Accessibility and Accommodations
Implementation and Set up Module
Objectives

After viewing this presentation, you should be able to answer three questions:

1. What are the available designated features and accommodations for students?
2. What do designated features and accommodations look like in the Test Delivery System (TDS)?
3. How do I ensure that students receive their assigned designated features and accommodations inside TDS (embedded) and outside (non-embedded)?
Accessibility and Accommodations Guidance

• The Indiana Assessments are based on the Indiana Content Standards in Mathematics, English/Language Arts (ELA), Science, Social Studies, Biology, and U.S. Government.

• The accessibility and accommodations guidance is designed so that all students (including students with disabilities, English Learners (ELs), and ELs with disabilities) are offered a more equitable opportunity to show what they know and can do.
### ILEARN Accessibility Framework

#### Embedded/Online
- Strikethrough
- Online Calculator for calculator-allowed items (Mathematics grades 6–8)
- English dictionary/Thesaurus (performance task, writing prompts only)
- Notepad
- Expandable Passages
- Highlighter
- Line Reader
- Mark for Review
- Tutorials
- Writing tools (performance task, writing prompts only)
- Glossary (English)
- Zoom
- Global notes

#### Non-Embedded
- English dictionary/Thesaurus (writing only)
- Headphones or noise buffers to block out distractions
- Preferential seating
- Scratch/blank paper, including lined or graph paper
- Small group
- Highlighter for paper assessment

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#### Designated features: Available to ANY student with a need determined by educators

- Color contrast
- Translated glossary (for pre-selected construct-irrelevant terms in Spanish, Burmese, Arabic, Mandarin, Vietnamese for all Mathematics, Social Studies, and Science)
- Masking
- Mouse pointer (size and color)
- Print size (zoom in and out)
- Translation-Language (stacked Spanish) for Mathematics, Science, and Social Studies

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#### Accommodations: Available to students with an IEP, Section 504 Plan, SP, or CSEP.

- American Sign Language (ASL) videos for listening items
- Closed captioning for listening/audio items
- Refreshable Braille
- Permissive mode to use assistive technology devices (e.g., Speech-to-Text)
- Print on Demand
- Text-to-Speech (except for reading comprehension)
- Text-to-Speech (except for reading comprehension)

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#### Accommodations: Available to students with an Individual Learning Plan (English Learners)

- Approvals bilingual word-to-word dictionary
- Extra Time
- Test individually
- Read aloud to self
- Extra breaks

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**Universal Tools:** Available to ALL Students

**Designated features:** Available to ANY student with a need determined by educators

**Accommodations:** Available to students with an IEP, Section 504 Plan, SP, or CSEP.

**Non-Embedded**

- Braille transcript for audio items
- Braille booklet
- Large print booklet
- Print booklet
- Print booklet (Spanish Translation)
- Human Reader
- Adaptive/handheld calculator for calculator-allowed items (grades 6–8)
- Hundreds chart (grades 3–8)
- Interpreter for American Sign Language
- 9x9 Multiplication table (grades 3–8)
- Read aloud to self
- Read aloud script (print booklet and human reader)
- Scribe
- Test individually
- Student provided with additional breaks
- Alternate Indication of Response

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**Non-Embedded**

- Approved bilingual word-to-word dictionary
- Extra Time
- Test individually
- Read aloud to self
- Extra breaks

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Text-to-Speech (except for reading comprehension)
Universal Features: Available to ALL students

- Strikethrough
- Desmos four-function on-screen digital calculator for all items
- Expandable Passages
- Highlighter
- Line Reader
- Zoom
- Text to Speech

Embedded/Online
- Color Contrast
- Masking
- Mouse pointer (size and color)
- Print size (zoom in and out)
- Translation-Spanish (Stacked) for Mathematics, Science and Social Studies

Non-Embedded
- Headphones or noise buffers to block out distractions
- Preferential seating
- Scratch/blank paper, including lined or graph paper
- Student tested individually
- Highlighters for paper assessment

Designated Features: Available to ANY student with a need determined by educators

Embedded/Online
- Permissive mode to use assistive technology devices
- Streamline format

Non-Embedded
- Alternative indication of response
- Braille booklet
- Hundreds chart
- Multiplication chart
- An adaptive/handheld calculator may be used in grades 3-8 and 10 for paper testing equivalent to the online tool
- Interpreter for sign language
- Large print booklet
- Print booklet (standard size)
- Read aloud to self
- Human reader
- Read aloud script for print booklet
- Additional breaks
- Bilingual Word to word dictionary
- Student has access to own resources

Accommodations: Available to students with an IEP, CSEP, or SP

Embedded/Online
- Permissive mode to use assistive technology devices
- Streamline format

Non-Embedded
- Alternative indication of response
- Braille booklet
- Hundreds chart
- Multiplication chart
- An adaptive/handheld calculator may be used in grades 3-8 and 10 for paper testing equivalent to the online tool
- Interpreter for sign language
- Large print booklet
- Print booklet (standard size)
- Read aloud to self
- Human reader
- Read aloud script for print booklet
- Additional breaks
- Bilingual Word to word dictionary
- Student has access to own resources
**Universal Tools: Available to ALL Students**

**Embedded/Online**
- Strikethrough
- Online Calculator for calculator-allowed items
- Notepad/Global Notes
- Expandable Passages
- Highlighter
- Line Reader
- Mark for Review
- Zoom
- Formulas

**Non-Embedded**
- Headphones or noise buffers to block out distractions
- Preferential seating
- Scratch/blank paper, including lined or graph paper
- Small group setting
- Highlighter for paper assessment
- Adaptive/Handheld calculator for calculator allowable sessions only

**Designated features: Available to ANY student with a need determined by educators**

**Embedded/Online**
- Color contrast
- Masking
- Mouse pointer (size and color)
- Print size (zoom in and out)

**Non-Embedded**
- Assistive technology to magnify/enlarge
- Sound amplification system
- Special furniture or equipment for viewing test
- Special lighting conditions
- Time of day for testing altered
- Color acetate film for paper assessment

**Accommodations: Available to students with an IEP, Section 504 Plan, SP, or CSEP.**

**Embedded/Online**
- Text-to-Speech (except for reading comprehension)

**Non-Embedded**
- Braille booklet
- Large print booklet
- Print booklet
- Human Reader
- Read aloud script
- Interpreter for sign language
- Read aloud to self
- Scribe
- Extra time
- Test individually
- Student provided with additional breaks
- Low assistive writing instrument
- Student provided access to own resources (tactile symbols, raised lined graph paper)
- Adaptive/handheld calculator for non-calculator sessions
- Alternate Indication of Response

**Accommodations: Available to students with an Individual Learning Plan (English Learners)**

**Embedded/Online**
- Text-to-Speech (except for reading comprehension)

**Non-Embedded**
- Approved bilingual word-to-word dictionary
- Extra Time
- Test individually
- Extra breaks
Assessment Resource Categories

<table>
<thead>
<tr>
<th>Universal Features</th>
<th>Designated Features</th>
<th>Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Available for all students, including those receiving designated features and/or accommodations</td>
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<td></td>
</tr>
<tr>
<td>• Available for students who have a need indicated by an educator (or team of educators with a parent/guardian or the student)</td>
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<tr>
<td>• Available when the need is documented in an Individualized Education Program (IEP), Nonpublic Service Plan, Choice Special Education Plan (CSEP), or Section 504 Plan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Non-Embedded**: Provided to students by the school

**Embedded**: Available through the online computer platform

To access the *2019-2020 Accessibility and Accommodations Guidance*, please visit the Indiana Department of Education’s website: [https://www.doe.in.gov/assessment/indiana-assessment-policies](https://www.doe.in.gov/assessment/indiana-assessment-policies).
Universal Features are available to ALL students as they access instructional or assessment content.
What Are Designated Features?

- **Designated features** for the Indiana Assessments are those features that are available for use by any student for whom the need has been indicated by an educator or team of educators, parent/guardian or the student (if appropriate) who is familiar with the student’s characteristics and needs.

- Assigning a designated feature does not require documentation of need in an IEP, Service Plan, CSEP or Section 504 Plan. It is recommended that a consistent process be used to determine these features for individual students.

- Designated features need to be identified and assigned in the Test Information and Distribution Engine (TIDE) *prior to* assessment administration. The Test Administrator (TA) can assign them in the TA interface prior to approving the student to test.

- Students should be familiar with using the designated features assigned to them.
What Are Accommodations?

- **Accommodations** are changes in procedures or materials that increase equitable access during the Indiana assessments. Assessment accommodations generate *valid* assessment results for students who need them; they allow these students to show what they know and can do.
- IDOE has identified **accommodations** for students with a need documented in their formal plan (IEP, Service Plan, CSEP, Section 504 Plan, or ILP).
- Additionally, accommodations may be provided to a student with a temporary condition such as a broken arm or concussion through an Emergency/Temporary Accommodation Plan. A Non-Standard Assessment Accommodation Request must be submitted.
- [https://form.jotform.com/91536185269971](https://form.jotform.com/91536185269971)
Assigning Designated Features and Accommodations in TIDE

• The TA **must** review each student's information *prior to* testing day to ensure that each student has the correct designated feature(s) and/or accommodation(s) set in TIDE.

• Accommodations for students with an IEP or Non-Public Service Plan are extracted from the Indiana IEP system. Section 504 Plan, CSEP, and ILP accommodations must be submitted via the DOE-TA data submission. If a student’s accommodations are incorrect, the corresponding plan must be updated.

• The student must not test until the settings are correct.
Assigning Designated Features and Accommodations in TIDE

Preparation for Testing
- Users
- Students
- Rosters
- Test Settings and Tools

View/Export Test Settings and Tools

Search Students

- Corporation: Demo district 9999 - 9999
- School: All selected (3)
- STN:
- Student's Last Name:
- Student's First Name:
- Student's Middle Name:
- Gender: Male, Female
- Date of Birth:
- Grade: None selected

Advanced Search

- Search Fields: Special Education
- Special Education: Yes, No

Additional Criteria Chosen:
- Special Education: Yes

Add

Remove All
Remove Selected

Search
Assigning Designated Features and Accommodations in TIDE
View/Edit Test Settings and Tools

<table>
<thead>
<tr>
<th>Designated Features (Embedded)</th>
<th>IAN</th>
<th>ILEARN ELA</th>
<th>ILEARN Mathematics</th>
<th>ILEARN Science</th>
<th>ILEARN Social Studies</th>
<th>READ-3</th>
<th>ISTEP+ ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glossaries</td>
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<td>System Default</td>
<td>System Default</td>
<td>System Default</td>
<td>System Default</td>
</tr>
<tr>
<td>Print Size</td>
<td>Level 0 - 12 pt (No zoom)</td>
<td>Level 0 - 12 pt (No zoom)</td>
<td>Level 0 - 12 pt (No zoom)</td>
<td>Level 0 - 12 pt (No zoom)</td>
<td>Level 0 - 12 pt (No zoom)</td>
<td>Level 0 - 12 pt (No zoom)</td>
<td>Level 0 - 12 pt (No zoom)</td>
</tr>
</tbody>
</table>

Designated Features (Non-Embedded)

Accommodations (Embedded)

Accommodations (Non-Embedded)

Special Requests
ILEARN & IREAD-3 Designated Features

**Embedded/Online**
- Color contrast
- Translated glossary (for pre-selected construct-irrelevant terms in Spanish, Burmese, Arabic, Mandarin, Vietnamese for all Mathematics, Social Studies, and Science (*Not Available for IREAD-3*))
- Masking
- Mouse pointer (size and color)
- Print size (zoom in and out)
- Translation-Language (stacked Spanish) for Mathematics, Science, and Social Studies (*Not Available for IREAD-3*)

**Non-Embedded**
- Assistive technology to magnify/enlarge
- Sound amplification system
- Special furniture or equipment for viewing test
- Special lighting conditions
- Time of day for testing altered
- Color acetate film for paper assessment

**Designated Features:** Available to ANY student with a need determined by educators
ISTEP+ Designated Features

Embedded/Online

- Color contrast
- Masking
- Mouse pointer (size and color)
- Print size (zoom in and out)

Non-Embedded

- Assistive technology to magnify/enlarge
- Color acetate film for paper assessment
- Sound amplification system
- Special furniture or equipment for viewing test
- Special lighting conditions
- Time of day for testing altered

Designated Features: Available to ANY student with a need determined by educators
I AM Designated Features

**Embedded/Online**
- Color Contrast
- Masking
- Mouse pointer (size and color)
- Print size (zoom in and out)
- Translation-Spanish (Stacked) for Mathematics, Science and Social Studies

**Non-Embedded**
- Assistive technology to magnify/enlarge
- Color acetate film for paper test
- Sound amplification system
- Special furniture or equipment for viewing test
- Special lighting conditions
- Time of day for testing altered

**Designated Features:** Available to ANY student with a need determined by educators
Cuisine and Etiquette in Zambia

Zambia’s staple food is maize (corn), and Zambians eat maize in several ways. When the corn is ripe but still green, it can be roasted or boiled. When it is dry and hard, it can be fried or boiled. It can also be pounded slightly to remove the outside layer and boiled either by itself or mixed with beans or groundnuts (peanuts). At times the maize is ground to a size a little bigger than rice and is cooked like rice. Finally, we have the fine cornmeal, which is called mealie-meal in Zambia. This is used for making nsima, the most popular meal. Nsima is steamed cornmeal.

Which detail from "Cuisine and Etiquette in Zambia" best shows that the father is at the top of the social structure in a family?

A) In a traditional setting, boys from the age of seven eat with the man of the house.
B) This is because all of the children below the age of seven are under the guidance of their mother.
C) The mother eats with the girls and the younger boys.
D) Before eating, everybody washes hands in order of the status of the members of the family: father first, then mother, and others follow according to their ages.
Embedded Designated Feature: Glossaries

- Languages available:
  - Arabic
  - Burmese
  - Mandarin
  - Spanish
  - Vietnamese

- ILEARN Content Areas:
  - Mathematics
  - Science and Biology
  - Social Studies
Embedded Designated Feature: Masking

What Is a Spacesuit?
by David Hitt

A spacesuit is much more than a set of clothes astronauts wear on spacewalks. A fully equipped spacesuit is really a one-person spacecraft. The formal name for the spacesuit used on the space shuttle and International Space Station is the Extravehicular Mobility Unit, or EMU. "Extravehicular" means outside of the vehicle or spacecraft. "Mobility" means that the astronaut can move around in the suit. The spacesuit protects the astronaut from the dangers of being outside in space.

Why Do Astronauts Need Spacesuits?

Spacesuits help astronauts in several ways. Spacewalking astronauts face a wide variety of temperatures. In Earth's orbit, conditions can be as cold as minus 250 degrees Fahrenheit. In the sunlight, they can be as hot as 250 degrees. A spacesuit protects astronauts from those extreme temperatures.

Spacesuits also supply astronauts with oxygen to breathe while they are in the vacuum of space. They contain water to drink during spacewalks. They protect
Read the passage and answer the questions.

**James Watt and the Teakettle**
by James Baldwin

A little boy from Scotland was sitting in his grandmother’s kitchen. He was watching the red flames in the wide open fireplace and quietly wondering about the causes of things. Indeed, he was always wondering and always wanting to know.

“Grandma,” he presently asked, “what makes the fire burn?”

This was not the first time he had puzzled his grandmother with questions that she could not answer. So she went on with her preparations for supper and paid no heed to his query.

Above the fire an old-fashioned teakettle was hanging. The water within it was beginning to bubble. A thin cloud of steam was rising from the spout. Soon the lid began to rattle and shake. The hot vapor puffed out at a furious rate. Yet when the last peeped under the lid he could see nothing.

Click on the two sentences that best show that James Watt formed new ideas for what steam might do to help humans.

“There is a wonderful power in steam,” he said to himself. “There was never a giant who had so much strength. If we only knew how to harness that power, there is no end to the things it might do for us. It would not only lift weights, but it would turn all kinds of machinery. It would draw our wagons, it would push our ships, it would plow and sow, it would spin and weave. For thousands of years men have been working alongside of this power, never dreaming that it might be made their servant.”
Embedded Designated Feature: Print Size

- Allows changes to default zoom level
- Options are one to eight times default magnification, with options five to eight available with streamline mode

Click on the **two** sentences that **best** show that James Watt formed new ideas for what steam might do to help humans.
Spanish Translation (Stacked)
(Mathematics, Science, Social Studies)

Una directora quiere saber si los estudiantes de cierta escuela secundaria están a favor de un nuevo código de vestimenta en su escuela. La directora no puede preguntar la opinión de cada estudiante de la escuela, así que necesita seleccionar una muestra apropiada de los estudiantes que represente a la escuela secundaria. Selecciona cuál muestra de estudiantes debe seleccionar la directora.

A principal wants to know if students at a particular high school are in favor of a new dress code at their school. The principal is not able to ask the opinion of every student at the school, so she needs to select an appropriate sample of the students to represent the high school.

Select which sample of students the principal should choose.

- Estudiantes seleccionados aleatoriamente de una lista de todos los estudiantes de la escuela.
  Students randomly selected from a list of all students at the school.

- Estudiantes que se sienten en mesas de la biblioteca seleccionadas aleatoriamente
  Students sitting at randomly selected tables in the library.

- Estudiantes que ella seleccione en el pasillo entre las clases.
  Students she selects from the hallway between classes.

- Estudiantes seleccionados por los maestros.
  Students selected by the teachers.
Non-Embedded Designated Features

- Assistive technology to magnify/enlarge
- Color acetate film for paper assessment
- Sound amplification system
- Special furniture or equipment for viewing test
- Special lighting conditions
- Time of day for testing altered
Non-Embedded Designated Feature: Color Acetate Film

- Color transparencies are placed over a paper-based assessment.
ILEARN & READ-3 Accommodations

**Embedded/Online**
- American Sign Language (ASL) videos for listening items *(Not available on IREAD-3)*
- Audio Transcriptions *(Not available on IREAD-3)*
- Closed captioning for listening/audio items
- Refreshable Braille *(Not available on IREAD-3)*
- Permissive mode to access assistive technology *(Not available on IREAD-3)*
- Print-on-Demand *(Not available on IREAD-3)*
- Streamline format
- Text-to-Speech (except for reading comprehension)

**Non-Embedded**
- Alternative indication of response
- Bilingual Dictionary
- Braille booklet
- Braille transcript for audio items
- Color acetate film for paper tests
- Computer or other Assistive Technology (AT) device
- Extra time
- Adaptive calculator for calculator-allowed items (grades 6–8)
- Human Reader
- Hundreds chart (grades 3–8)
- Interpreter for American Sign Language
- Low assistive writing instrument
- Large print booklet
- Multiplication table (grades 6–8)
- Print booklet
- Read aloud to self
- Read aloud script for paper booklet
- Scribe
- Student provided access to own resources
- Student provided with additional breaks
- Test individually

Accommodations: Available to students with an Individual Learning Plan (English Learners)
Accommodations: Available to students with an Individual Learning Plan (English Learners)

**Embedded/Online**
- Text-to-Speech (except for reading comprehension)

**Non-Embedded**
- Alternative indication of response
- Bilingual Dictionary
- Braille booklet
- Color acetate film for paper tests
- Extra time
- Human Reader
- Interpreter for American Sign Language
- Low assistive writing instrument
- Large print booklet
- Paper booklet
- Read aloud to self
- Read aloud script for paper booklet
- Scribe
- Student provided access to own resources
- Student provided with additional breaks
- Test individually
- Student has use of an adaptive/handheld calculator during non-calculator sessions

Text-to-Speech (except for reading comprehension)
- Approved bilingual word-to-word dictionary
- Extra Time
- Read aloud to self
- Test individually
Accommodations: Available to students with an Individual Learning Plan (English Learners)

**Embedded/Online**
- Permissive mode to use assistive technology devices (e.g., switches)
- Streamline format

**Non-Embedded**
- Alternative indication of response
- Braille booklet
- Hundreds chart
- Multiplication table
- A handheld calculator may be used in grades 3-8 and 10 for paper testing equivalent to the online tool
- Interpreter for sign language
- Large print booklet
- Print booklet (standard size)
- Read aloud to self
- Human reader
- Read aloud script for print booklet
- Additional breaks
- Bilingual Word to word dictionary
Embedded Accommodation: American Sign Language (ASL) Video

The World’s Oldest Pottery

Listen to the presentation. Then answer the questions.

21

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which idea from the presentation is unclear?

- what pottery was used for
- when pottery was invented
- what people did to find food
- when people started farming

Part B

Which change should the speaker make to correct the error?

- include the ages of some ancient pieces of pottery
- include information about what people cooked in pots
In the following presentation, you will hear about how students can make healthy lunch choices.
Embedded Accommodation: Refreshable Braille & Braille Embosser
Embedded Accommodation: Permissive Mode

- Permissive mode allows the use of an external device, such as switches, or software for the tests.
- Permissive mode must be enabled for students who require access to approved accessibility software and/or devices to interact with the test.
- Accessibility software and/or devices and external devices include magnifiers, Speech-to-Text, braille screen readers, and refreshable braille displays.
- When permissive mode is disabled, the only application that can be open on the computer is the secure browser.
- Permissive mode requires that a secure environment is required as well as the Fidelity Assurance form has been completed by the CTC.
- [https://form.jotform.com/91536578151967](https://form.jotform.com/91536578151967)
Embedded Accommodation: Streamline Mode

Streamlined Interface
Embedded Accommodation: Text-to-Speech

A student is writing a report about quilting for social support. Read the two paragraphs from the draft of the report and complete the task that follows.

Click on the two sentences in the paragraphs that do not support the main idea.
Embedded Accommodation: Audio Transcriptions

Transcripts

Go to transcription for: Media 1

Passage - Media 1
In the following presentation, you will learn about asteroids in space.
Listen to the presentation and then answer the questions that follow.
Space is a rocky place.
The biggest space rocks are asteroids.
Asteroids are made up of rock and iron like the four planets closest to our Sun.
They are different from comets, which are mostly rock and
Non-Embedded Accommodations

### ILEARN & IREAD-3
- Alternate indication of response
- Bilingual Dictionary
- Braille booklet
- Braille transcript for audio items
- Extra time (IREAD-3 only)
- Adaptive calculator for calculator-allowed items (grades 6–8) (ILEARN)
- Human Reader (Print booklet)
- Hundreds chart (grades 3–8) (ILEARN)
- Interpreter for American Sign Language
- Large print booklet
- Multiplication table (grades 3–8) (ILEARN)
- Print booklet (standard size)
- Read aloud to self
- Read aloud script for paper booklet
- Scribe (ILEARN)
- Student provided with additional breaks
- Test individually

### ISTEP+
- Alternate indication of response
- Bilingual Dictionary
- Braille booklet
- Extra time
- Human Reader
- Interpreter for American Sign Language
- Low assistive writing instrument
- Large print booklet
- Print booklet (standard size)
- Read aloud to self
- Read aloud script for paper booklet
- Scribe
- Student provided access to own resources
- Student provided with additional breaks
- Test individually
- Student has use of an adaptive/handheld calculator during non-calculator sessions

### I AM
- Alternate indication of response
- Braille booklet
- Hundreds chart
- Multiplication table
- A handheld calculator may be used in grades 3-8 and 10 for paper testing equivalent to the online tool
- Interpreter for sign language
- Large print booklet
- Print booklet (standard size)
- Read aloud to self
- Human reader
- Read aloud script for print booklet
- Additional breaks
- Bilingual Word to word dictionary
- Student provided access to own resources
Alternate response accommodations allow students to use accessibility technology—such as adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches—to respond to test items.
Non-Embedded Accommodation: 
Braille Booklet & Braille Transcript for Audio items

• Graphic material—such as maps, charts, graphs, diagrams, and illustrations—may be presented in a raised format (paper or thermoform).
• Braille transcript for closed captioning
Non-Embedded Accommodation: Additional Breaks & Time

- TAs need to use their best professional judgment when allowing students extra time.
Non-Embedded Accommodation: Calculator

- A non-embedded calculator is allowed for students needing a handheld or adaptive, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform.
Non-Embedded Accommodation: Hundreds Chart & Multiplication Table
Non-Embedded Accommodation:
Interpreter for Sign Language

- Scripts must be used by interpreters or proctors, and the test administration must be overseen by licensed school personnel.

- Interpreters must complete the Test Security Training and read and sign the *Indiana Testing Security and Integrity Agreement*. 
Non-Embedded Accommodation:
Large Print Booklet & Paper Booklet

- A paper form of the assessment can be provided to a student if it is formally documented in the student’s educational record that the student cannot participate in online testing.
Non-Embedded Accommodation: Reads Aloud to Self and Individual Testing

• Student may read aloud to self so they can listen to themselves answer the questions. They can use a device such as a whisper phone.
Non-Embedded Accommodation: Scribe

- A human who records verbatim what students dictate.
- A scribe can be used for a student with a recent injury (such as a broken hand or arm) that makes it difficult to produce responses. A Non-Standard Assessment Accommodation Request must be filled out in this situation for prior IDOE approval.
Thank You!

For additional information, please visit
Indiana Assessment Portal: [http://indiana.portal.airast.org](http://indiana.portal.airast.org)

Indiana Assessment Help Desk
• Toll-Free Telephone: 1-866-298-4256
• Email: airindianahelpdesk@air.org
• [2018-2019 Accessibility and Accommodations Guidance](#)

Karen Davies, Accessibility Specialist, Indiana Department of Education
• Telephone Number: 317-232-2079
• Email: KDavies@doe.in.gov
• Email Indiana Assessments: INassessments@doe.in.gov