test Administrators are responsible for collecting ALL scratch paper after testing is completed to be securely destroyed. Scratch paper must be securely shredded if it has been used. Schools may reuse unused scratch paper only if paper is completely blank.</p>
<p><b>Eliminate Answer Choices</b></p>	<p><b>During Testing:</b> The student selects the “Answer Eliminator” icon in the toolbar. On multiple choice options, a student selects an answer and a red X appears and “crosses out” the answer choice. The student may disable this feature by selecting “Answer Eliminator” in the toolbar again.</p>
<p><b>General Administration Directions Clarified</b> <i>(by Test Administrator)</i></p>	<p><b>During Testing:</b> The Test Administrator clarifies general administration directions only. No passages or test items may be clarified.</p>
<p><b>General Administration Directions Read Aloud and Repeated as Needed</b> <i>(by Test Administrator)</i></p>	<p><b>During Testing:</b> The Test Administrator reads aloud the general administration directions only. A student may raise his or her hand and request the directions be repeated.</p>
<p><b>Highlight Tool</b></p>	<p><b>During Testing:</b> The student electronically highlights text as needed to recall and/or emphasize. The student has the option to remove highlighting over text. The highlighter color option will change depending on the color contrast option selected.</p>
<p><b>Headphones or Noise Buffers</b></p>	<p><b>Before Testing:</b> Test Administrator prepares classroom with headphones for participating students.</p> <p><b>During Testing:</b> The student uses headphones or noise buffers to minimize distraction, access 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.</p> <p>*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).*</p>

Accessibility Feature	Administration Guidelines
<b>Line Reader Mask Tool</b>	<p><b>During Testing:</b> The student selects "Show Line Reader Mask" in the user drop-down menu. The student uses an on-screen tool to assist in reading by raising and lowering the tool for each line of text on-screen. The Line Reader can be resized and the size of the reader window can be adjusted. The student may disable this feature by selecting, "Hide Line Reader Mask" in the user drop-down menu.</p> <p>The Line Reader includes additional functionality to close the Line Reader window and allow the feature to work as a general masking tool. The mask box can be resized by the student to cover content on the screen as necessary. In addition, the Line Reader window is moveable anywhere within the boundaries of the Line Reader tool.</p> <p>The Line Reader Mask box color will change depending on the color contrast option selected.</p>
<b>Magnification/Enlargement Device</b>	<p><b>During Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Browser/Device Magnification:</u> The student can use keyboard shortcuts (e.g., Ctrl+) for PCs or pinch/zoom for tablets to magnify what's displayed on the screen (while preserving clarity, contrast, and color).</li> <li>• <u>Magnifier:</u> The student can also select "Enable Magnifier" in the user drop-down menu. The student enlarges text and graphics on-screen via a magnification square (200%). The student may disable this feature by selecting, "Disable Magnifier" in the user drop-down menu.</li> </ul> <p><b>Note:</b> Magnifying beyond 300% may affect heading formatting and may cause text-wrapping, and therefore it is not recommended.</p>
<b>Notepad</b>	<p><b>During Testing:</b> The student selects the "Notepad" icon in the toolbar. The student may disable this feature by selecting "Notepad" in the toolbar again.</p> <p><b>Note:</b> The notepad tool cannot be resized. In addition, the tool does not save across items and only saves student entered text on the item for which it was entered.</p>
<b>Pop-up Glossary</b>	<p><b>During Testing:</b> The student is able to view definitions of pre-selected, underlined words by clicking on them. The definition appears in a pop-up text box.</p>
<b>Redirect Student to the Test</b> <i>(by Test Administrator)</i>	<p><b>During Testing:</b> The Test Administrator redirects the student's attention to the test without coaching or assisting the student in any way. There is no limit to the number of times a Test Administrator can redirect a student back to the test. Examples: Providing reminders to stay on task and focused during the assessments; Providing a visual cue to the student to remain on task.</p>
<b>Spell Check or External Spell Check Device</b>	<p><b>During Testing:</b> The student uses the embedded spell check icon in TestNav to review their written text for errors. If preferred, the student uses an external spell check device. Device may not have embedded grammar check, connect to the internet, or save information.</p>

Accessibility Feature	Administration Guidelines
<p><b>Student Reads Assessment Aloud to Self</b></p> <p><i>(SR/PNP Column Reference BH)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: The student's SR/PNP must have this feature identified.</li> </ul> <p><b>During Testing:</b> The student reads aloud the assessment to him or herself. Students may use an external device such as a whisper phone, read to themselves in a normal voice, or use other strategies from classroom instruction. The student must be tested in a separate setting.</p>
<p><b>Text-to-Speech for the Science Assessments</b></p> <p><i>(SR/PNP Column Reference CG)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: The student's SR/PNP must have Text-to-Speech selected to activate the feature on the platform. Once a student is placed into a test session, the student will be assigned a form with embedded Text-to-Speech.</li> <li>• <u>Test Administrator Training</u>: Refer to the Text-to-Speech Tutorial on <a href="http://il.mypearsonsupport.com">il.mypearsonsupport.com</a> for full training on tool functionality.</li> <li>• <u>Differences Between Text Only and Text Plus Graphics</u>: <ul style="list-style-type: none"> <li>o Text Plus Graphics - Reads all printed text and the hidden alternate text descriptions for images.</li> <li>o Text Only - Reads printed text but does not read any alternate text descriptions for images.</li> </ul> </li> </ul> <p><b>During Testing:</b> The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded Text-to-Speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon.</p>



Accessibility Feature	Administration Guidelines
<p><b>Human Reader or Human Signer for the Science Assessments</b></p> <p><i>(SR/PNP Column Reference CH)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> <ul style="list-style-type: none"> <li>o Student’s SR/PNP must have Human Reader/Human Signer selected. A student MUST be manually placed into a Human Reader test session to provide the Human Reader accessibility feature. This will assign all students in the test session the same form as the Test Administrator and will match the Human Reader Script. Students in these sessions cannot have other PNP form supported accommodations such as Text-to-Speech, American Sign Language (ASL), Assistive Technology – Screen Reader, Assistive Technology Non-Screen Reader. <b>Important:</b> Failure to manually place the students in a Human Reader session (specifically identified in PAN) will result in the student receiving a form that differs from the form needed to provide the accessibility feature.</li> <li>o The Test Administrator will be assigned a separate authorization login to access the same form as all students within the Human Reader session and also receive a secure Science Human Reader Script.</li> </ul> </li> <li>• <u>Materials:</u> Science Human Reader Script</li> <li>• <u>Test Administrator Training:</u> Human Readers and Human Signers providing this accessibility feature must review:           <ul style="list-style-type: none"> <li>o The Science Human Reader Script, at least two school days prior to testing. Review of the Human Reader Script must occur in a *SECURE ENVIRONMENT*.</li> <li>o <a href="#">Appendix B: Test Administration Protocol for the Human Reader Accessibility Feature for Science Assessments.</a></li> <li>o <a href="#">Appendix H: Human Signer Guidelines</a> (signers only).</li> </ul> </li> </ul> <p><b>During Testing:</b> A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader Script. The student must be tested in an individual or small group setting. Small groups should only be used if all students are able to work at approximately the same pace.</p> <p><b>After Testing:</b> Human Reader Scripts contain secure item content and should be handled as secure test materials. Test Administrators should return materials to Test Coordinators. Test Coordinators must return the Human Reader Scripts with the nonscorable materials.</p>

SECTION 2

Accessibility Feature	Administration Guidelines
<p><b>Online Transadaptation of the Science Assessment in Spanish</b> <i>(SR/PNP Column Reference CE)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student's SR/PNP must have Online Transadaptation in Spanish selected. Once a student is placed into a test session, the student will be assigned an online form in Spanish.</li> <li>• <u>Test Administrator Training</u>: Test Administrators providing this accessibility feature should ideally be literate and fluent in English and Spanish, or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish.</li> </ul> <p><b>During Testing:</b> A student takes the online science assessment with content presented in Spanish.</p> <p><b>Note:</b> If the student is also receiving a Human Reader accessibility feature, the test can be read aloud in Spanish only (i.e., the test cannot be read aloud in English in addition to Spanish).</p>
<p><b>Paper-Based Edition of the Science Assessment in Spanish</b> <i>(SR/PNP Column Reference CE)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student's SR/PNP must have Paper-Based Edition in Spanish selected.</li> <li>• <u>Materials</u>: Paper-Based Edition of the Science Assessment in Spanish.</li> <li>• <u>Test Administrator Training</u>: For ELs, and ELs with disabilities, administrators must review the following: <ul style="list-style-type: none"> <li>o <a href="#">Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based Illinois Science Assessment</a>.</li> <li>o Test Administrators providing this accessibility feature should ideally be literate and fluent in English and Spanish, or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish.</li> </ul> </li> </ul> <p><b>During Testing:</b> The student takes a paper-based science assessment with content presented in Spanish.</p> <p><b>After Testing:</b> All student responses for paper tests must be transcribed into TestNav.</p>

Accessibility Feature	Administration Guidelines
<p><b>Text-to-Speech for the Science Assessments in Spanish</b> (SR/PNP Column Reference CE and CG)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Student's SR/PNP must have Text-to-Speech in Spanish selected. Once a student is placed into a test session, the student will be assigned a form with embedded Text-to-Speech on the online Spanish form.</li> <li>• <u>Test Administrator Training:</u> <ul style="list-style-type: none"> <li>o Refer to the Text-to-Speech Tutorial at <a href="http://il.mypearsonsupport.com">il.mypearsonsupport.com</a> for training on functionality.</li> <li>o Test Administrators providing this accessibility feature should ideally be literate and fluent in English and Spanish, or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish.</li> </ul> </li> <li>• <u>Differences Between Text Only and Text Plus Graphics:</u> <ul style="list-style-type: none"> <li>o Text Plus Graphics - Reads all printed text and the hidden alternate text descriptions for images.</li> <li>o Text Only - Reads printed text but does not read any alternate text descriptions for images.</li> </ul> </li> </ul> <p><b>During Testing:</b> The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student in Spanish using embedded Text-to-Speech software. The student may pause and resume the audio as needed. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon.</p>

SECTION 2

**Administrative Considerations for All Students**

Detailed guidelines on the administration of the Illinois Science Assessment will be included in the *Test Administrator Manual* and the *Test Coordinator Manual*.

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

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

The principal or test coordinator may determine that ANY student can receive one or more of the following test administration considerations, regardless of the student's status as a student with a disability or EL.

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

Administrative Consideration	Description
<b>Small Group Testing</b> <i>(SR/PNP Column Reference BC)</i>	Student is tested in a separate location as an individual or with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate. Check policies on the maximum number of students allowed in a small testing group.
<b>Time of Day</b> <i>(SR/PNP Column Reference BF)</i>	Student is tested during a specific time of day based on their individual needs.
<b>Separate or Alternate Location</b> <i>(SR/PNP Column Reference BB)</i>	Student is tested in a specifically assigned location.
<b>Specified Area or Setting</b> <i>(SR/PNP Column Reference BE)</i>	Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).
<b>Adaptive and Specialized Equipment or Furniture</b> <i>(SR/PNP Column Reference BD)</i>	Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).
<b>Frequent Breaks</b> <i>(SR/PNP Column Reference BA)</i>	Guidance on logistics for administrating the Illinois Science Assessment with frequent breaks: <ul style="list-style-type: none"> <li>• <i>Medical Breaks:</i> Student takes a break due to pre-existing or sudden onset of a temporary or long-term medical condition.</li> <li>• <i>Individual Bathroom Breaks:</i> Student requests a bathroom break.</li> <li>• <i>In-Chair Stretch Break:</i> Student pauses and stretches.</li> <li>• Other Frequent Breaks.</li> </ul>

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

### Accommodations for Students with Disabilities and ELs

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

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

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

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

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

- Accommodations enable students to participate more fully and fairly in instruction and assessments and to demonstrate their knowledge and skills.
- Accommodations should be based upon an individual student's needs rather than on the category of a student's disability, level of English language proficiency alone, level of or access to grade-level instruction, amount of time spent in a general classroom, current program setting, or availability of staff.

- Accommodations should be based on a documented need in the instruction/assessment setting and should not be provided for the purpose of giving the student an enhancement that could be viewed as an unfair advantage.
- Accommodations for students with disabilities should be described and documented in the student’s appropriate plan (i.e., either the IEP or 504 plan).
- Accommodations for ELs should be described and documented.
- Students who are ELs with disabilities qualify to receive accommodations for both students with disabilities and ELs.
- Accommodations should become part of the student’s program of daily instruction as soon as possible after completion and approval of the appropriate plan.
- Accommodations should not be introduced for the first time during the testing of a student.
- Accommodations should be monitored for effectiveness.
- Accommodations used for instruction should also be used, if allowable, on local district assessments and state assessments.

In the event that a student was provided a test accommodation that was *\*NOT LISTED\** in his or her IEP or 504 plan; or was not documented for an EL, or if a student was *\*NOT PROVIDED\** a test accommodation listed in his or her IEP/504 plan/documentation for an EL, the school must follow policies and procedures for notifying the state assessment office.

### Scoring and Reporting

Summative assessment scores for students who receive any of the accommodations listed in this manual will be aggregated with the scores of other students and those of relevant groups, and can be included for accountability purposes.

If needed, refer to the SR/PNP for more information on coding accommodations.

### Unique Accommodations

Illinois has developed a comprehensive list of accessibility features and accommodations that are designed to increase access to the Illinois Science Assessment and will result in valid, comparable assessment scores. However, students with disabilities or ELs may require additional accommodations that are not found in this manual. The ISBE will individually review requests for unique accommodations on an individual basis and will provide approval after determining whether the accommodation would result in a valid score for the student. Refer to [Appendix D: Unique Accommodation Request Form](#).

### Emergency Accommodations

An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or during the assessment window. A student who does not have an IEP or 504 plan may require an accommodation as a result of a recently-occurring accident or illness. Cases include students who have a recently-fractured limb (e.g., arm, wrist, shoulder); whose only pair of eyeglasses has broken; or a student returning after a serious or prolonged illness or injury. 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[s]). If the principal (or designee) determines that a student requires an emergency accommodation on the Illinois Science Assessment, an Emergency Accommodation

Form must be completed and maintained in the student's assessment file. Requests for emergency accommodations will be approved after it is determined that use of the accommodation would result in a valid score for the student. **\*The parent must be notified that an emergency accommodation was provided.\*** Refer to [Appendix E: Use of an Emergency Accommodation on an Illinois Science Assessment](#).

### **Student Refusal Form**

If a student refuses an accommodation listed in his or her IEP, or 504 plan, or an EL plan the school should document in writing that the student refused the accommodation, and the accommodation must be offered and remain available to the student during testing. This form must be completed and placed in the student's file and a copy must be sent to the parent on the day of refusal. Principals (or designee) should work with Test Administrators to determine who, if any others, should be informed when a student refuses an accommodation documented in an IEP, or 504 plan, or an EL plan. Refer to [Appendix F: Student Accommodation Refusal Form](#).

### **Ongoing Research and Data Collection on Use of Accommodations**

ISBE will continue to research the effectiveness, validity, differential impact, relevance, and feasibility of the accommodations, and revise as needed.

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

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

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

Accommodation	Administration Guidelines
<p><b>Assistive Technology</b> <i>(Non-Screen Reader)</i></p> <p><i>(SR/PNP Column Reference BL)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Student’s SR/PNP must have assistive technology selected.</li> <li>• <u>Testing:</u> Assistive technology should be tested during an Infrastructure Trial to determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. Note that the Illinois Science Assessment is designed to be Web Content Accessibility Guidelines (WCAG) compliant. For information on how to test assistive technology devices and software for use on the Illinois Science Assessment with the TestNav 8 platform via an Infrastructure Trial, refer to the Assistive Technology Guidelines available here: <a href="http://il.mypearsonsupport.com">il.mypearsonsupport.com</a>.</li> </ul> <p><b>During Testing:</b> Students may use a range of assistive technologies on the Illinois Science Assessment, including devices that are compatible with the online testing platform, and those that are used externally on a separate computer. Refer to the list of allowable Assistive Technology available here: <a href="http://il.mypearsonsupport.com">il.mypearsonsupport.com</a>.</p> <p><b>After Testing:</b> Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Paper nonscorable student work must be securely shredded.</p>



Accommodation	Administration Guidelines
<p><b>Screen Reader Version</b></p> <p><i>(for a student who is blind or visually impaired)</i></p> <p><i>(SR/PNP Column Reference BK)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student’s SR/PNP must have Screen Reader Version selected. Once a student is placed into a test session, the student will be assigned a Screen Reader form.</li> <li>• <u>Materials and Equipment</u>: A hard copy braille test booklet is provided with embedded tactile graphics and is required for test administration. Counts for materials are determined from records submitted via SR/PNP prior to the deadline for paper material distribution. Reference the training modules for SR/PNP and Editing Enrollment Counts. Any registrations that require materials for paper must be ordered via Additional Orders.</li> <li>• <u>Screen Reader Testing</u>: Screen reader software *SHOULD* be tested during an Infrastructure Trial. These activities will determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. Reference the Assistive Technology Guidelines available at the following link: <a href="http://il.mypearsonsupport.com">il.mypearsonsupport.com</a>.</li> <li>• <u>Test Administrator Training</u>: Test Administrators should review: <ul style="list-style-type: none"> <li>o Illinois Science Assessment Assistive Technology Guidelines are available at <a href="http://il.mypearsonsupport.com">il.mypearsonsupport.com</a>.</li> <li>o <a href="#">Appendix I: Illinois Science Assessment for Students with Visual Impairments, Including Blindness</a>.</li> </ul> </li> </ul> <p><b>During Testing:</b> A student who is blind or has a visual impairment takes the assessments using his or her preferred screen reader software, pending an Infrastructure Trial. A student who uses a screen reader will also need a hard copy braille test booklet with embedded tactile graphics. If the student is not using headphones, the student must be tested in a separate setting.</p> <p>Due to technical limitations, the following tools are not available for use with the Screen Reader Version: pointer, notepad, answer eliminator, magnifier, line reader, answer masking, color contrast (background/font color), ruler, protractor, and calculator.</p> <p><b>After Testing:</b> The braille test booklets contain secure item content and should be handled as secure test materials. Test Administrators should return the braille test booklet to Test Coordinators. Test Coordinators must return the braille test booklet with the nonscorable materials.</p>

SECTION 3

Accommodation	Administration Guidelines
<p><b>Hard Copy Braille Edition<sup>2</sup></b> (SR/PNP Column Reference BQ)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Student's SR/PNP must have Hard Copy Braille Edition selected.</li> <li>• <u>Materials:</u> Braille Kits are required for administration. Braille Kits include Test Administrator Braille Scripts, one copy of the student's Hard Copy Braille Assessment, standard test booklet, and supplementary science materials (periodic table) where appropriate.</li> <li>• <u>Test Administrator Training:</u> Test Administrators of students with visual impairments must review: <ul style="list-style-type: none"> <li>o Braille Kits, which will be provided to schools at least two full school days prior to testing in a *SECURE ENVIRONMENT* for the Test Administrator to verify that the braille code, Unified English Braille (UEB), is accurate on the test booklet cover and review the braille test administration scripts, including information specific to administering paper-based braille. Braille notes are inserted behind the cover of the first volume of the Braille test. <b>Important:</b> Reading, viewing, copying, or reproducing passages or test items is prohibited.</li> <li>o <a href="#">Appendix I: Illinois Science Assessment for Students with Visual Impairments, Including Blindness.</a></li> <li>o If needed by the student, braille test booklets may be disassembled for testing (but must be reassembled for return). It is critical that Test Administrators count the number of pages in the test booklet prior to disassembling the test booklets to help ensure that all pages are returned.</li> </ul> </li> </ul> <p><b>During Testing:</b> A student who is blind or has a visual impairment and is unable to take the computer-based test with a refreshable braille display may take the science assessment 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 Administrator 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 directly into TestNav.</p>

<sup>2</sup> Any materials required for paper-based accessibility features and accommodations for students registered for paper must be ordered via Additional Orders.

Accommodation	Administration Guidelines
	<p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• <b>*Responses must be transcribed verbatim by a Test Administrator directly into TestNav. Only transcribed responses will be scored.*</b></li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> for protocol.</li> <li>• Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be deleted off all devices. Nonscorable student work must be securely shredded.</li> <li>• If the braille test booklet was disassembled, it must be reassembled for return. To reassemble test booklets, the Test Administrator may staple or binder clip all pages for return. Failure to return all pages will be considered a breach of security.</li> </ul>

Accommodation	Administration Guidelines
<p><b>Large Print Edition<sup>2</sup></b> (SR/PNP Column Reference BP)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Student’s SR/PNP must have Large Print Edition selected.</li> <li>• <u>Materials:</u> Large Print Test Kit includes a large print assessment booklet, Test Administrator large print scripts, and supplementary large print science materials (periodic table), when appropriate.</li> <li>• <u>Test Administrator Training:</u> Test Administrators of students with visual impairments must review: <ul style="list-style-type: none"> <li>○ <a href="#">Appendix I: Illinois Science Assessment for Students with Visual Impairment, Including Blindness.</a></li> <li>○ <a href="#">Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based Illinois Science Assessment.</a></li> </ul> </li> </ul> <p><b>During Testing:</b> A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets. 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. Test Administrators should refer to the <i>Test Administrator Manual</i> Scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed verbatim by a Test Administrator 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 Test Coordinator or School Test Coordinator.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</a></li> </ul>

Accommodation	Administration Guidelines
<p><b>Paper-Based Edition</b> (<i>Alternate Representation – Paper Test</i>)</p> <p>(<i>SR/PNP Column Reference BO</i>)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student’s SR/PNP must have Paper-Based Edition selected.</li> <li>• <u>Materials</u>: Paper-Based Edition of the assessment</li> <li>• <u>Test Administrator Training</u>: Test Administrators must review the following appendix for accessibility features and accommodations in a paper-based environment: <ul style="list-style-type: none"> <li>o <a href="#">Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based Illinois Science Assessment.</a></li> </ul> </li> </ul> <p><b>During Testing:</b> For schools administering the computer-based assessments, a paper-based assessment is available for students who (1) are unable to take a computer-based assessment due to a disability; (2) recently entered the school and has very little or no prior experience or familiarity with technology; or (3) are unable to access an online assessment due to religion or beliefs.</p> <p><b>After Testing:</b> All student responses for paper 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 Test Coordinator or School Test Coordinator.</p>
<p><b>Human Reader/ Human Signer</b></p> <p>(<i>SR/PNP Column Reference CH</i>)</p>	<p>For the Human Reader/Human Signer, students must be placed in a read-aloud session type when creating test sessions. The proctor will be assigned a separate authorization login to access the same form as all students within the Human Reader session.</p> <ul style="list-style-type: none"> <li>• <u>Materials</u>: Read Aloud Kits, which include one copy of the student test booklet and an extra test booklet for Test Administrators (Human Reader/Signer).</li> <li>• <u>Test Administrator Training</u>: Test Administrators providing this accommodation must review: <ul style="list-style-type: none"> <li>o Read Aloud Kits at least two school days prior to paper-based testing, with kits provided to schools for this purpose. Review of Read Aloud Kits must occur in a *SECURE ENVIRONMENT*.</li> <li>o <a href="#">Appendix B: Test Administration Protocol for the Human Reader Accessibility Feature for Science Assessments.</a></li> <li>o <a href="#">Appendix H: Human Signer Guidelines</a> (signers only).</li> <li>o <a href="#">Appendix I: Illinois Science Assessment for Students with Visual Impairments, Including Blindness.</a></li> <li>o Refer to the Text-to-Speech Tutorial on <a href="http://il.mypearsonsupport.com">il.mypearsonsupport.com</a> for training on functionality.</li> </ul> </li> <li>• <b>Note:</b> Check ISBE policy in <b>Appendix C</b> of the <i>Test Coordinator Manual</i> to see if there are additional requirements for the use of these accommodations.</li> </ul>

Accommodation	Administration Guidelines
	<p><b>Important Guidelines on identifying students for these accommodations:</b></p> <p>In making decisions on whether to provide a student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has:</p> <ul style="list-style-type: none"> <li>• Blindness or a visual impairment and has not learned (or is unable to use) braille;</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• A disability that <i>*severely limits or prevents*</i> him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text);</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation.</li> </ul> <p>Before listing the accommodation in the student’s IEP or 504 plan, teams/coordinators should consider whether:</p> <ul style="list-style-type: none"> <li>• The student has access to printed text during routine instruction through a reader, other spoken-text audio format, or signer;</li> <li>• The student’s inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments; and the student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading.</li> </ul> <p>Decisions about who receives this accommodation will be made by IEP teams and 504 Plan Coordinators. For a student who receives one of these accommodations, no claims should be inferred regarding the student’s ability to demonstrate foundational reading skills (i.e., decoding).</p>
<p><b>American Sign Language (ASL) Video for the Science Assessments</b></p> <p><i>(SR/PNP Column Reference B)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Student’s SR/PNP must have American Sign Language (ASL) Video selected. Once a student is placed into a test session, the student will be assigned an ASL Video form. If a student does not use ASL, a human interpreter and separate test setting will be required.</li> </ul> <p><b>During Testing:</b> The student views an embedded video of a human interpreter for the science assessments. The student may pause and resume the video but cannot adjust the pace.</p>

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

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

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

Accommodation	Administration Guidelines
<p><b>Assistive Technology</b> (Non-Screen Reader)</p> <p>(SR/PNP Column Reference BK, BR, BW, BX, and BY)</p>	<p><b>Before Testing</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student’s SR/PNP must have assistive technology selected.                             <ul style="list-style-type: none"> <li>o Co:Writer and Read&amp;Write are only available for ELA assessments.</li> </ul> </li> <li>• <u>Testing</u>: Assistive technology should be tested during an Infrastructure Trial to determine whether the assistive technology will interact with TestNav and can be used successfully during computer-based testing. For information on how to test assistive technology devices and software for use on the Illinois Science Assessment with the TestNav 8 platform via an Infrastructure Trial, refer to the Assistive Technology Guidelines available at <a href="http://il.mypearsonsupport.com">il.mypearsonsupport.com</a>. Note that the Illinois Science Assessment is designed to be Web Content Accessibility Guidelines (WCAG) compliant.</li> </ul> <p><b>During Testing:</b> Students may use a range of assistive technologies on the Illinois Science Assessment, including devices that are compatible with the online testing platform, and those that are used externally on a separate computer. Refer to the list of allowable Assistive Technology available at <a href="http://il.mypearsonsupport.com">il.mypearsonsupport.com</a>.</p> <p><b>After Testing:</b> Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Nonscorable student work must be securely shredded.</p>

Accommodation	Administration Guidelines
<p><b>Braille Note-taker</b> <i>(SR/PNP Column Reference BU)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Student's SR/PNP must have braille note-taker selected.</li> </ul> <p><b>During Testing:</b> A student who is blind or has a visual impairment may use an electronic braille note-taker. The grammar checker, internet, and stored file functionalities must be turned off. For students using braille forms, the Test Administrator 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 TestNav.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Student responses generated using an electronic braille note-taker must be transcribed verbatim by a Test Administrator into TestNav. <b>*Only transcribed responses will be scored. Responses must be transcribed by the teacher of the student with visual impairment or a Test Administrator supervised by the teacher of the student with visual impairment.*</b></li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> <li>• Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.</li> </ul>



Accommodation	Administration Guidelines
<p><b>Braille Writer</b> <i>(SR/PNP Column Reference BU)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Student's SR/PNP must have braille writer selected.</li> </ul> <p><b>During Testing:</b> A student who is blind or has a visual impairment may use a braille writer. For the Illinois Science Assessment, grammar checker, internet, and stored file functionalities must be turned off. For students using braille forms, the Test Administrator 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 TestNav.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Student responses generated using a braille writer must be transcribed verbatim by a Test Administrator into TestNav. <b>*Only transcribed responses will be scored.*</b> Responses must be transcribed either by the teacher of the student with visual impairment or a Test Administrator supervised by the teacher of the student with visual impairment.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> <li>• Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.</li> </ul>

Accommodation	Administration Guidelines
<p><b>Science Response Options</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> <li>• <b>Assistive Technology Device</b></li> </ul> <p><i>(SR/PNP Column Reference BY)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student's SR/PNP must have Speech-to-Text, Human Scribe, Human Signer, or Assistive Technology Device selected.</li> <li>• <u>Materials</u>: External device provided by the student, if needed. If the student uses Speech-to-Text software, such as Dragon® Naturally Speaking, then a separate computer must be provided; one to run the assessment on TestNav and a second computer to run the software. TestNav 8 does not contain embedded Speech-to-Text software.             <ul style="list-style-type: none"> <li>○ Co:Writer and Read&amp;Write are only available for ELA assessments.</li> </ul> </li> <li>• <u>Test Administrator Training</u>: Test Administrators providing the scribe accommodation must review:             <ul style="list-style-type: none"> <li>○ <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> <li>○ <a href="#">Appendix H: Human Signing Guidelines</a> (signers only).</li> </ul> </li> </ul> <p><b>Note:</b> If a student is using an allowable 3rd party external Assistive Technology that provides Speech-to-Text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non Screen-reader to allow the assistive technology to work.</p> <ul style="list-style-type: none"> <li>• Assistive technology, including Speech-to-Text software, should be tested during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some Speech-to-Text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software.</li> <li>• Reference the Assistive Technology Guidelines available at <a href="http://il.mypearsonsupport.com">il.mypearsonsupport.com</a>.</li> </ul>

Accommodation	Administration Guidelines
	<p><b>During Testing:</b> Student dictates responses either verbally, using an external Speech-to-Text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration.</p> <p><b>*Note: TestNav does not have embedded Speech-to-Text functionality - students must use allowable Assistive Technology Software or extensions or an external third party device (responses must be transcribed).*</b></p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student’s responses when transcribing) into TestNav. <b>*Only transcribed responses will be scored.*</b></li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> for protocol.</li> <li>• Test Administrators are responsible for collecting all paper nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.</li> </ul>

## Accommodations for English Learners

Table 5 lists the accommodations on the Illinois Science Assessment that are available to ELs, cross-referenced with recommendations regarding the effectiveness of the accommodation based on the English Language Proficiency (ELP) level of the student. See Section 4 for how ELP is determined.

**Table 5: Guidance on Selection of Accommodations for English Learners on the Illinois Science Assessment**

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

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

Table 6 provides a list of ACCOMMODATIONS for ELs. The table describes the activities needed before, during, and after testing necessary to administer these accommodations appropriately. Accommodations for ELs must be pre-selected for the student in the SR/PNP. This information is included in the “Before Testing” guidance.

**Table 6: Accommodations for English Learners on Illinois Science Assessment**

Accommodation	Administration Guidelines
<p><b>Word-to-Word Dictionary</b>  <i>(English/ Native Language)</i>   <i>(SR/PNP Column Reference CF)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Student’s SR/PNP must have word-to-word dictionary selected.</li> <li>• <u>Materials:</u> Word-to-word dictionaries are provided to students by their school, based on those used by the student for routine classroom instruction.</li> </ul> <p><b>During Testing:</b> The student uses a published bilingual, word-to-word dictionary that does not include definitions, pronunciation, phrases, sentences, or pictures. The student should be familiar with the dictionary they will use during testing. If no printed word-to-word dictionary can be found for a specific language, an electronic translator may be used. The device may not connect to the internet or store information, and therefore, web-based translators are not allowed. Please contact ISBE for a list of approved bilingual word-to-word dictionaries.</p>

Accommodation	Administration Guidelines
<p><b>Science Response</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe/ Human Signer</b></li> </ul> <p><i>(SR/PNP Column Reference CD)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student’s SR/PNP must have Speech-to-Text or Human Scribe selected.</li> <li>• <u>Materials</u>: External device provided by the student, if needed. If the student uses Speech-to-Text software, such as Dragon® Naturally Speaking, then a separate computer must be provided; one to run the assessment on TestNav and a second computer to run the software. TestNav 8 does not contain embedded Speech-to-Text software.</li> <li>• <u>Test Administrator Training</u>: Test Administrators providing the scribe accommodation must review: <ul style="list-style-type: none"> <li>o <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> </ul> </li> </ul> <p><b>Note:</b> If a student is using an allowable 3rd party external Assistive Technology that provides Speech-to-Text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non Screen-reader to allow the assistive technology to work.</p> <ul style="list-style-type: none"> <li>• Assistive technology, including Speech-to-Text software, should be tested during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some Speech-to-Text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software.</li> <li>• Reference the Assistive Technology Guidelines available at <a href="http://il.mypearsonsupport.com">il.mypearsonsupport.com</a>.</li> </ul> <p><b>During Testing:</b> A student dictates responses verbally, using an external Speech-to-Text device or by dictating. The student must be tested in a separate setting. The student must already be familiar with any external device used for this accommodation. <b>*Note: TestNav does not have embedded Speech-to-Text functionality - students must use allowable Assistive Technology or an external third party device (responses must be transcribed).*</b></p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student’s responses when transcribing) into TestNav. <b>*Only transcribed responses will be scored.*</b></li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> for protocol.</li> <li>• Test Administrators are responsible for collecting and shredding all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices.</li> </ul>

Accommodation	Administration Guidelines
<p><b>General Administration Directions Read Aloud and Repeated in Student's Native Language</b></p> <p><i>(by Test Administrator)</i></p> <p><i>(SR/PNP Column Reference CC)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student's SR/PNP must have General Administration Directions Read Aloud and Repeated in Student's Native Language selected.</li> <li>• <u>Materials</u>: <ul style="list-style-type: none"> <li>o For the Illinois Science Assessment, Pearson will provide written general test administration directions in the following languages: <ul style="list-style-type: none"> <li>▪ Arabic</li> <li>▪ Chinese (Mandarin)</li> <li>▪ Gujarati</li> <li>▪ Hindi</li> <li>▪ Polish</li> <li>▪ Russian</li> <li>▪ Spanish</li> <li>▪ Tagalog</li> <li>▪ Ukrainian</li> <li>▪ Urdu</li> </ul> </li> <li>o If written general test administration directions are not available in the student's native language, a local translator fluent both in English and the student's native language may translate and read the directions in the language of the student.</li> </ul> </li> <li>• <u>Test Administrator Training</u>: Test Administrators, or other qualified interpreters, providing the general administration directions in languages other than English must review the directions in advance in order to provide consistent transadaptations. Test Administrators providing this accommodation will ideally be literate and fluent in English, as well as in the student's native language; or may collaborate with a local translator, if available.</li> </ul> <p><b>During Testing:</b> The Test Administrator, or other qualified interpreter, reads aloud the general administration instructions in the student's native language. The student may request that directions be repeated. The student must be tested in a separate setting.</p>

Accommodation	Administration Guidelines
<p><b>General Administration Directions Clarified in Student's Native Language</b></p> <p><i>(by Test Administrator)</i></p> <p><i>(SR/PNP Column Reference CB)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student's SR/PNP must have General Administration Directions Clarified in Student's Native Language selected.</li> <li>• <u>Test Administrator Training</u>: Test Administrators providing this accommodation should be literate and fluent in English, as well as in the student's native language.</li> </ul> <p><b>During Testing:</b> The Test Administrator clarifies general administration directions only in the student's native language. Test Administrators, or other qualified interpreters, providing this accommodation should ideally be literate and fluent in English, as well as in the student's native language; or Test Administrator may be assisted by a translator who speaks the language of the student, if available.</p>



Accommodation	Administration Guidelines
<p><b>Large Print Edition of the Science Assessment in Spanish<sup>2</sup></b> <i>(SR/PNP Column Reference BP and CE)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student’s SR/PNP must have Large Print Edition selected.</li> <li>• <u>Materials</u>: Large Print Test Kit includes a large print assessment booklet.</li> <li>• <u>Test Administrator Training</u>: Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish, or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish. Test Administrators of students with visual impairments must review: <ul style="list-style-type: none"> <li>o <a href="#">Appendix I: Illinois Science Assessment for Students with Visual Impairment, Including Blindness.</a></li> <li>o <a href="#">Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based Illinois Science Assessment.</a></li> </ul> </li> </ul> <p><b>During Testing:</b> A large print paper-based form of the science assessment in Spanish is available for a student with a visual impairment who is unable to take a computer-based assessment due to his or her disability. The font size for the large print edition will be 18 point on paper sized 14" x 18". Students will circle their answers in the large print test booklets. Test Administrators should refer to the <i>Test Administrator Manual Scripts</i> for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed verbatim in Spanish by a Test Administrator into TestNav. <b>*Only transcribed responses will be scored.*</b> At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District Test Coordinator or School Test Coordinator.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</a></li> </ul>

SECTION 3

## Section 4: Decision-Making Process for Selecting, Using, and Evaluating Accessibility Features and Accommodations for Students with Disabilities, English Learners (ELs), and English Learners with Disabilities

### Including All Students in State Assessments

#### 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 science assessments. ELs whose parents have waived services may not be excluded from state assessments and are still eligible to receive accommodations allowed to ELs on the Illinois Science Assessment.

#### Students with Disabilities

The Elementary and Secondary Education Act (ESEA) and Individuals with Disabilities Education Act (IDEA) require that all students with disabilities be administered state assessments, either with or without accommodations, or through an alternate assessment. The results of those assessments are intended to hold schools accountable for the academic performance of all students. It is important that IEP teams and 504 Plan Coordinators actively engage in a planning process that includes:

- Participation of all students in the Illinois Science Assessment at the grade level in which they are enrolled;
- Assurance of the provision of appropriate accommodations to facilitate student access to instruction and assessments based on grade-level standards; and
- Use of alternate assessments based on the content standards, where necessary to assess the academic performance of students with the most significant cognitive disabilities.

#### Equal Access to Grade-Level Content

Illinois Learning Standards (ILS) are educational targets for students to learn at each grade level. Teachers should regularly ensure that students are working toward grade-level learning standards by using instructional strategies that are appropriate for each student based on individual needs, strengths, and challenges. Providing appropriate accommodations during instruction and assessments is likely to promote equal access to grade-level content.

To accomplish the goal of equal access, educators (including general educators, special educators, educators specializing in English language acquisition, other members of IEP teams, 504 Plan Coordinators, and EL teams, if applicable) should:

- Be familiar with the ILS and the accountability system, including applicable assessments, at the state and district level;
- Be familiar with the Illinois Science Assessment administration procedures and the *Accessibility Features and Accommodations Manual*; and
- Collaborate regularly to maximize and ensure the student's access to grade-level standards.

All students must have access to grade-level academic learning standards. Most of these students will be able to achieve these standards when the following three conditions are met:

1. Classroom instruction is provided by teachers who are qualified to teach the ILS and who know how to differentiate instruction and provide educationally appropriate instruction for diverse learners;
2. IEPs and 504 plans for students with disabilities, and EL plans for ELs, where appropriate, are developed to ensure the provision of equal access to the general curriculum and state- and district-wide assessments; and
3. Appropriate accessibility features and/or accommodations are determined and provided to help students access grade-level content.

The Illinois Learning Standards can be accessed here:

<https://www.isbe.net/Pages/Learning-Standards.aspx>.

The Illinois Science Assessment Model Content Frameworks can be accessed here:

[il.mypearsonsupport.com](http://il.mypearsonsupport.com).

### **Step 1: Expect All Students to Achieve Academic Grade-Level Content Standards**

Several laws require the participation of students with disabilities and ELs in standards-based instruction and assessment. Refer to [Appendix G: Legal Background](#) for additional information.

### **Step 2: Learn About Accessibility Features and Accommodations**

It is critical that educational teams learn about accessibility features and accommodations that provide increased access for students or reduce or eliminate the effects of a student's disability, or EL status, and provide equitable access to grade-level content for diverse learners. For information on which accessibility features and accommodations are available on the assessments, refer to Sections 2 and 3 of this manual.

### **Modifications for the Illinois Science Assessment**

Modifications, as contrasted with accessibility features and accommodations, involve changes in the Illinois Science Assessment or in the conditions in which a student takes the assessment that would result in unacceptable changes in what the assessment is designed to measure (e.g., reducing or changing expectations for students), or provide an unfair advantage to a student. Therefore, modifications are not permitted on the Illinois Science Assessment.

Examples of modifications that would result in invalidated results include:

- Allowing a student to be assessed off grade-level;
- Instructing a student to skip selected items, reducing the scope of assessments, so a student completes only a limited number of problems or items;
- Modifying the complexity of assessments to make them easier (e.g., deleting response choices on a multiple-choice assessment so that a student selects from two or three options instead of four);
- Providing hints, clues, or other coaching that directs the student to correct responses;
- Defining vocabulary on the assessment, or explaining assessment items; and

- Using a bilingual dictionary that provides definitions (rather than an acceptable word-to-word dual-language dictionary).

Providing a student with modifications during an Illinois Science Assessment may constitute a test irregularity and will result in an invalidated score (i.e., the score will not be counted) and/or an investigation by the state into the school's or district's testing practices. Moreover, providing modifications to students during statewide assessments may have the unintended consequence of reducing their opportunities to learn critical content and may result in adverse effects on the student throughout his or her educational career.

### **Step 3: Select Accessibility Features and Accommodations for Individual Students**

The team or group responsible for selecting accessibility features for all students, and accommodations for ELs and/or students with disabilities should:

- Discuss which accessibility features and accommodations might assist a student during daily instruction in the classroom;
- Determine which accessibility features and accommodations to “try out” with the student during instruction in each content area;
- Document and evaluate the effectiveness of the accessibility features and accommodations used over time;
- Adjust the use of accessibility features and accommodations as needed for the future; and
- Based on the effectiveness of the supports used in the classroom, determine which accessibility features and accommodations should also be used on the Illinois Science Assessment, and whether they are allowed.

In selecting appropriate accessibility features and accommodations for the Illinois Science Assessment, it is important that educators be aware of the following:

- Accessibility features and accommodations should be considered and discussed separately for each content-area assessment.
- Students should receive the accessibility features and accommodation they need to participate in the assessment, but should not receive more accessibility features and accommodations than are necessary to participate meaningfully.
- Accessibility features and accommodations are intended to increase a student's access to the assessment but will not compensate for a student's lack of academic/content knowledge and skills.
- Students need opportunities beforehand to try out accessibility features and accommodations and learn which are most helpful in classroom instruction, as well as on large-scale assessments.
- The more input students have in selecting their accessibility features and accommodations, the more likely the accessibility features and/or accommodations will be used.
- Accommodations that provide access to students on assessments should be based on their needs as students with disabilities or ELs not their lack of content knowledge or skills.
- Teams should be careful to avoid selecting accessibility features and accommodations using a “kitchen-sink” approach that provides the student with unnecessary or mutually-contradictory accommodations in an attempt to provide every possible advantage on the assessment. This approach could make accessing the test more difficult and confusing for the student.

## The Decision-Making Process

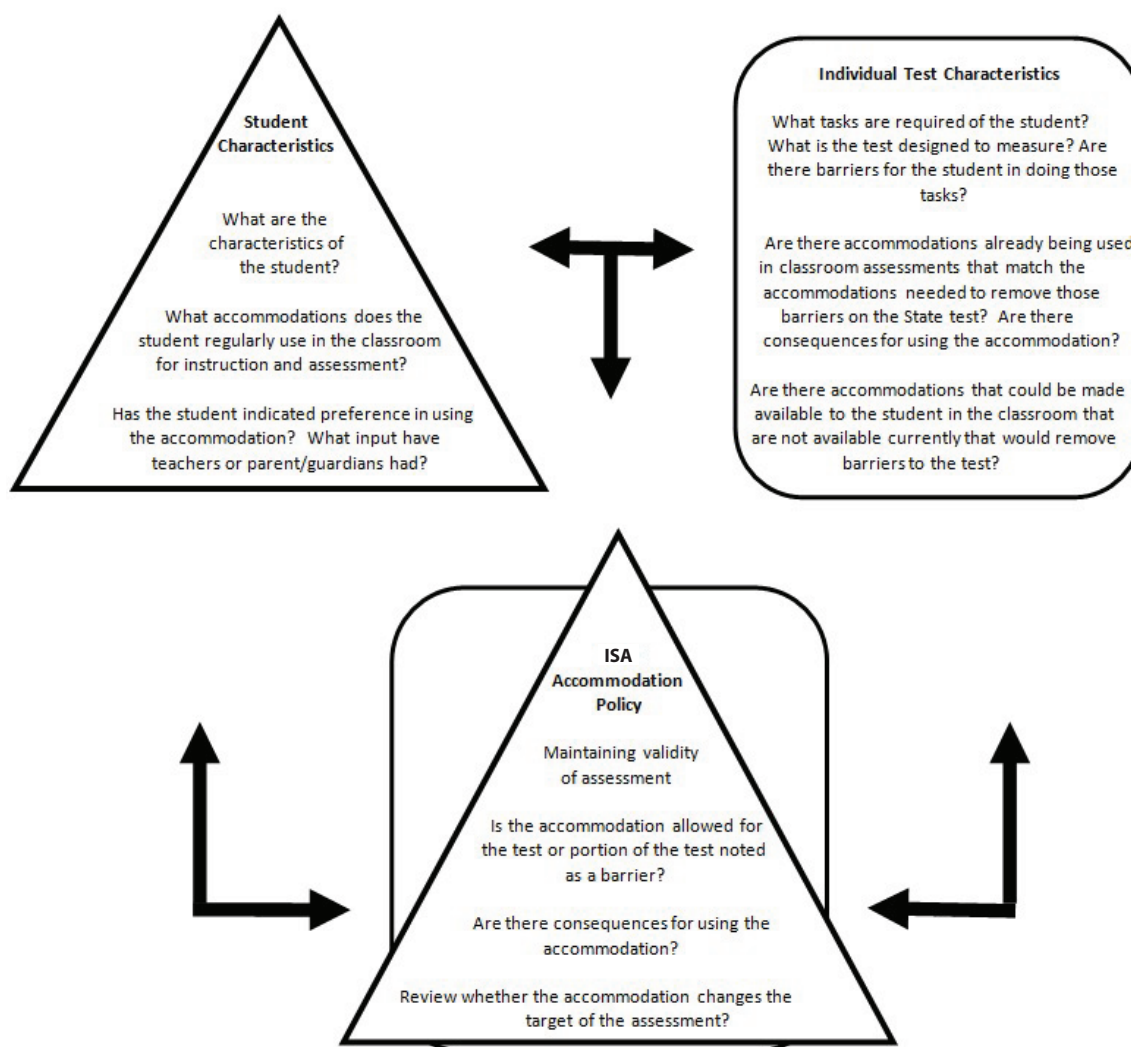
Figure 1 shows considerations for selecting Illinois Science Assessment accommodations for students with disabilities, ELs, and ELs with disabilities. This process could be replicated for selecting accessibility features. The decision-making process should include consideration of at least the following three factors:

**Factor 1:** Student characteristics and learning needs (e.g., disabilities, language proficiency, accommodations used in classroom instruction/assessments to access and perform in academic standards and assessments).

**Factor 2:** Individual assessment characteristics (i.e., knowledge about what tasks are required on the Illinois Science Assessment and ways to remove physical and other barriers to students’ ability to perform those tasks).

**Factor 3:** Accessibility features and accommodations policies that maintain the validity of assessment results.

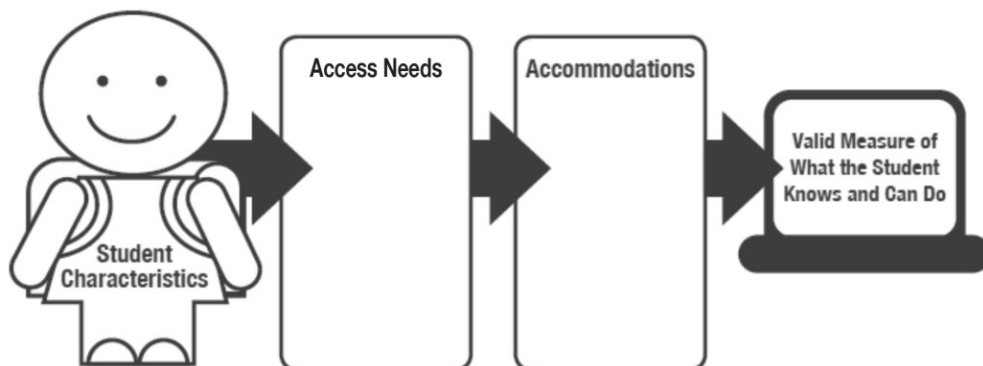
**Figure 1: Considerations When Making Decisions for Assessment Accommodations**



## Decision-Making Process – Factor #1: Student Characteristics and Learning Needs

Figure 2 shows the process of how student characteristics and access needs impact the selection of accessibility features and accommodations. Accessibility features and accommodations should remove barriers to learning.

**Figure 2: Student Characteristics and Learning Needs**



## Decision-Making Process – Factor #2: Individual Test Characteristics

It is important to examine the tasks students are being asked to do on the Illinois Science Assessment by asking the following questions:

- What are the characteristics of the assessment and what will the tasks and items look like?
- Are the assessment tasks similar to classroom assessment tasks, and does the student have the opportunity to practice similar tasks prior to testing?
- Does the student use an accessibility feature and/or accommodation for a classroom task that is allowed for similar tasks on the assessments?
- Do other barriers exist that could be removed by using accessibility features and/or accommodations that are not already offered or used by the student?

## Decision-Making Process – Factor #3: ISBE Accessibility Features and Accommodations Policies That Maintain the Validity of Assessment Results

It will be important for educators, parents, and teams selecting accommodations for the assessments to review the test security, test administration, and test accommodation policies in order to determine whether the accommodation is allowed on the assessment(s), and if there will be any consequences for the school, district, or student if the accommodation is used. For example, if certain instructional accommodations are used for testing, the validity of assessment results may be compromised if the accommodation involves modifying the assessment, giving assistance to the student to respond to questions during testing, or providing an accommodation that gives the student an unfair advantage on all or part of the assessment. Assessment policies must be reviewed thoroughly before accommodations are selected for the assessments, and any discrepancies between instructional and assessment accommodations should be communicated to the parent and the educators working with the student.

## Questions to Guide Accessibility Feature and Accommodation Selection for Students with Disabilities

Teams should use these questions to guide the selection of appropriate accessibility features and accommodations for students with disabilities:

- What are the student’s learning strengths and challenges, and are these based on language needs, a disability, or both?
- How do the student’s learning and/or language needs affect the achievement of grade-level content ILS?
- What specialized instruction, if any (e.g., learning strategies, organizational skills, reading skills) is required by the student to achieve grade-level ILS?
- Which accessibility features and/or accommodations are regularly used by the student during instruction and assessments?
- Which new accessibility features and/or accommodations, if any, would increase the student’s access to instruction and assessment by addressing the student’s learning needs and reducing the effects of the student’s disability?
- Should an existing accessibility feature and/or accommodation be implemented differently?
- What were the outcomes when accessibility features and/or accommodations were used and when they were not used during classroom assignments and on assessments?
- What is the student’s perception of how well an accessibility feature and/or accommodation “works”?
- What difficulties did the student experience when using accessibility features and/or accommodations?
- What are the perceptions of parents, teachers, and specialists about the effectiveness of the accessibility feature and/or accommodation?
- Should the student continue to use an accessibility feature and/or accommodation “as is,” are changes needed, or should use be discontinued?

The following should also be considered in the selection of accessibility features and/or accommodations:

- Whether the accessibility feature and/or accommodation is respectful of a student’s age and grade (e.g., older students may prefer accessibility features and/or accommodations provided through use of technology, rather than those administered by an adult);
- Student’s willingness to learn to use the accessibility feature and/or accommodation;
- Explicit instruction in how to use the accessibility feature and/or accommodation in classroom and testing settings; and
- The conditions for use of the accessibility feature and/or accommodation on the Illinois Science Assessment.

## Individuals Involved in Selecting Accessibility Features and Accommodations for Students with Disabilities

Effective decision-making on how a student will participate in the Illinois Science Assessment, including the provision of appropriate accessibility features and accommodations, begins with gathering and reviewing information about the student’s disability, present level of academic achievement, and functional performance in relation to the ILS. This process is best accomplished by a team of people who know the student

best. The team should include individuals who can present information to the discussions about providing the student equal learning opportunities, and identifying practices and approaches intended to help the student overcome learning obstacles during instruction and assessment.

Test accessibility features and accommodations should not be assigned broadly to all students with the same disability. Accessibility features and accommodations should be selected based on the student's learning preferences, previous record of success using the accessibility feature or accommodation, disability-related needs, and level of the student's comfort using the accessibility feature or accommodation in question. The selected accessibility features and accommodations must be listed in the student's IEP or 504 plan and consistently provided in the classroom in order to obtain useful feedback on their effectiveness. Providing accessibility features and accommodations that the student does not need may actually adversely impact his or her performance on the test and interfere with the test's ability to measure the student's achievement. IEP teams and 504 Plan Coordinators should consider whether the recommended accessibility feature(s) and/or accommodation(s):

- Are necessary to access the test items;
- Have been useful to other students with similar profiles; and
- Will negatively affect the integrity, validity, and security of the assessment.

All IEP team members/504 Plan Coordinators, and other key individuals should provide information and perspectives for the entire team to consider during team meetings regarding the selection, implementation, and evaluation of appropriate accessibility features and accommodations.

### **Students**

Students can provide valuable information to the IEP team or 504 Plan Coordinator on their strengths and areas of challenge, the effectiveness of the accessibility features and accommodations they use, and their degree of comfort in using them. This information can greatly assist team decision-making regarding which accessibility features and/or accommodations to recommend. Including students in the decision-making process will enhance their self-advocacy, their understanding of the need for the accessibility feature and/or accommodation, and may result in an increased willingness to use the accessibility feature and/or accommodation consistently. Students can also signal when they are outgrowing the need for an accessibility feature and/or accommodation.

### **School Administrator (Principal/Assistant Principal)**

The School Administrator promotes the expectation that students with disabilities are capable learners who can and will achieve at high levels in all local and state assessments, including the Illinois Science Assessment, if they are included in high-quality standards-based instruction. The principal is responsible for:

- Implementing the district's policies that provide equal access to instructional and assessment programs for all students;
- Ensuring that assessment accessibility features and/or accommodations are fully, consistently, and appropriately implemented during the administration of the Illinois Science Assessment, as specified in each student's IEP or 504 plan; and



- Exercising leadership and discretion in resolving circumstances in which last-minute changes occur in a student’s status. For example, if a student is no longer eligible for special education services, changes in accessibility features and/or accommodations for the assessment may be needed.

Principals should be familiar with the policies and procedures outlined in the *Test Administrator Manuals* and the *Accessibility Features and Accommodations Manual*.

### **General Educator (Content Area Teacher)**

General education teachers are important team members who should be familiar with and knowledgeable of the accessibility features and/or accommodations required by each student, and how to administer them appropriately.

The general education teacher plays an active and significant role in the determination and use of instructional and assessment accessibility features and accommodations for students with disabilities. General educators are familiar with curriculum content and the purposes of the Illinois Science Assessment. In collaboration with special education teachers, general educators provide appropriate instructional and assessment accessibility features and/or accommodations to ensure that students with disabilities have full access to grade-level content that is available to their nondisabled peers. The results of the assessments, in turn, can provide teachers with information that will support individual students in achieving the ILS.

### **Special Educator**

The special education teacher plays an important role in providing information on how to match the learning characteristics of students to the appropriate instructional and assessment accessibility features and/or accommodations, ensuring that the student is able to demonstrate his or her knowledge and skills without barriers or restrictions due to his or her disability.

### **Related Service Providers**

Related service providers, such as speech-language pathologists, school psychologists, physical therapists, and occupational therapists, serve essential roles in supporting the education of students with disabilities in school environments. As members of IEP teams (and 504 Plan Coordinator discussions, as appropriate), related service providers can lend their unique expertise and perspectives to discuss how to improve learning and assessment opportunities for students with disabilities.

### **Parents/Guardians**

Students who use accessibility features and/or accommodations will often need them at home, in the community, and as they get older, in postsecondary education and at work. Parents are familiar with the strengths and needs of their children and can provide valuable information to enhance discussions about the appropriateness of selected instructional and assessment accessibility features and/or accommodations. Parents also have information and perspectives on the strategies their child uses routinely to complete homework assignments and other tasks around the home. To enable parents to participate in meaningful discussions, it is important that they receive information in a language that is accessible to them about the:

- Need and rationale for assessment accessibility features and/or accommodations;

- Types of available assessment accessibility features and accommodations and how assessments will be administered; and
- Purpose of assessments, what they measure, and how the results will be used.

### **Documenting 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.

### **Documenting 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.

## Individuals Involved in Selecting 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. In some states, this is called an “EL team;” in other states, it will be an informal group of educators familiar with the student who makes decisions. In either case, the educators working with the student should document the accessibility features and/or accommodations made available to the student.

Individuals involved in the decision-making process may include any of the following:

### Students

Students can provide valuable information on their strengths and areas of challenge based on linguistic needs, the effectiveness of the accessibility features and/or accommodations they use, if any, and their degree of comfort in using them. This information can greatly assist decision-making regarding which accessibility features and/or accommodations to recommend. Including students in decision-making will enhance their self-advocacy, their understanding of the need for the accessibility feature and/or accommodation, and may result in an increased willingness to use the accessibility feature and/or accommodation consistently. Students can also signal when they are outgrowing the need for an accessibility feature and/or accommodation due to their maturation or increased language proficiency.

### English as a Second Language (ESL)/Bilingual Educator

The ESL/bilingual educator can apply his or her knowledge of language acquisition with familiarity with the individual student’s linguistic needs to devise strategies and supports that facilitate learning the English language during instruction and provide accessibility during assessment.

### School Administrator (Principal/Assistant Principal)

The School Administrator promotes the expectation that ELs can and will achieve at high levels on the Illinois Science Assessment if they are included in high-quality standards-based instruction. The principal is responsible for:

- Implementing the district’s policies that provide equal access to instructional and assessment programs and resources for all students;
- Ensuring that assessment accessibility features and accommodations are fully, consistently, and appropriately implemented during the administration of the Illinois Science Assessment; and

- Exercising leadership and discretion in resolving circumstances in which last-minute changes for assessment are needed. For example, allowing a student to be tested in a separate setting apart from other students.

### **General Educator (Content Area Teacher)**

General education teachers are important team members who should be familiar with and knowledgeable of the linguistic accommodations required by each student, and how to administer them appropriately. They are familiar with curriculum content and the purposes of the Illinois Science Assessment. In collaboration with ESL/bilingual teachers (and special education teachers, if appropriate), general educators provide appropriate instructional and assessment accessibility features and accommodations to ensure that ELs have full access to the programs and services that are available to their native English speaking peers. The results of the assessments, in turn, can provide teachers with information that will support individual students in achieving the ILS.

### **Special Educator**

If the EL student has a disability, the special education teacher plays an important role in providing information on how to match the learning characteristics of the student to the appropriate instructional and assessment accessibility features and/or accommodations, ensuring that the student is able to demonstrate his or her knowledge and skills without barriers or restrictions due to his or her disability.

### **Parents/Guardians**

Students who use accessibility features and/or accommodations will often need them at home, in the community, and as they get older, in postsecondary education and at work. Parents are familiar with the strengths and needs of their children and can provide valuable information to enhance discussions about the appropriateness of selected instructional and assessment accessibility features and/or accommodations. Parents also have information and perspectives on the strategies their child uses routinely to complete homework assignments and other tasks around the home. To enable parents to participate in meaningful discussions, it is important that they receive information about the:

- Need and rationale for assessment accessibility features and/or accommodations;
- Types of available assessment accessibility features and/or accommodations and how assessments will be administered; and
- Purpose of assessments, what they measure, and how the results will be used.

Educators responsible for selecting accessibility features and accommodations for ELs can use the guidance found in this section to make appropriate decisions on assigning accessibility features and accommodations to ELs in the SR/PNP. To be effective, accommodations must address the unique linguistic needs of the students for whom they are provided and should assist the student in overcoming the language barriers that prevent him or her from learning in the classroom and accessing the content of the Illinois Science Assessment. Educators should also review and select appropriate accessibility features available for ELs on the computer-based Illinois Science Assessment and design a SR/PNP for the student.

Decision-making teams are encouraged to determine and assign accessibility features and accommodations to ELs as early as possible in the school year to ensure that the

student is familiar with their use. Accessibility features and accommodations should be evaluated over time for their effectiveness. The student should not be introduced to an accessibility feature and/or accommodation on the day of the assessment.

### **Guidelines for Selecting Appropriate Accessibility Features and Accommodations for ELs**

Because EL status itself is transitional in nature, there are accessibility features and accommodations specific to ELs that provide different degrees and types of linguistic support to ELs as they progress through levels of English language proficiency. Appropriate accessibility features and accommodations enable ELs to more effectively demonstrate their knowledge of the content.

The following process can be used to select accessibility features and accommodations for ELs:

1. The classroom teacher examines the types of support that help a student access the curriculum, and tries them out to determine whether they meet the student's needs: Does the accessibility feature and/or accommodation help the student overcome the barrier posed by his/her developing English language proficiency? Is the student comfortable using the accessibility features and/or accommodation?

The student's teacher should observe the student in the classroom (or range of classrooms/school settings) using the accessibility feature(s) and/or accommodation(s) and inform members of the team of educators as to which accessibility features and/or accommodations are most appropriate and effective.

2. The teacher should document and provide information on a student's use of linguistic accommodations during classroom instruction and assessment.
3. Once classroom information and data are compiled about the student's background, instructional needs, and use of the accessibility features and/or accommodation(s), the educators selecting accessibility features and/or accommodations for the EL can help the classroom teacher and student evaluate whether to continue using the accessibility feature(s) and/or accommodation and/or suggest additional accessibility feature(s) and/or accommodations, supports, or approaches that may be effective for use with the student.

Based on the accessibility feature(s) and/or accommodations used successfully in the classroom, and the list of Allowable Accommodations for ELs on the Illinois Science Assessment (Table 5), educators can select appropriate accessibility features and/or accommodations for use on the Illinois Science Assessment.

These considerations should also be used to match each EL's unique linguistic needs with EL accessibility features and/or accommodations:

**When selecting accessibility features and/or accommodations for ELs, consider the student's:**

- 1. Level of English language proficiency (ELP) on the state ELP test**
  - Beginning, Intermediate, or Advanced
- 2. Literacy development in English and/or the native language**
  - Native language literacy
  - Interrupted schooling/literacy background
- 3. Background factors that impact effective accommodations use**
  - Grade/age
  - Affective filter (i.e., level of student anxiety/comfort with English)
  - Time in U.S. schools

Additional considerations for selecting accommodations include:

- 1. Level of English language proficiency (ELP) on state ELP test.**  
 Determine the student's Composite ELP Level based on the overall performance level on the state's ELP test (Table 7), and select appropriate EL accessibility features and/or accommodations for each content area assessment that is most likely to benefit students at that ELP level.<sup>3</sup>

**Table 7: Composite ELP Levels Linked with Commonly-Used State English Proficiency Assessments<sup>4</sup>**

WIDA ACCESS for ELLs® English Language Proficiency (ELP) Levels	Proficiency Levels on individual State's English proficiency tests (approximate)	Composite ELP Level (Acosta et al., 2008)
Entering	Level 1	Beginning
Emerging	Level 2	Beginning
Developing	Level 3	Intermediate
Expanding	Level 4	Intermediate
Bridging	Level 5	Advanced
Reaching	Level 6	Advanced

**Guidelines for Matching Accommodations to a Student's Overall ELP Level**

*ELs with Beginning ELP*

ELs at the Beginning level have very limited proficiency in reading and writing. These students tend to experience the greatest need for accommodations but are often least equipped to use them. In general, the use of oral supports (in English) is recommended, rather than written accommodations, but even oral accommodations may not produce an effect for students at the lowest proficiency levels.

<sup>3</sup> The considerations for determining level of English language proficiency may be modified as states move toward adoption of a common EL definition in the future.

<sup>4</sup> Many States use WIDA ACCESS for ELLs® and ELDA ELP assessments to determine English language proficiency.

### ELs with Intermediate ELP

ELs at the Intermediate level typically have developed some literacy in English and can benefit from a wider range of written and oral accommodations. Decision makers should note that the need for accommodations at this level varies considerably depending upon the unique background and characteristics of the student, as well as the literacy demands of the test. Research suggests that native language accommodations, such as bilingual word-to-word dictionaries, as well as English-language accommodations, are useful at the Intermediate level. Where possible, and as needed, it may be beneficial to have the text on the science assessments read aloud to these students. Scribing responses may also be appropriate for these students.

### ELs with Advanced ELP

ELs at the Advanced level would be expected to have a decreased need for most accommodations. Native language support such as bilingual word-to-word dictionaries (and extra time to use them) may be helpful if the EL is literate in his/her native language and has received recent instruction in that language (whether in the United States or abroad).

## 2. Literacy Development in English and/or the Native Language

Factors that influence the selection of accommodations include the following:

- **Native Language Literacy**  
For students with literacy in their native language, consider providing the student with a word- to-word bilingual dictionary, along with extended time in which to use it.
- **Interrupted Schooling/Literacy Background**  
For students who have experienced interrupted formal education and, as a result, have comparatively low levels of literacy in both their native language and in English, it is likely that the EL will be more orally-dominant in his/her developing English language proficiency. In this case, consider providing the EL with oral language support accessibility features and/or accommodations that are more likely to benefit ELs at the Beginning ELP, such as verbatim reading of the science assessment.

## 3. Background Factors that Impact Effective Accommodations Use

Selecting accessibility features and/or accommodations based on the background of the student increases the likelihood the use of the accessibility feature and/or accommodation will be successful. Such factors include: grade/age of student, time in U.S. schools, and the affective needs of the student (i.e., comfort level and/or anxiety with English). In addition, the following may also impact a student's ability to use and benefit from EL accommodations:

- Students who have recently arrived in the U.S. will need to gain familiarity with U.S. testing practices and expectations.
- Anxiety can increase the student's "affective filter" and adversely impact test performance.
- Older students may refuse an accessibility feature and/or accommodation because they do not want to draw attention to themselves in front of classmates for receiving special attention or consideration.

## Eligibility for EL Accommodations

Only students currently classified as ELs (or EL, Limited English Proficient (LEP)) are eligible to receive accommodations designated for ELs on the Illinois Science Assessment, including students classified as ELs whose parent/guardian has refused language support program services. Refer to Section 3 for accommodations that are allowable on the Illinois Science Assessment for ELs.

## Selecting Accessibility Features and/or Accommodations for ELs with Disabilities

ELs with disabilities are eligible for accessibility features and/or accommodations allowed for ELs, as well as accessibility features and/or 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.

## Step 4: Administer Accessibility Features and Accommodations during Assessments

### Planning to Administer Accessibility Features and Accommodations during the Illinois Science Assessment

Once decisions have been made about which accessibility features and accommodations will be provided, the logistics of providing the accessibility features and accommodations during the Illinois Science Assessment must be coordinated well ahead of the test administration. It is important to engage the appropriate personnel in planning the logistics regarding the provision of assessment accessibility features and accommodations on test day. Students' SR/PNP information should be compiled with the names of students, the accessibility features and/or accommodations they require, test locations, and staff responsible for administering tests with accessibility features and accommodations. Special educators and English language educators are often given the responsibility for arranging, coordinating, and providing assessment accessibility features and/or accommodations in a school and to assist general educators in understanding how to properly provide specific accessibility features and/or accommodations. It is essential for Test Administrators to know and understand the requirements for providing accessibility features and/or accommodations on the Illinois Science Assessment. Staff must adhere to specific guidelines for correctly administering accessibility features and accommodations to the correct students so that scores are valid. Test Administrators should also anticipate whether a student will be allowed extra time to complete the test once the official testing time is ended.



For the Illinois Science Assessment, school or district staff will need to enter data into a student's SR/PNP in advance of testing to enable all necessary accessibility features and accommodations and ensure they are provided on test day. Finally, it is important to monitor the provision of accessibility features and accommodations on test day to ensure that they are delivered properly and that the technology is operating appropriately.

### **Involving Students in Using Accommodations**

The more students are involved in the accommodation selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire to be more independent increases. Students need self-advocacy skills to learn how to make certain those accommodations are provided on the assessments, in instructional settings, and outside of school. Teachers and other team members can play a key role in working with students to advocate for themselves in the context of using their accommodations.

### **Introducing Students to Accessibility Features and Accommodations**

Whether a student has a specific accessibility need, a disability, is an EL, or all of the above, accessibility features and accommodations should be introduced to students long before the Illinois Science Assessment are administered, during routine instruction to determine their effectiveness. Typically, accessibility features and accommodations should never be used for the first time on an assessment. It is highly recommended that students who need accessibility features and accommodations on the Illinois Science Assessment be provided time to interact with the accessibility features and/or accommodations on the available practice assessments. Allowing this practice time will help the student learn to use the accessibility features and/or accommodation in a new environment and can help determine if the available accessibility features and/or accommodations are effective for the student.

### **Step 5: Evaluate and Improve Accessibility Features and Accommodations Use**

It will be necessary to collect and analyze data on the use and effectiveness of accessibility features and accommodations to ensure that the participation of all students in assessments is meaningful, and to carefully document decisions and information on the selection, use, and evaluation of accessibility features and accommodations. Data on the use and impact of accessibility features and accommodations during assessments may support continuing use while rethinking others, and may also reveal patterns of accommodation use in a school or district. Examination of the data may also indicate areas in which the IEP teams, 504 Plan Coordinators, and EL educators and/or Test Administrators need additional training and support.

Observations conducted during test administration, interviews with Test Administrators, and talking with students after testing is likely to yield data that can be useful in guiding the formative evaluation process of accessibility features and accommodations use at the school, district, and student levels. Information on the use of accessibility features and accommodations is collected through the SR/PNP, along with other demographic information. The following questions should guide the analysis of accessibility features and accommodations data at the school, district, and student level.

## Questions to Guide Evaluation of Accessibility Features and Accommodations Use at the School and District Levels

1. Are procedures in place to ensure that test administration procedures are not compromised due to provision of accessibility features and accommodations?
2. Are students receiving accessibility features and accommodations as documented in their IEP, 504 plan, EL plan (if applicable), or other documentation used for ELs?
3. Are procedures in place to ensure that Test Administrators comply with directions for the administration of accessibility features and accommodations?
4. What is the frequency of use of different types of accessibility features and accommodations?

## Questions to Guide Evaluation at the Student Level

1. What accessibility features and accommodations are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accessibility features and accommodations are used versus when accessibility features and accommodations are not used?
3. If the student is not meeting the expected levels of performance, is it because he or she is not receiving access to the necessary instruction; did not receive the accessibility feature and/or accommodation; or is using an accessibility feature and/or accommodation that was not effective?
4. What is the student's perception of how well the accessibility feature and/or accommodation worked?
5. What combination of accessibility features and/or accommodations seems to be effective?
6. What are the perceptions of teachers, parents, and others about how the accessibility feature and/or accommodation appears to be working?
7. What difficulties, if any, were encountered in the use of the accessibility feature(s) and/or accommodation(s)?

The responses to these questions can guide an ongoing (formative) process to evaluate the use and effectiveness of accessibility features and accommodations used by students. It is critical that, to the extent possible, all individuals involved in selection and delivery be involved in gathering information and making subsequent decisions on whether to continue, modify, or discontinue the use of an accessibility feature and/or accommodation.

Gathering information on selected accessibility features and accommodations use on technology-based assessments will be accomplished largely through the collection of information on each student's SR/PNP. However, educators and teams at the local level may have additional questions they want researched based on the collection of this data, which will assist in applying district- and school-based resources effectively in the future.

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

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

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

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

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

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

Note: All paper based tests must have responses transcribed 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 Test Coordinator or School Test Coordinator.

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

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

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p><b>Answer Masking</b></p>	<p><b>External Masking Cards (Visual Aids/ Organizers)</b> <i>(SR/PNP Column Reference BG)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Student’s SR/PNP must have Answer Masking selected.</li> <li>• <u>Materials:</u> Test Administrator provides student with blank masking cards.</li> </ul> <p><b>During Testing:</b> The student may cover or uncover answer options with external blank masking cards as needed.</p>
<p><b>Audio Amplification</b></p>	<p><b>Auditory Aids</b></p>	<p><b>Before Testing:</b> The student brings familiar auditory aid to the test administration.</p> <p><b>During Testing:</b> The student uses amplification device assistive technology (e.g. FM System), noise buffers, or white noise machines (provided by the school or student).</p>
<p><b>Bookmark</b></p>	<p><b>Place Markers (Visual Aids/ Organizers)</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Materials:</u> Test Administrator provides student with place markers.</li> </ul> <p><b>During Testing:</b> The student uses non-sticky place markers to “bookmark” items to review later.</p>
<p><b>Color Contrast (Background/Font Color)</b></p>	<p><b>Colored Overlays</b> <i>(SR/PNP Column Reference BI)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Test Administrator provides student with colored overlays.</li> </ul> <p><b>During Testing:</b> The student uses colored overlays when taking the assessment. The color is pre-selected and should match what is currently used during instruction.</p>

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<b>Blank Scratch Paper</b> <i>(provided by Test Administrator)</i>	<b>Same as CBT</b>	<p><b>Before Testing:</b> Test Administrators must supply at least one page of blank scratch paper (i.e., either unlined, lined, or graph) per student, per unit. Students with visual impairments may also use braille paper, raised line paper, bold line paper, raised line graph paper, bold line graph paper, or abacus.</p> <p><b>During Testing:</b> The student uses blank scratch paper (lined, un-lined, or graph) to take notes and/or work through items during testing. Additional pages may be provided as needed. Students are not required to write their names on scratch paper.</p> <p><b>After Testing:</b> Test Administrators are responsible for collecting ALL scratch paper after testing is completed to be securely destroyed. Scratch paper must be securely shredded if it has been used. Schools may reuse unused scratch paper only if paper is completely blank.</p>
<b>Eliminate Answer Choices</b>	<b>Writing Instrument</b>	<p><b>During Testing:</b> The student may use removable markers (e.g. small strips of paper) to indicate that they are eliminating an answer.</p>
<b>General Administration Directions Read Aloud and Repeated as Needed</b> <i>(by Test Administrator)</i>	<b>Same as CBT</b>	<p><b>During Testing:</b> The Test Administrator reads aloud the general administration directions only. A student may raise his or her hand and request the directions be repeated.</p>
<b>General Administration Directions Clarified</b> <i>(by Test Administrator)</i>	<b>Same as CBT</b>	<p><b>During Testing:</b> The Test Administrator clarifies general administration directions only. No passages or test items may be clarified.</p>
<b>Highlight Tool</b>	<b>Highlighter</b>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li><u>Materials:</u> Test Administrator provides student with highlighter(s). Multiple colors may be provided.</li> </ul> <p><b>During Testing:</b> The student highlights text as needed to recall and/or emphasize. Multiple colors may be provided.</p>

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<b>Headphones or Noise Buffers</b>	<b>Same as CBT</b>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li><b>Materials:</b> Test Administrator provides student with headphones.</li> </ul> <p><b>During Testing:</b> The student uses headphones or noise buffers to minimize distraction or filter external noise during testing. If headphones are used only as noise buffers, they should not be plugged into the student’s device.</p>
<b>Line Reader Mask Tool</b>	<b>Straight Edge</b> <i>(Visual Aids/ Organizers)</i>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li><b>Materials:</b> Test Administrator provides student with blank straight edge.</li> </ul> <p><b>During Testing:</b> The student uses a blank straight edge as he or she reads and follows along with the text.</p>
<b>Magnification/ Enlargement Device</b>	<b>Magnification/ Enlargement Device</b>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li><b>Materials:</b> Test Administrator provides student with magnification/enlargement device.</li> </ul> <p><b>During Testing:</b></p> <ul style="list-style-type: none"> <li>The student uses external magnification or enlargement devices to increase the font or graphic size (e.g., projector, closed circuit television (CCTV), eye-glass mounted or hand-held magnifiers, electronic magnification systems, etc.).</li> </ul>
<b>Note Pad</b>	<b>Blank Scratch Paper</b>	See Blank Scratch Paper
<b>Pop-up Glossary</b>	<b>Glossary in Footnotes</b>	<b>During Testing:</b> The student refers to a glossary of pre-selected, construct-irrelevant words in the footnotes of the paper-based test.
<b>Redirect Student to the Test</b> <i>(by Test Administrator)</i>	<b>Same as CBT</b>	<b>During Testing:</b> The Test Administrator redirects the student’s attention to the test without coaching or assisting the student in any way. There is no limit to the number of times a Test Administrator can redirect a student back to the test. Examples: Providing reminders to stay on task and focused during the assessments; Providing a visual cue to the student to remain on task.
<b>Spell Check or External Spell Check Device</b>	<b>External Spell Check Device</b>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li><b>Materials:</b> Test Administrator provides student with external spell check device.</li> </ul> <p><b>During Testing:</b> The student uses an external spell check device. Device may not have embedded grammar check, connect to the internet, or save information.</p>

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p><b>Student Reads Assessment Aloud to Self</b></p> <p><i>(SR/PNP Column Reference BG)</i></p>	<p><b>Same as CBT</b></p>	<p><b>During Testing:</b> The student reads aloud the assessment to themselves. Students may use an external device such as a whisper phone. The student must be tested in a separate setting.</p>
<p><b>Text-to-Speech for the Science Assessments</b></p>	<p><b>Human Reader</b></p> <p><i>(SR/PNP Column Reference CH)</i></p>	<p>See Human Reader</p>
<p><b>Human Reader or Human Signer for the Science Assessments</b></p> <p><i>(SR/PNP Column Reference CH)</i></p>	<p><b>Same as CBT</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Student’s SR/PNP must have Human Reader/Human Signer selected. For the Human Reader/Human Signer, students must be placed in a Read Aloud session type when creating test sessions.</li> <li>• <u>Materials:</u> Read Aloud Kits, which include one copy of the student test booklet and a Science Human Reader Script.</li> <li>• <u>Test Administrator Training:</u> Test Administrators providing this accessibility feature must review: <ul style="list-style-type: none"> <li>○ Read Aloud Kits, including the Science Human Reader Script, at least two school days prior to testing, with kits provided to schools for this purpose. Review of Read Aloud Kits must occur in a *SECURE ENVIRONMENT*.</li> <li>○ <a href="#">Appendix B: Test Administration Protocol for the Human Reader Accessibility Feature for Science Assessments.</a></li> </ul> </li> </ul>

CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
		<ul style="list-style-type: none"> <li>o <a href="#">Appendix H: Human Signer Guidelines</a> (signers only).</li> <li>o <a href="#">Appendix I: Illinois Science Assessment for Students with Visual Impairment, Including Blindness.</a></li> </ul> <p><b>During Testing:</b> A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader script and test booklet. The student must be tested in an individual or small group setting. Small groups should only be used if all students are able to work at approximately the same pace.</p> <p><b>After Testing:</b> Human Reader Scripts are secure, and Test Coordinators are responsible for returning the Human Reader Scripts with the non-scorable materials.</p>
<b>Writing Tools</b>	<b>Writing Instrument</b>	<b>During Testing:</b> The student uses a writing instrument on written responses to underline, bold, or add bullets for formatting.
<b>Online Transadaptation Science Assessment in Spanish</b>	<b>Paper-Based Edition of the Science Assessment in Spanish</b> <i>(SR/PNP Column Reference CE)</i>	Paper-Based Edition of the Science Assessment in Spanish



CBT Comparable Accessibility Feature	PBT Accessibility Feature	PBT Administration Guidelines
<p><b>Paper-Based Science Assessment in Spanish</b> <i>(SR/PNP Column Reference CE)</i></p>	<p><b>Paper-Based Edition of the Science Assessment in Spanish</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student’s SR/PNP must have Paper-Based Edition in Spanish selected.</li> <li>• <u>Materials</u>: Paper-Based Edition of the Science Assessment.</li> <li>• <u>Test Administrator Training</u>: For ELs with disabilities, administrators must review the following:               <ul style="list-style-type: none"> <li>o <a href="#">Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based Illinois Science Assessment</a>.</li> <li>o Test Administrators providing this accessibility feature should ideally be literate and fluent in English and Spanish, or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish.</li> </ul> </li> </ul> <p><b>During Testing:</b> The student takes a paper-based Science assessment in Spanish (or other native language as requested). Spanish kits for paper-based assessment include an English version of the test booklet. Responses must be entered directly into TestNav.</p>

**Administrative Considerations for All Students**

Detailed guidelines on the administration of the Illinois Science Assessment will be included in the *Test Administrator Manuals* and the *Test Coordinator Manuals*.

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

In accordance with principles of universal design for assessment, ISBE is providing the following administrative guidance regarding the timing and scheduling of assessments, and setting/locations for testing. These administrative considerations are available to all students. The principal may determine that any student can receive one or more of the following test administration considerations, regardless of the student’s status as a student with a disability or EL.

**Table A2: Administrative Considerations for All Students Taking Paper-Based Assessments, at School’s Discretion**

<b>PBT Administrative Consideration</b>	<b>Description</b>
<b>Small Group Testing</b> <i>(SR/PNP Column Reference BC)</i>	Student is tested in a separate location with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate.
<b>Time of Day</b> <i>(SR/PNP Column Reference BF)</i>	Student is tested during a specific time of day based on their individual needs (e.g., science in the morning; no testing after lunch).
<b>Separate or Alternate Location</b> <i>(SR/PNP Column Reference BB)</i>	Student is tested in a specifically assigned location.
<b>Specified Area or Setting</b> <i>(SR/PNP Column Reference BE)</i>	Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).
<b>Adaptive and specialized equipment or furniture</b> <i>(SR/PNP Column Reference BD)</i>	Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).
<b>Frequent breaks</b> <i>(SR/PNP Column Reference BA)</i>	Guidance on logistics for administrating the Illinois Science Assessment with frequent breaks: <ul style="list-style-type: none"> <li>• <i>Medical Breaks:</i> Student takes a break due to pre-existing or sudden onset of a temporary or long-term medical condition.</li> <li>• <i>Individual Bathroom Breaks:</i> Student requests a bathroom break.</li> <li>• <i>In-Chair Stretch Break:</i> Student pauses and stretches.</li> <li>• <i>Other Frequent Breaks,</i> according to state policy.</li> </ul>

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

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

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

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		<p><b>During Testing:</b> Tactile graphics are already embedded in the hard copy braille edition. For students using braille forms, the Test Administrator 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 directly into TestNav.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed verbatim by a Test Administrator in TestNav. <b>*Only transcribed responses will be scored.*</b></li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> for protocol.</li> <li>• Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Noncorable student work must be securely shredded.</li> <li>• If the braille test booklet was disassembled, it must be reassembled for return. To reassemble test booklets, the Test Administrator may staple or binder clip all pages for return. Failure to return all pages will be considered a breach of security.</li> </ul>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Large Print Edition<sup>2</sup></b> <i>(SR/PNP Column Reference BP)</i></p>	<p><b>Large Print Edition</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Student's SR/PNP must have Large Print Edition selected.</li> <li>• <u>Materials:</u> Large Print Test Kit includes a large print assessment booklet and Test Administrator large print scripts.</li> <li>• <u>Test Administrator Training:</u> Test Administrators of students with visual impairments must review:               <ul style="list-style-type: none"> <li>o <a href="#">Appendix I: Illinois Science Assessment for Students with Visual Impairment, Including Blindness.</a></li> <li>o <a href="#">Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based Illinois Science Assessment.</a></li> </ul> </li> </ul> <p><b>During Testing:</b> A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the large print edition will be 18 point on paper sized 14" x 18". Students will 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. Test Administrators should refer to the <i>Test Administrator Manual (TAM) Scripts</i> for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed verbatim by a Test Administrator in TestNav. <b>*Only transcribed responses will be scored.*</b> At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District Test Coordinator or School Test Coordinator.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</a></li> </ul>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Paper-Based Edition</b></p> <p><i>(SR/PNP Column Reference BQ)</i></p>	<p><b>Paper-Based Edition</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student's SR/PNP must have Paper-Based Edition selected.</li> <li>• <u>Materials</u>: Paper-Based Edition of the assessment</li> <li>• <u>Test Administrator Training</u>: Test Administrators must review the following appendix for accessibility features and accommodations in a paper-based environment:           <ul style="list-style-type: none"> <li>○ <a href="#">Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based Illinois Science Assessment</a></li> </ul> </li> </ul> <p><b>During Testing:</b> For schools administering the computer-based assessments, a paper-based assessment is available for students who are unable to take a computer-based assessment due to a disability.</p> <p>Note: All paper based tests must have responses transcribed into TestNav. <b>*Only transcribed responses will be scored.*</b> At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District Test Coordinator or School Test Coordinator.</p>
<p><b>American Sign Language (ASL) Video for the Science Assessments</b></p>	<p><b>Human Signer for Science</b></p> <p><i>(SR/PNP Column Reference CH)</i></p>	<p>See Human Signer for Science</p>
<p><b>Human Signer for Test Directions</b></p> <p><i>(No ASL Video Option)</i></p> <p><i>(SR/PNP Column Reference BS)</i></p>	<p><b>Same as CBT</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student's SR/PNP must have Human Signer for Test Directions selected.</li> <li>• <u>Test Administrator Training</u>: Human Signers must review:           <ul style="list-style-type: none"> <li>○ Test Administrator Scripts included in the <i>Test Administrator Manual</i>.</li> <li>○ <a href="#">Appendix H: Human Signer Guidelines</a> (signer only).</li> </ul> </li> </ul> <p><b>During Testing:</b> A human signer will sign the test directions to a student. The student may either be tested in a small group or a separate setting based on the student's experiences during classroom assessments.</p>

**Table A4: Response Accommodations for Students with Disabilities Taking Paper-Based Assessments**

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Assistive Technology</b> <i>(Non-Screen Reader)</i></p>	<p><b>Assistive Technology</b> <i>(external)</i></p> <p><i>(SR/PNP Column Reference BW, BX, and BY)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP</u>: Student's SR/PNP must have External Assistive Technology Device selected.</li> </ul> <p><b>During Testing:</b> Students may use a range of assistive technologies on the Illinois Science Assessment, including those that are used externally on a separate computer.</p> <p><b>After Testing:</b> Test Administrators are responsible for collecting all nonscorable student work created from assistive technology devices. Content must be cleared off all devices. Paper nonscorable student work must be securely shredded. Responses must be transcribed verbatim by a test administrator directly into TestNav. Only transcribed responses will be scored.</p> <p>Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> for protocol.</p>



CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Braille Note-taker</b> <i>(SR/PNP Column Reference BU)</i></p>	<p><b>Braille Note-taker</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Student's SR/PNP must have braille note-taker selected.</li> </ul> <p><b>During Testing:</b> A student who is blind or has a visual impairment may use an electronic braille note-taker. The grammar checker, internet, and stored file functionalities must be turned off. For students using braille forms, Test Administrator 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 TestNav. Only responses that are transcribed will be scored.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Student responses generated using an electronic braille note-taker must be transcribed verbatim by a Test Administrator into TestNav. <b>*Only transcribed responses will be scored.*</b> Responses must be transcribed by a teacher of the visually impaired or a Test Administrator supervised by a teacher of the visually impaired.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> <li>• Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.</li> </ul>
<p><b>Braille Writer</b> <i>(SR/PNP Column Reference BU)</i></p>	<p><b>Braille Writer</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Student's SR/PNP must have braille writer selected.</li> </ul> <p><b>During Testing:</b> A student who is blind or has a visual impairment may use a braille writer. For the Illinois Science Assessment, grammar checker, internet, and stored file functionalities must be turned off. For students using braille forms, Test Administrator 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 TestNav.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		<p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Student responses generated using an electronic braille notetaker must be transcribed verbatim by a Test Administrator into TestNav. <b>*Only transcribed responses will be scored.*</b> Responses must be transcribed either by a teacher of the visually impaired or a Test Administrator supervised by a teacher of the visually impaired.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> <li>• Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.</li> </ul>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Science Response Options</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> <li>• <b>Assistive Technology Device</b></li> </ul> <p><i>(SR/PNP Column Reference BY)</i></p>	<p><b>Science Response Options</b></p> <ul style="list-style-type: none"> <li>• <b>Speech-to-Text</b></li> <li>• <b>Human Scribe</b></li> <li>• <b>Human Signer</b></li> <li>• <b>Assistive Technology Device</b></li> </ul>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• Identification for SR/PNP: Student’s SR/ PNP must have Speech-to-Text, Human Scribe, Human Signer, or External Assistive Technology Device selected.</li> <li>• Test Administrator Training: Test Administrators providing the scribe accommodation must review: <ul style="list-style-type: none"> <li>o <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</a></li> <li>o <a href="#">Appendix H: Human Signing Guidelines</a> (signers only).</li> </ul> </li> </ul> <p><b>During Testing:</b> Student dictates responses either verbally, using an external Speech-to-Text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student’s responses when transcribing) into TestNav. <b>*Only transcribed responses will be scored.*</b></li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> for protocol.</li> <li>• Test Administrators are responsible for collecting all paper nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.</li> </ul>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
Not Applicable	<b>Answers Recorded in Test Book</b> <i>(SR/PNP Column Reference BT)</i>	<p><b>During Testing:</b> For students using test booklets, the student records answers directly in the test booklet.</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>Responses must be transcribed exactly as written in the student’s standard test booklet into TestNav. <b>*Only transcribed responses will be scored.*</b></li> <li>Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> for protocol.</li> </ul>

**Table A5: Guidance on Selection of Accommodations for English Learners on Illinois Science Assessment**

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

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

Table A6 provides a list of ACCOMMODATIONS for ELs. The table describes the activities needed before, during, and after testing necessary to administer these accommodations appropriately.

**Table A6: Accommodations for English Learners Taking the Paper-Based Assessments**

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>Word-to-Word Dictionary</b> (<i>English/ Native Language</i>)</p> <p>(SR/PNP Column Reference CF)</p>	<p><b>Word-to-Word Dictionary</b> (<i>English/ Native Language</i>)</p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Student's SR/PNP must have word-to-word dictionary selected.</li> <li>• <u>Materials:</u> Word-to-word dictionaries are provided to students by their school, based on those used by the student for routine classroom instruction.</li> </ul> <p><b>During Testing:</b> The student uses a published bilingual, word-to-word dictionary that does not include definitions, phrases, pronunciations, sentences, or pictures. The student should be familiar with the dictionary they will use during testing. If no printed word-to-word dictionary can be found for a specific language, an electronic translator may be used. The device may not connect to the internet or store information, and therefore, web-based translators are not allowed. Please contact ISBE for a list of approved bilingual word-to-word dictionaries.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p data-bbox="229 245 467 277"><b>Science Response</b></p> <ul data-bbox="229 302 467 411" style="list-style-type: none"> <li data-bbox="229 302 467 333">• <b>Speech-to-Text</b></li> <li data-bbox="229 344 467 411">• <b>Human Scribe/ Human Signer</b></li> </ul> <p data-bbox="229 436 424 499"><i>(SR/PNP Column Reference CD)</i></p>	<p data-bbox="499 245 738 277"><b>Science Response</b></p> <ul data-bbox="499 302 738 411" style="list-style-type: none"> <li data-bbox="499 302 738 333">• <b>Speech-to-Text</b></li> <li data-bbox="499 344 738 411">• <b>Human Scribe/ Human Signer</b></li> </ul>	<p data-bbox="770 245 970 277"><b>Before Testing:</b></p> <ul data-bbox="810 296 1410 783" style="list-style-type: none"> <li data-bbox="810 296 1410 390">• <u>Identification for SR/PNP</u>: Student’s SR/PNP must have Speech-to-Text or Human Scribe selected.</li> <li data-bbox="810 401 1410 562">• <u>Materials</u>: If student uses software, a separate computer will be needed in addition to the computer used to administer the test. An external device may also be brought to the assessment.</li> <li data-bbox="810 573 1410 783">• <u>Test Administrator Training</u>: Test Administrators providing the scribe accommodation must review: <ul data-bbox="914 688 1410 783" style="list-style-type: none"> <li data-bbox="914 688 1410 783">o <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.</a></li> </ul> </li> </ul> <p data-bbox="770 804 1374 993"><b>During Testing:</b> A student dictates responses verbally, using an external Speech-to-Text device or by dictating. The student must be tested in a separate setting. The student must already be familiar with any external device used for this accommodation.</p> <p data-bbox="770 1014 954 1045"><b>After Testing:</b></p> <ul data-bbox="810 1066 1410 1591" style="list-style-type: none"> <li data-bbox="810 1066 1410 1255">• 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 TestNav. <b>*Only transcribed responses will be scored.*</b></li> <li data-bbox="810 1266 1410 1392">• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a> for protocol.</li> <li data-bbox="810 1402 1410 1591">• Test Administrators are responsible for collecting all nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.</li> </ul>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>General Administration Directions Read Aloud and Repeated in Student’s Native Language</b></p> <p><i>(by Test Administrator)</i></p> <p><i>(SR/PNP Column Reference CC)</i></p>	<p><b>General Administration Directions Read Aloud and Repeated in Student’s Native Language</b></p> <p><i>(by Test Administrator)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Student’s SR/ PNP must have General Administration Directions Read Aloud and Repeated in Student’s Native Language selected.</li> <li>• <u>Materials:</u> <ul style="list-style-type: none"> <li>o For the Illinois Science Assessment, Pearson will provide written general test administration directions in the following languages: <ul style="list-style-type: none"> <li>▪ Arabic</li> <li>▪ Chinese (Mandarin)</li> <li>▪ Gujarati</li> <li>▪ Hindi</li> <li>▪ Polish</li> <li>▪ Russian</li> <li>▪ Spanish</li> <li>▪ Tagalog</li> <li>▪ Ukrainian</li> <li>▪ Urdu</li> </ul> </li> <li>o If written general test administration directions are not available in the student’s native language, a local translator fluent both in English and the student’s native language may translate and read the directions in the language of the student.</li> </ul> </li> <li>• <u>Test Administrator Training:</u> Test Administrators, or other qualified interpreters, providing the general administration directions in languages other than English must review the directions in advance in order to provide consistent transadaptations. Test Administrators providing this accommodation will ideally be literate and fluent in English, as well as in the student’s native language; or may collaborate with a local translator, if available.</li> </ul> <p><b>During Testing:</b> The Test Administrator, or other qualified interpreter, reads aloud the general administration instructions in the student’s native language. The student may request that directions be repeated. The student must be tested in a separate setting.</p>

CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
<p><b>General Administration Directions Clarified in Student’s Native Language</b></p> <p><i>(by Test Administrator)</i></p> <p><i>(SR/PNP Column Reference CB)</i></p>	<p><b>General Administration Directions Clarified in Student’s Native Language</b></p> <p><i>(by Test Administrator)</i></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Student’s SR/ PNP must have General Administration Directions Clarified in Student’s Native Language selected.</li> <li>• <u>Test Administrator Training:</u> Test Administrators providing this accommodation should be literate and fluent in English, as well as in the student’s native language.</li> </ul> <p><b>During Testing:</b> The Test Administrator clarifies general administration directions only in the student’s native language. Test Administrators, or other qualified interpreters, providing this accommodation should ideally be literate and fluent in English, as well as in the student’s native language; or Test Administrator may be assisted by a translator who speaks the language of the student, if available.</p>
<p><b>Large Print Edition of the Science Assessment in Spanish</b></p> <p><i>(SR/PNP Column Reference BP and CE)</i></p>	<p><b>Large Print Edition of the Science Assessment in Spanish</b></p>	<p><b>Before Testing:</b></p> <ul style="list-style-type: none"> <li>• <u>Identification for SR/PNP:</u> Student’s SR/ PNP must have Large Print Edition selected.</li> <li>• <u>Materials:</u> Large Print Test Kit includes a large print assessment booklet.</li> <li>• <u>Test Administrator Training:</u> Test Administrators of students with visual impairments must review: <ul style="list-style-type: none"> <li>o <a href="#">Appendix I: Illinois Science Assessment for Students with Visual Impairment, Including Blindness.</a></li> <li>o <a href="#">Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based Illinois Science Assessment.</a></li> <li>o Test Administrators providing this accommodation should ideally be literate and fluent in English and Spanish, or may be assisted by a translator, if available, since test administration directions will be read to the student in Spanish.</li> </ul> </li> </ul>



CBT Comparable Accommodation	PBT Accommodation	PBT Administration Guidelines
		<p><b>During Testing:</b> A large print paper-based form of the science assessment in Spanish is available for a student with a visual impairment who is unable to take a computer-based assessment due to his or her disability. The font size for the large print edition will be 18 point on paper sized 14" x 18". Students will circle their answers in the large print test booklets.</p> <p>In the Test Administrator Scripts, there are several instances which instruct Test Administrators to demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).</p> <p><b>After Testing:</b></p> <ul style="list-style-type: none"> <li>• Responses must be transcribed verbatim in Spanish by a Test Administrator into TestNav. <b>*Only transcribed responses will be scored.*</b> At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District Test Coordinator or School Test Coordinator.</li> <li>• Refer to <a href="#">Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses</a>.</li> </ul>

## Appendix B: Test Administration Protocol for the Human Reader Accessibility Feature for Science Assessments

In cases where a student requires a Text-to-Speech accessibility feature on the science assessments, but cannot participate in the computer-based assessment and takes the paper-based assessment instead, a Human Reader must provide the accommodation to the student. Human Readers who provide the accessibility feature on the science assessments must follow these procedures during testing to ensure the standardization of the oral presentation of the assessments.

### Procedures for Human Readers Providing the Human Reader Accessibility Feature for the Science Assessments

1. Readers must be trained locally to administer each assessment, as indicated in the *Test Administrator Manual (TAM)*. Readers must sign the Security Agreement in **Appendix B** of the *TAM*.
2. Readers must read verbatim (word for word) only what is printed in the test book (or in rare cases, 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.
3. 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 should be provided a copy of the test and the Test Administrator's directions two school days prior to the start of testing, in order to become familiar with the words, terms, symbols, signs, and/or graphics that will be read aloud to the student.
4. 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.
5. 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.
6. Readers may not attempt to solve science 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.
7. 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.
8. Readers must be familiar with the student's IEP or 504 plan, and should know in advance which accommodations are required by the student, and for which test (Science) the student is designated to receive a Human Reader.
9. 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.
10. If a reader is unsure how to pronounce an unfamiliar word, advise the student of the uncertainty and spell the word.

11. 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.
12. Readers must spell any words requested by the student.
13. 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.
14. 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 test booklet.
15. 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.
16. 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 Providing the Human Reader Accessibility Feature for the Science Assessments to a Small Group of Students**

Human Readers may read the test aloud to a small group of students, rather than individually, provided that each student has the Human Reader accessibility feature listed in an IEP, 504 plan, or Personal Needs Profile. Be sure to click on the Proctor Reads Aloud box to ensure that all students in this session get the same script.

#### **The following procedures must be followed:**

- Check individual state policies on the maximum allowable number of students in a Human Reader group.
- Students with the Human Reader accessibility feature for science that need to be grouped together must be taking the same test form, since test questions will differ on each form of the test.
- Students not receiving the Human Reader accessibility feature for science may not be tested in the same location as students who are receiving the Human Reader accessibility feature for science.

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

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

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 [Appendix E: Use of an Emergency Accommodation on an Illinois Science Assessment](#) must be completed and kept on file at the school.

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.

### 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 Administrator 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:
  1. Directly to a human scribe who records the responses at the time they are given (computer- and paper-based testing)
  2. Into a Speech-to-Text converter (e.g., voice recognition software), augmentative communication device, or assistive technology device to be transcribed by the scribe at a later time into the online testing platform. A student must be given the opportunity to review and edit his or her responses before they are finalized into the online testing platform.
- When using a Speech-to-Text converter, augmentative communication device, or other assistive technology device, hard copies of the student's response must be printed out for transcription purposes unless the device being used does not have the capability to print. In cases where printing a response is not possible, scribing must take place as the student dictates or otherwise produces the response. All electronic files must be deleted immediately after the testing session.
- The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by student, even if a change is incorrect. All changes must be made during the test session.

## 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 Illinois Science Assessment. 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 Illinois Science Assessment. Students must become familiar with the software and must have opportunities to practice using it prior to testing. It is also important that students who use Speech-to-Text devices be given the opportunity to develop planning notes using Speech-to-Text, and to view what they produce via Speech-to-Text.

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

### **Guidelines for Transcribing Student Responses (Paper-based testing only)**

Certain situations involving scribing of responses during administration of the Illinois Science Assessment may require a Test Administrator to transcribe a student’s response into TestNav. These situations may include:

- A student takes the test using a special test format that requires answers to be transcribed (e.g., large print).
- 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 or on blank paper.
- A Test Booklet 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:

- 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. Your state may have additional guidelines. Refer to **Appendix C** of the *Test Coordinator Manual* for additional information on ISBE policy.

The student's response must be transcribed verbatim into TestNav. The student's original response in a Test Booklet should be returned with secure test materials. Do not cover the barcode. Return them with nonscorable test materials.

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

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

### 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 Administrator. Once the student reaches the end of the test with all Selected Response and Technology Enhanced Items completed, the Test Administrator should have the student \*EXIT\* the test but not submit the test.

### Constructed Response Items

During administration of the computer-based Illinois Science Assessment, students who require use of a Speech-to-Text converter, augmentative communication device, or assistive technology device will need constructed responses transcribed into TestNav by a Test Administrator before the online testing window closes. In these situations, the following steps must be followed.

- As the student encounters constructed responses, he/she should use his/her device to respond to the questions. The student will then continue testing in TestNav, leaving these items unanswered in TestNav.
- Once the student reaches the end of the test, the Test Administrator should have the student \*EXIT\* the test but \*NOT\* submit the test.

- The Test Administrator must set the test to Resumed status within PearsonAccess<sup>next</sup>; refer to the PearsonAccess<sup>next</sup> User Guide for instructions on how to resume students.
  - If a student submits the test in error, the test submission must be undone to complete the transcription. Any user with an “Undo Test Submit” role within PearsonAccess<sup>next</sup> has permission to undo the test submission. Refer to **Appendix C** of the *Test Coordinator Manual* for your individual state policy for guidance on who can undo the test submission.
- Once the test has been unlocked, the Test Administrator must log in to TestNav as the student and navigate to the items for transcription.
- At least two people must be present during any transcription of student responses. One of the individuals must be an authorized Test Administrator.
- The student’s responses must be transcribed verbatim into TestNav. (See note above about scribing signed responses in English).
- Once all items have been transcribed, the Test Administrator will submit the test.
- After transcription is complete, all original student responses that were printed from an assistive technology device must be securely shredded.



## Appendix D: Unique Accommodation Request Form

**Directions:** If a student with a disability or an EL requires an accommodation (i.e., a “unique accommodation”) that is not listed in the *Accessibility Features and Accommodations Manual*, and does not change the construct being measured by the test, the school may request the use of an accommodation not currently listed in this manual by using this form. If approved, the accommodation must be listed in the Individualized Education Program (IEP), 504 plan for a student with a disability, or an EL plan.

To request approval for a unique accommodation, both pages of this form must be submitted to ISBE by the principal or designee or District Test Coordinator at least six weeks prior to testing to ensure a timely state response is received. A copy of this form must be kept in the student’s file and, if appropriate, retained at the district office.

<b>Contact Information</b>	
Name of Principal/Designee or District Test Coordinator:	Date:
School Name:	Telephone Number:
District Name:	Fax Number:
Signature:	Email:
<b>Student Information</b>	
Name:	Student ID #:
Grade:	Date of Birth (DOB):
Indicate type of plan: <input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan <input type="checkbox"/> EL Plan <input type="checkbox"/> EL, without an EL Plan	
<b>Test Administration</b>	
For which assessment are you seeking approval to use the unique accommodation:	
Provide a brief description of the accommodation for which you are requesting approval:	
Describe the evidence that supports the need for this accommodation, including how it is used by the student in the classroom or on other assessments:	
Describe the planning needed for this accommodation on the Illinois Science Assessment tests (e.g., school staff, space, specialized tools or equipment needed):	

**Contact Information**

In submitting this form for approval, the principal/designee or assessment coordinator assures that:

- This accommodation will be documented in the student’s IEP, 504 plan, or an EL plan. In the case of an IEP, the parent/guardian of the student must sign the amended IEP prior to testing.
- The school team has met and considered all listed accommodations before proposing this unique accommodation.
- The proposed accommodation is used, as appropriate, for routine class instruction and assessment.

For State Education Agencies (SEA) Use Only: Approval/Denial of Request  
(This completed section will be returned to your school prior to testing.)

- This request has been approved.                       This request has been denied.

State Staff Name and Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix E: Use of an Emergency Accommodation on an Illinois Science Assessment

**Directions:** This form is appropriate in cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances. Cases could include students who have a recently-fractured limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses has broken; or a student returning from a serious or prolonged illness or injury. If the principal (or designee) determines that a student requires an emergency accommodation on the day of the test, this form must be completed and maintained in the student’s assessment file. **\*The parent must be notified that an emergency accommodation was provided.\*** Refer to **Appendix C** of the *Test Coordinator Manual* for ISBE requirements for approving emergency accommodations. **\*Consult with your local district office for approval if required by ISBE.\*** If appropriate, this form may also be submitted to the district assessment coordinator to be retained in the student’s central office file.

<b>District Name:</b>	<b>Date:</b>
<b>School Name:</b>	<b>Telephone Number:</b>
<b>Student Name:</b>	<b>Grade:</b>
<b>Student ID #:</b>	<b>Date of Birth:</b>

Name and Title of Person Completing this Form:

\_\_\_\_\_ Title/Position

Staff Member's Name

Reason for needing an emergency test accommodation (attach documentation if needed):

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Describe what the testing accommodation will be:

\_\_\_\_\_  
 \_\_\_\_\_

Who will administer the accommodation? \_\_\_\_\_

\_\_\_\_\_ Title/Position

Staff Member's Name

\_\_\_\_\_ Date

Principal Signature

\_\_\_\_\_ Date

Local Accountability Coordinator Signature  
(if appropriate or required)

## Appendix F: Student Accommodation Refusal Form

**Directions:** If a student refuses an accommodation listed in his or her Individualized Education Program (IEP), 504 plan, or an EL plan the school should document in writing that the student refused the accommodation, and the accommodation must be offered and remain available to the student during testing. This form must be completed and placed in the student’s file and a copy sent to the parent on the day of refusal. Principals (or designee) should work with Test Administrators to determine who, if any others, should be informed when a student refuses an accommodation documented in an IEP, 504 plan or an EL plan.

Student Name: _____ Date: _____
Grade: _____ Student ID#: _____
School Name: _____
School District: _____
Illinois Science Assessment: _____
Test Administrator: _____
Accommodation(s) refused: _____
Reason for refusal: _____
_____
_____
Comments: _____
_____
_____

**Student’s Signature (optional):** \_\_\_\_\_

**Signature of Test Administrator:** \_\_\_\_\_

**\*Keep this form on file at the school.  
A copy must be sent home to the parent.\***

## Appendix G: Legal Background

### Federal Legislation

#### The Elementary and Secondary Education Act (ESEA)

ESEA explicitly calls for the participation in high-quality, yearly student academic assessments of all students [20 USC § 6311(b)(3)(C)(i)]. It also requires that these assessments provide for the reasonable adaptations and accommodations for students with disabilities – as defined in Change to Individuals with Disabilities Education Act (IDEA) [20 USC § 1401(3)]– necessary to measure the academic achievement of such students relative to state academic content and state student academic achievement standards [20 USC § 6311(b)(3)(C)(ii)].

Federal provisions for inclusion and accommodation of ELs in state assessment and accountability systems are included in ESEA, which requires the participation of all students, including ELs and ELs with disabilities, in standards-based instruction and assessment initiatives Every Student Succeeds Act (ESSA).

Through the ESEA federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information with regard to:

- How successful schools are including all students in standards-based education;
- How well students are achieving standards; and
- What needs to be improved upon for specific groups of students.

There are several elements in the ESEA that hold schools accountable for educational results:

- Academic content standards (what students should learn) and academic achievement standards (how well students should learn the content) form the basis of state accountability systems. State assessments are the primary (though not necessarily exclusive) tool for determining whether schools have been successful in having students attain the knowledge and skills defined by the content standards. States must include at least 95 percent of students in these assessments, with the following exception:
  - o Up to one percent of the total number of students participating in statewide assessments, and who take alternate assessments based on alternate achievement standards, are not required to take the state’s standard Title 1 assessments and may be counted as proficient on the alternate assessments in the state’s accountability system.
- The Illinois Science Assessment is available for grades 5, 8, & 11.
- The accountability system is intended to measure the improvement of schools, districts, and states in achieving standards for all students and designated subgroups each year.
- Schools, districts, and states are held accountable for improvements on an annual basis through public reporting and ultimately through consequences if accountability goals are not achieved.

## Students with Disabilities

### Individuals with Disabilities Education Improvement Act of 2004

IDEA requires the participation of students with disabilities in state and district-wide assessments. Specific IDEA requirements include that:

Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary [14 USC § 1412(a)(16)(A)]. The term ‘individualized education program’ or ‘IEP’ means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes ... a statement of any individual modifications in the administration of state or district-wide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [14 USC § 1412(d)(1)(A)(v) and (vi)].

For more information, see <http://www.ed.gov/policy>.

### Section 504 of the Rehabilitation Act of 1973

Section 504 prohibits discrimination against individuals with disabilities who seek access to programs and activities provided by entities that receive financial assistance from the federal government, including organizations that receive U.S. Department of Education funding. In the public school setting, students with disabilities protected by Section 504 have the right to the aids and services required to meet their educational needs to the same extent as other students. The Act states that:

No otherwise qualified individual with a disability in the United States, as defined in 20 USC § 794(a) of this title, shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under and program or activity conducted by any Executive agency.

In school settings, Section 504 legislation guarantees and protects the rights of students with disabilities who may not have an IEP, but are still considered individuals with disabilities. The definition of a student with a disability is much broader under Section 504 than it is under the IDEA. Under Section 504, in order for a student to have a qualifying disability, a student must have a physical, sensory, or mental impairment that substantially limits one or more major life activities. The determination of a substantial limitation is made on a case-by-case basis by a group of knowledgeable persons who draw upon a variety of information in making the determination [34 C.F.R. § 104.35 (c)].

For more information on Section 504, see: <http://ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html> and <http://www2.ed.gov/about/offices/list/ocr/504faq.html>.

## Students Who Are ELs

The terms EL, English Language Learner (ELL), and Limited English Proficient (LEP) are used interchangeably. Although federal law and regulations use the term LEP, the use of the term “English Learner” throughout this document in an effort not to label learners in terms of their deficiencies or limitations.

Definition of “English Learner”<sup>5</sup>

The *Elementary and Secondary Education Act (ESEA)* provides an explicit definition of what constitutes a “Limited English Proficient” student, as follows:

“...an individual — (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual — (i) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.”

## Federal Legislation, Policies and Court Cases Ensuring Equal Access for ELs

### **Title VI of the Civil Rights Act of 1964**

42 U.S.C. Section 2000d<sup>6</sup> states that:

No person in the United States shall, on the basis of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

### **Equal Educational Opportunities Act of 1974 (EEOA)**<sup>7</sup>

EEOA of 1974 requires states and school districts to provide an equal educational opportunity to students learning English. States and districts must take “appropriate action” to “overcome language barriers,” which usually means teaching academic content in the language students understand, while also teaching them English. It prohibits discrimination against faculty, staff, and students, including racial segregation of students, and requires school districts to take action to overcome barriers to students’ equal participation.

<sup>5</sup> Assessment consortia are currently collaborating to develop a comprehensive definition of “English learner,” based on the work (in process) of H. Gary Cook and Rober Linqanti.

<sup>6</sup> Retrieved from the internet at <http://www2.ed.gov/about/offices/list/ocr/eeolep/index.html>.

<sup>7</sup> Retrieved from the internet at <https://www.gpo.gov/fdsys/pkg/USCODE-2010-title20/pdf/USCODE-2010-title20-chap39-subchapl-part2-sec1703.pdf>.

**Office of Civil Rights 1970 Memorandum**<sup>8</sup>

This memorandum:

- Requires school districts to take affirmative steps to rectify language deficiencies in order to open its instructional program to national origin minority group students, where inability to speak and understand English excludes the students from effective participation in the district's educational program.
- Prohibits school districts from assigning EL students to special education classes on the basis of criteria which essentially measure or evaluate English language skills.
- Forbids specialized programs for EL students to operate as an educational dead-end or permanent track.
- Requires school districts to adequately notify language-minority parents of school activities that are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.

**Lau v. Nichols (1974)**

The Office of Civil Rights established a policy for the provision of equal educational opportunities for ELs based on Title VI of the Civil Rights Act of 1964. This policy was described in a memorandum in 1970:

*Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.*

This memorandum does not inform districts of the steps they must take to ensure equal opportunities for ELs. However, it does state that Title VI of the Civil Rights Act of 1964 is violated if:

- students are excluded from effective participation in school because of their inability to speak and understand the language of instruction;
- students are inappropriately assigned to special education classes because of their lack of English skills;
- programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead end track; or
- parents whose English is limited do not receive school notices or other information in a language they can understand.

<sup>8</sup> Retrieved from the internet at

<https://ospi.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/multilingual-education-program>.



This policy was tested in the Supreme Court Case, *Lau v. Nichols*. In 1974, the Supreme Court upheld this law, supporting the premise that if students cannot understand the language of instruction, they do not have access to an equal opportunity education. The Supreme Court said the following:

*There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.*

Therefore, equal education is only possible when students are able to understand the language of instruction.

### ***Castañeda v. Pickard (1981)***

This case established the *Castañeda* standards, a three-prong set of evaluation criteria for the adequacy of a district's program for EL students:

1. Is the program based on an educational theory recognized as sound by some experts in the field or considered by experts as a legitimate experimental strategy?
2. Are the programs and practices, including resources and personnel, sufficient to implement the district's chosen program effectively?
3. Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

## Appendix H: Human Signer Guidelines

### Test Administration Protocol for the the Human Signer Accessibility Feature for Science Assessments

In cases where a student requires a sign language accessibility feature on the science assessments, and for whom the American Sign Language (ASL) video accommodation is not appropriate, a human signer must be provided. Human signers for the Illinois Science Assessment must follow these procedures during testing to ensure the standardization of the signed presentation to the students.

### Procedures for Human Signers Providing the Human Signer Accessibility Feature for the Science Assessments

1. Signers must be trained on test administration policies by local Test Coordinators, as indicated in the *Test Administrator Manual* (TAM). Signers must sign the Security Agreement in the TAM.
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, 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 science 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 Administrators must be familiar with the student's Individualized Education Plan (IEP) or 504 plan, and should know in advance which accommodations are required by the student. Test Administrators 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 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.
13. 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 computer-based test.
14. 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.
15. 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.

## Procedures for Providing the Human Signer Accessibility Feature for the Science Assessments to a Small Group of Students

Human signers may sign the test to a small group of students, rather than individually, provided that each student has the human signer accommodation/accessibility feature listed in an IEP, 504 plan, or Student Registration/Personal Needs Profile.

The following procedures must be followed:

- Check individual state policies on the maximum allowable number of students in a human signer small group.
- Students with the human signer accessibility feature for science that will be grouped together must be administered the *\*SAME TEST FORM\**, since test questions will differ on each form of the test.
- Students not receiving the human accessibility feature for science may not be tested in the same location as students who are receiving the human signer accessibility feature for science.

### Sign-System-Specific Procedures

Human signers must deliver the accommodation in the language or communication mode used by the student according to the student's IEP or 504 plan.

#### American Sign Language (ASL)

Human signers delivering the accommodation via ASL must use appropriate ASL features (including signs, sentence structure, non-manual markers, classifiers, etc.) while protecting the construct being measured by the assessment. Although it is necessary for a human signer to use appropriate non-manual markers to ensure proper delivery of test content in ASL, the human signer must be careful not to cue students while doing so.

#### English-Based Sign Systems

Human signers delivering the accommodation via an English-based signing system must use the features of the communication mode used by the student. Human signers delivering the test in Signing Exact English (SEE2) should use the rules of that signing system (e.g. specific signed vocabulary, prefixes, suffixes, etc.). Human Signers delivering the test in other English-based signing systems (Conceptually Accurate Signed English (CASE), Sim-Com, etc.) should use the rules of those signing systems (conceptually accurate signs, English word order, etc.), with or without simultaneous voicing.

## Appendix I: Illinois Science Assessment for Students with Visual Impairment, Including Blindness

### The Illinois Science Assessment and Students with Visual Impairment, Including Blindness

#### I. Purpose of this Guidance

The Illinois Science Assessments are provided online, in regular print, large print and braille. This document is for Test Coordinators, Test Administrators, test transcribers and teachers to clarify issues and potential questions for students with visual impairments, including blindness. Given the innovative approach to the Illinois Science Assessment, 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) or 504 plan.

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

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

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

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

Refer to Appendix C: State Policy Addendum in the *Test Coordinator Manual* for Test Administrator qualifications for ISBE. Eligible Test Administrators and proctors must attend training and follow test procedures and protocol.

##### 2. What is included in the braille/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. Charts in Section III of the *Test Administrator Manual* identify the materials packaged with each large print and braille test and additional needed materials. Additional materials needed must be documented in the student's IEP or 504 plan, except for the following items:

- *Test Administrator Manual*
- Number 2 pencils with erasers

- Blank scratch paper
    - o Blank scratch paper may include: abacus, slate, stylus, or Brannan Cubarithm.
  - Highlighter
  - Graph paper
3. What if a student requires a combination of Human Reader, braille, and large print (i.e., dual or multi-media)?

If a student requires both large print and braille versions of the assessment please complete an additional order that includes both sets of test materials.

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 student has 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 8.

### 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 Illinois Science Assessment 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 Illinois Science Assessment 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. See a more comprehensive list of prerequisite skills in Section IV of this document.

Students who rely on the use of Nemeth code for science should take the Paper-Based Assessment braille version of the science assessment.

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

### Screen Enlargement

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

Students may also use screen enlargement capabilities that are built into web browsers. Note, that some graphical information may become “pixelated” at very high magnification.

For students who will use screen enlargement software with a Human Reader, refer to the *Accessibility Features and Accommodations Manual, Appendix B: Test Administration Protocol for the Human Reader Accessibility Feature for Science Assessments*.

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

## Color Contrast

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

## Brailers and Braille Note-takers

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

### 6. Who can transcribe the tests?

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

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



### III. Testing Materials

#### Science

Materials	Large Print	Braille	Online
Included with the Test	<ul style="list-style-type: none"> <li>• Instructions for Large Print Administration, including Test Administrator Scripts</li> <li>• Large Print Test Booklet</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions for Braille Administration, including Test Administrator Scripts</li> <li>• Braille test booklet with embedded tactile graphics</li> </ul>	<ul style="list-style-type: none"> <li>• Braille test booklet with embedded tactile graphics</li> </ul>
Additional Materials Needed	<ul style="list-style-type: none"> <li>• <i>Test Administrator Manual</i></li> <li>• Number 2 pencils with erasers</li> <li>• Blank scratch paper</li> <li>• Highlighter</li> <li>• Grade-level appropriate calculator – four-function, scientific or graphing</li> <li>• Other materials included in the student’s IEP or 504 plan</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Test Administrator Manual</i></li> <li>• Number 2 pencils with erasers</li> <li>• Braille writing devices, such as a Perkins Braille or an electronic braille note-taker</li> <li>• Grade-level appropriate calculator – four-function, scientific or graphing</li> <li>• Braille materials that can be used as scratch paper</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Test Administrator Manual</i></li> <li>• Number 2 pencils with erasers</li> <li>• Blank scratch paper or braille materials that can be used as scratch paper</li> <li>• Grade-level appropriate calculator – four-function, scientific or graphing</li> <li>• Other materials included in the student’s IEP or 504 plan</li> <li>• Student’s preferred access technology</li> </ul>

## Personal Needs Profile and Ordering Braille and Large Print

The Personal Needs and Preferences (PNP) Profile is used to gather information regarding a student's testing condition, materials, or accessibility features and accommodations that are needed to take an Illinois Science Assessment. Any paper-based accessibility feature or accommodation which requires materials to be shipped will need to be requested in the Student Registration File import and submit an additional order. (e.g., Large Print, Paper Test for Online Students, and Spanish Paper Science Assessments). All students who require braille (tactile graphics are included with the braille test booklet) and large print test must be ordered through the student registration file import process and submit an additional order. All students who are taking the online assessments and use screen readers for science must have tactile graphics populated in their PNP.

### IV. Technology Skills Checklist

Accessibility of testing materials for all students is an important part of the Illinois Science Assessment. 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 Illinois Science Assessment online.

#### 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

#### Screen Magnification

- Adjust color and contrast settings
- Adjust magnification settings
- Use Text-to-Speech when needed
- Use find features to efficiently find information