

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

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

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

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

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

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

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

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

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

Reading and Writing Support

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

Calculation Support

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

Paper Testing

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

3.1 Illinois Administration Platform Accommodation Assignments

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

- ❖ Refer to the instructions for assigning student accommodations **Section 6.2 Before Testing: Preparing for Accessible Test Administration** of the *Test Coordinator's Manual*.

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

Illinois Administration Platform Accommodations Menu

Reading and Writing Support for Computer-Based Testing

Online Accommodated Form – AT/Screen Reader

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

Online Accommodated Form – Sign Language

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

Online Accommodated Form – Bundle

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

Online Accommodated Form – Bundle

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

Tool Add On – Speech to Text and Word Prediction

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

Calculation Support

Tool Add On – Online Calculator

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

Paper-Based Testing

Paper Form - English or Spanish Paper Kit

Paper Form – Braille Kit

Paper Form – English or Spanish Large Print Kit

3.1.2 Online Accommodated Form – AT/Screen Reader

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

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

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

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

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



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



Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District or School Test Coordinator.

- ❖ Refer to **Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses** for complete scribing and transcribing instructions.

Interacts with TestNav: Test Proctors are responsible for:

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

Separate Computer: Test Proctors are responsible for:

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

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

3.1.3 Online Accommodated Form – Bundle for ELA/L

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

Determine Student Eligibility for ELA

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

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

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

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

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

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

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

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

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

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

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

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

3.1.4 Online Accommodated Form – Bundle for Mathematics and Science

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

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

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

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

- ❖ Refer to **Section 4: English Learners and English Learners with Disabilities**

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

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

3.1.5 Online Accommodated Form – Sign Language

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

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

Determine Student Eligibility for ELA

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

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

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

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

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

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

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

- ❖ Refer to **Appendix B: Protocol for the Use of the Human Reader and Human Signer Accommodation**.

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

3.1.6 Paper Form – Braille

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

Braille Kits are required for administration.

Braille Kits include:

- Test Proctor Braille Scripts,
- one copy of the student's Hard Copy Braille Assessment,
- standard test booklet or answer document for transcription,
- supplementary math materials (braille ruler, braille protractor) where appropriate,
- transcription directions for IAR Mathematics and ELA/L,
- and transcription directions for ISA.

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

Place the kit in a SECURE ENVIRONMENT for the Test Proctor to verify that the braille code, Unified English Braille (UEB), is accurate on the test booklet cover and review the braille test administration

scripts, including information specific to administering paper-based braille. Braille notes are inserted behind the cover of the first volume of the Braille test.

! **Important:** Reading, viewing, copying, or reproducing passages or test items is prohibited. If needed by the student, braille test booklets or answer documents may be disassembled for testing (but must be reassembled for return). It is critical that Test Proctors count the number of pages in the test booklet or answer document prior to disassembling the test booklets or answer documents to help ensure that all pages are returned.

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

A student who is blind or has a visual impairment and is unable to take the computer-based test with a refreshable braille display may take the ELA/literacy, mathematics, or science assessments using the hard-copy contracted braille edition. Tactile graphics are already embedded in the hard copy braille edition. For students using braille forms, the Test Proctor directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet or answer document.

Test Proctors are responsible for:

- collecting all nonscorable student work created from assistive technology devices.
- clearing off all devices.
- shredding paper non-scorable student work.
- returning braille test books to the Test Coordinator. If the braille test booklet or answer document was disassembled, it must be reassembled for return. To reassemble test booklets or answer documents, the Test Proctor may staple or binder clip all pages for return. Failure to return all pages will be considered a breach of security.



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

Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District or School Test Coordinator.

- ❖ Refer to **Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses** for complete scribing and transcribing instructions.

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

3.1.7 Paper Form – English

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

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

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

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

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



ISA responses must be transcribed directly into TestNav in order to be scored. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District or School Test Coordinator.

- ❖ Refer to **Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses** for complete scribing and transcribing instructions.

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

3.1.8 Paper Form – Large Print

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

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

The font size for the large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in a large print test booklet. For constructed response items, students will write their answers

on the lines provided in their large print test booklets. In mathematics, students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers.

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



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

Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District or School Test Coordinator.

❖ Refer to **Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses** for complete scribing and transcribing instructions.

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

3.1.9 Paper Form – Spanish for Mathematics or Science

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

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

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

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

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

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



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

Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District or School Test Coordinator.

❖ Refer to **Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses** for complete scribing and transcribing instructions.

Timeframe	References	Procedure
Before Testing	Refer to ELA/L and Mathematics translated paper-based Test Proctor Scripts supported by audio files located on the Illinois Support Site at https://il.mypearsonsupport.com/iar-summative-resources/ . Click on Test Proctor Scripts and Resources. Refer to Science translated paper-based Test Proctor Scripts supported by audio files located on the Illinois Support Site at https://il.mypearsonsupport.com/isa-summative-resources/ . Click on Test Proctor Scripts and Resources.	1) Determine Student Eligibility. 2) Ensure documentation reflects test administration accommodations in the student's file. 3) Paper Form - Spanish must be assigned in Illinois Administration Platform. 4) Spanish Paper Kit must be ordered from the Illinois Administration Platform Orders Tab. 5) Translated Test Proctor Scripts supported by audio files are available for Test Proctors to use who do not speak Spanish but who are administering a test in a language other than English.
During Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.	6) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i> .

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

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

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

The font size for the large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in a large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. In mathematics, students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers.

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



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

Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District or School Test Coordinator.

❖ Refer to **Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses** for complete scribing and transcribing instructions.

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

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

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

The purpose of adding the online calculator on the non-calculator section accommodation is to provide access for students with a disability that **severely limits or prevents** their ability to perform basic calculations (i.e., student is unable to perform single-digit addition, subtraction, multiplication, or division). For these students, a calculation device may be used on the non-calculator AND calculator sections of the mathematics assessments. The IEP or 504 plan must specify the type of calculator.

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

Timeframe	References	Procedure
Before Testing		<ol style="list-style-type: none"> 1) Determine Student Eligibility with IEP Team. 2) Ensure IEP documentation reflects test administration accommodations in the student's file. 3) (Grades 3-7) Tool Add-On – Online Calculator Four Function or (Grade 8) Tool Add-On – Online Calculator TI-30 Scientific must be assigned in the Illinois Administration Platform for Mathematics.
During Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.	<ol style="list-style-type: none"> 4) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i>.
After Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.	<ol style="list-style-type: none"> 5) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i>.

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

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

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

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

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

Timeframe	References	Procedure
Before Testing	<p>Note: This Read&Write for TestNav tool may be added to any standard or accommodated computer-based ELA/L or Science test form.</p> <p>The Read&Write for TestNav tool CANNOT be added to a computer-based Mathematics test form.</p> <p>The Online Accommodated Form – Bundle for Mathematics is the only math form designed to work with Read&Write for TestNav.</p>	<ol style="list-style-type: none"> 1) Determine Student Eligibility with IEP Team. 2) Ensure IEP documentation reflects test administration accommodations in the student's file. 3) Tool Add-On – Speech-to-Text and Word Prediction must be assigned in the Illinois Administration Platform for ELA/L or science.

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

3.2 Locally Provided Accommodations



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

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

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

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

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

3.2.1 Answers Recorded in Test Book

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



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



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

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

3.2.2. Assistive Technology - External Device

(Online or Paper)

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



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



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

❖ Refer to **Appendix A: Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses** for complete scribing and transcribing instructions.

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

Timeframe	References	Procedure
Before Testing	Download the <i>Test Coordinator Manual</i> at https://il.mypersonsupport.com/iar-summative-resources/ and click on Manuals.	1) Determine Student Eligibility with IEP Team.

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

3.2.3. Braille Notetaker

(Online or Paper)



LOCALLY PROVIDED: A student who is blind or has a visual impairment may use an electronic braille note-taker. The grammar checker, internet, and stored file functionalities must be turned off. For students using braille forms, the Test Proctor directions for filling in a circle, making marks, and erasing do not apply. Students should number their responses to be sure that their answers can be transcribed accurately into a scorable test booklet, answer document, or TestNav.



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

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

- ❖ Refer to **Appendix A Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses** for complete scribing and transcribing instructions.

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

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

(Online Only)

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

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

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

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

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

(Online or Paper)



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

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

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

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

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

Allowable mathematics tools include:

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

A student with a visual impairment may need other mathematics tools, such as a large print ruler (embedded ruler is designed in 18 point font), braille ruler, tactile compass, or braille protractor. Note that braille mathematics kits will include the appropriate grade-level braille ruler and braille protractors.

A student uses a calculation device (e.g., four-function calculator, large key, or other adapted calculator), arithmetic table (including addition/subtraction and/or multiplication/ division charts), and/or manipulatives (IEP, ISP, or 504 plan must specify which device or manipulative) on the **CALCULATOR SECTIONS** of the mathematics assessments.



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

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

During Testing		4) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i> .
After Testing		5) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i> .

3.2.6 Calculator, Calculation Device, and Mathematics Tools – Non-Calculator Section

(Online or Paper)

Purpose: The purpose of the calculation device on the non-calculator sections accommodation is to provide access for students with a disability that **severely limits or prevents** their ability to perform basic calculations (i.e., student is unable to perform single-digit addition, subtraction, multiplication, or division). For these students, a calculation device may be used on the non-calculator AND calculator sections of the mathematics assessments. The IEP, ISP, or 504 plan must specify which device(s) or manipulatives.



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

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

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

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

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

Allowable mathematics tools include:

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

A student with a visual impairment may need other mathematics tools, such as a large print ruler (embedded ruler is designed in 18 point font), braille ruler, tactile compass, or braille protractor. Note that braille mathematics kits will include the appropriate grade-level braille ruler and braille protractors.

A student uses a calculation device (e.g., four-function calculator, large key, or other adapted calculator), arithmetic table (including addition/subtraction and/or multiplication/ division charts),

and/or manipulatives (IEP, ISP, or 504 plan must specify which device or manipulative) on the **NON-CALCULATOR SECTIONS** of the mathematics assessments.



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



Important Guidelines for identifying students to receive this accommodation:

IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying students to receive this accommodation. If all guidelines are NOT met, and the student is given Calculation Device and Mathematics Tools without proper documentation, the student’s assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a “non-participant” for the mathematics assessment.)

In making decisions whether to provide the student with this accommodation, IEP teams, ISP teams, and 504 Plan Coordinators should consider whether the student has:

A disability that **severely limits or prevents** the student’s ability to perform basic calculations (i.e., single-digit addition, subtraction, multiplication, or division), even after varied and repeated attempts to teach the student to do so.

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

- The student is unable to perform calculations without the use of a calculation device, arithmetic table, or manipulative during routine instruction.
- The student’s inability to perform mathematical calculations is documented in evaluation summaries from locally-administered diagnostic assessments.
- The student receives ongoing, intensive instruction and/or interventions to learn to calculate without using a calculation device, in order to ensure that the student continues to learn basic calculation and fluency.

For a student who receives this accommodation, no claims should be inferred regarding the student’s ability to perform basic mathematical calculations without the use of a calculator.

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

3.2.7 Emergency Accommodation

(Online or Paper)

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

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

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

3.2.8 Extended Time

(Online or Paper)

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

Extended time is a provision which expands the allowable length of time to complete assignments, tests, and activities, and may also change the way the time is organized. For the Illinois Assessment of Readiness and the Illinois Science Assessment, this accommodation provides additional time for a student to complete the summative assessments beyond the time allotted for the test or test section. Students with disabilities, students who are ELs, and students who are ELs with disabilities are eligible to receive the Extended Time Accommodation. The Extended Time Accommodation allows a student to have up to a single day to complete a single test unit. Single test units may not extend beyond one school day.



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



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

Timeframe	Procedure
Before Testing	1) Determine Student Eligibility with IEP Team. 2) Ensure documentation reflects test administration accommodations in the student's file. 3) Plan for the student taking extra time to test, including arranging for separate seating or moving to a different location after timed testing is completed.
During Testing	4) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i> .
After Testing	5) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i> .

3.2.9 Human Reader or Human Signer Accommodation

(Online or Paper)

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



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

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

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

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

Timeframe	References	Procedure
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Before Testing	<p>Download and complete the IAR English Language Arts/Literacy Reading Support Decision Tool https://il.mypearsonsupport.com/iar-summative-resources/ and click on Forms.</p> <p>Refer to Appendix B: Protocol for the Use of the Human Reader and Human Signer Accommodation for complete instructions on administering a test using the Proctor Read Aloud functionality.</p>	<ol style="list-style-type: none"> 1) Determine Student Eligibility with IEP Team and if testing ELA/L, complete the <i>IAR English Language Arts/Literacy Reading Support Decision Tool</i>. 2) Ensure IEP documentation reflects test administration accommodations in the student's file. 3) For Paper-Based Testing: Order two paper kits from the Illinois Administration Platform Orders Screen. 4) For Computer-based Testing: Assign the student either the Online Accommodated Form – Bundle or Online Accommodated Form – Sign Language in the Illinois Administration Platform. 5) The Test Proctor will need two devices. 6) Arrange for separate student testing.
During Testing	<p>Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.</p>	<ol style="list-style-type: none"> 7) Monitor test administration as described in Section 4.0 During Testing of the <i>Test Coordinator Manual</i>.
After Testing	<p>Download the <i>Test Coordinator Manual</i> at https://il.mypearsonsupport.com/iar-summative-resources/ and click on Manuals.</p>	<ol style="list-style-type: none"> 8) Complete after-testing tasks as described in Section 5.0 After Completion of ALL Testing of the <i>Test Coordinator Manual</i>.

3.2.10 Human Scribe

(Online or Paper)

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

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

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

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



Student dictates responses either verbally, using an external Speech-to-Text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with an assistive technology external device used for test administration.



Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document or directly into TestNav. Only transcribed responses will be scored.

❖ Refer to **Appendix A Protocol for the Use of the Scribe Accommodations and for Transcribing Students Responses** for complete scribing and transcribing instructions.

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

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

3.2.11 Paper-Based Testing

(Paper Only)

School Test Coordinators will need to plan for and provide paper-equivalent universal tools and accessibility features for students who are unable to take the standard computer-based test. All paper testers are also eligible for the administration considerations discussed in **Section 2 Table 4: Paper-Equivalent Universal Tools, Accessibility Features, and Administration Considerations for Testing**.

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

Table 4: Paper-Equivalent Universal Tools, Accessibility Features, and Administration Considerations for Testing

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

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

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

(Online or Paper)

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

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

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

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

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

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