



ISASP

IOWA STATEWIDE ASSESSMENT
of STUDENT PROGRESS

Accessibility and Accommodations Manual

2021–2022



**Guidelines for How to Select, Administer, and
Evaluate the Use of Accessibility Supports
and Accommodations for Assessment for All
Students**

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The 2021—2022 Iowa Statewide Assessment of Student Progress (ISASP) Accessibility and Accommodations Manual was developed by Pearson as a guidance document in collaboration with Iowa Testing Programs and the Iowa Department of Education. This document is not an official statement of policy. If any portion of this document conflicts with a law or regulation, the law or regulation will take precedence.

The 2021—2022 Iowa Statewide Assessment of Student Progress (ISASP) Accessibility and Accommodations Manual: Guidelines for How to Select, Administer, and Evaluate the Use of Accessibility Supports and Accommodations for Assessment of All Students is adapted from the *Council of Chief State School Officers (CCSSO) Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students*.





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Section 1:

Background

Introduction

These guidelines describe a process to be used to select, administer, and evaluate the effectiveness of assessment accessibility supports used by all students and accommodations used by students with disabilities and English Learners (ELs) with disabilities.

Audience

The process described in this document is designed to be used by:

- Individualized Education Program (IEP) teams
- language educators and facilitators
- general education teachers
- special education teachers
- administrators and district-level assessment staff

Guidance Provided by this Manual

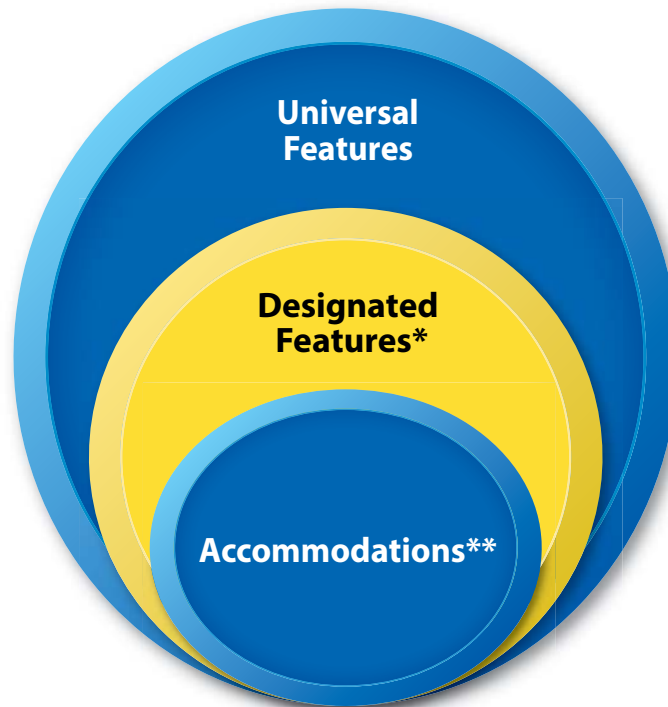
The guidance in this manual pertains to all students, including those learning English or with disabilities, who receive district standards-based instruction and participate in large-scale districtwide assessments.

This guidance does not pertain to students with significant cognitive disabilities who are assessed according to alternate achievement standards.

Section 2:

Three-tiered Approach to Accessibility

The ISASP offers a three-tiered approach to accessibility.



**Available to all participating students*

***For students with disabilities and ELs with disabilities*

- **Universal Features** are available for all students.
- **Designated Features** are available to any student when indicated in advance and assigned by a teacher but do not require the student to have an IEP or 504 Plan.
- **Accommodations** are available only when a need is documented in an IEP or 504 Plan and the need is identified in advance.

Further, this manual will identify each universal feature, designated feature, or accommodation as embedded if it will be accessed through Pearson’s test delivery systems (TestNav and PearsonAccess^{next}) or non-embedded if it will be provided outside of TestNav and PearsonAccess^{next}.

Some universal features, designated features, and accommodations support students taking paper tests, some support students taking online tests, and some support students taking both paper and online tests. An icon has been added next to each feature or accommodation to identify if it applies to paper testing, online testing, or both.

For making optimal accessibility decisions for those students who need accessibility supports, refer to the *5-Step Decision-Making* process from the [Iowa Statewide Assessment System Accessibility Manual](#).

For unique accommodations situations needing additional guidance, the special education director/coordinator, district assessment coordinator, or EL coordinator must submit a Unique Accommodations Request to the Iowa Department of Education in advance of the test administration window. See the *Unique Accommodation Request Application* from the [Iowa Statewide Assessment System Accessibility Manual](#).



Universal Features

Universal features are available to all students during testing. Some universal tools are built into or delivered through TestNav and PearsonAccess^{next} (embedded) others are provided by the test administrator (non-embedded).


Although universal features can be made available to all students, it is important to note that:

- students should be provided opportunities to practice the use of these features in advance of the testing window;
- it may be appropriate to disable certain universal features for a student to minimize distraction during the assessment;
- students may choose to use or disable these features based on individual preference; and
- the most appropriate use of these features is to encourage students to use those features that most closely align with the supports they use daily in the classroom setting in order to promote continuity between instruction and assessment.

Educators and test administrators should pay special attention to non-embedded universal features to ensure they are made available to students during the assessments.

If universal features have been made available for a specific content area assessment, these features are not considered to be modifications. Use of these features by any student in accordance with the guidelines established in this manual will support the administration of an assessment that conforms with accountability requirements outlined in the Every Student Succeeds Act (ESSA) guidelines for assessment and accountability.

Table 1: Universal Features

| Online or Paper Indicator | Universal Feature | Details | Embedded or Non-embedded |
|---|----------------------|--|---------------------------|
|  | Amplification | <p>The student raises or lowers the volume using the volume controls within TestNav’s audio or video players.</p> <p>The student may also access amplification with headphones or a Hearing Assistive Technology (HAT) device that is necessary for their auditory access needs.</p> | Embedded and Non-embedded |





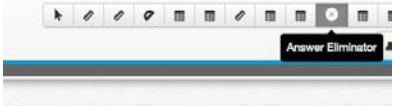
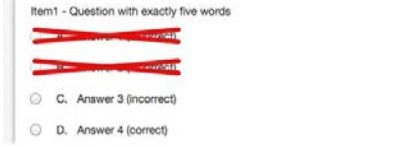


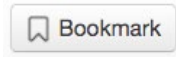






| Table 1: Universal Features | | | |
|--|--|--|--------------------------|
| Online or Paper Indicator | Universal Feature | Details | Embedded or Non-embedded |
|   | <p>Answer Eliminator Multiple-choice</p>   <p>Hot Spot</p>  | <p>The Answer Eliminator allows students to strike through or remove answer options they do not believe to be the correct answer for several item types.</p> <p>The student activates the Answer Eliminator by selecting the icon on the toolbar. The Answer Eliminator icon will only appear on item types that support the use of the Answer Eliminator.</p> <p>When the Answer Eliminator is used, a red X appears and “crosses out” the selected answer choice. If the student selects an eliminated choice when the tool is in use, the choice will be restored and the red X will be removed.</p> <p>The student disables this feature either by selecting the Pointer icon on the toolbar or by selecting the Answer Eliminator icon in the toolbar again.</p> <p>Students taking a paper test will eliminate answer options by drawing a line through or crossing out answer choices in the test book.</p> | Embedded |
|  | <p>Bookmark</p>  | <p>The Bookmark Tool allows students to bookmark or “flag” items for review during the assessment.</p> <p>The student activates the Bookmark tool by selecting the icon on the toolbar.</p> <p>The student will then be prompted to review the bookmarked items before leaving the session or the test. In addition, at any time during the assessment the student can open the review menu, which will identify all items that have been bookmarked for review.</p> | Embedded |
|   | <p>Breaks</p> | <p>There is no limit on the number of breaks that a student might be given. The use of breaks during the assessment may result in the student needing additional overall time to complete the assessment.</p> | Non-embedded |



Table 1: Universal Features

| Online or Paper Indicator | Universal Feature | Details | Embedded or Non-embedded |
|---|--|---|--|
|  | <p>Calculator Grades 3–5 Basic Four-Function</p>  <p>Grade 6 Four-Function with Percentage Key</p>  <p>Grade 7–11 Scientific</p>  | <p>For the Mathematics and Science tests, students will be provided access to one of three Desmos Calculators within TestNav. The calculator provided will be appropriate for the grade level being assessed.</p> <p>Students taking a paper test may use an approved calculator on the Mathematics and Science tests.</p> <p>Students access the on-screen digital calculator by selecting the calculator icon from the toolbar.</p> <p>When the embedded calculator is not appropriate for the student, the student may use an alternative locally approved physical calculator or digital calculator.</p> <p>Any calculator with Computer Algebra System (CAS) capabilities or QWERTY format letter keys are not permitted for use on the Mathematics and Science tests.</p> | <p>Embedded Non-embedded (locally approved models)</p> |





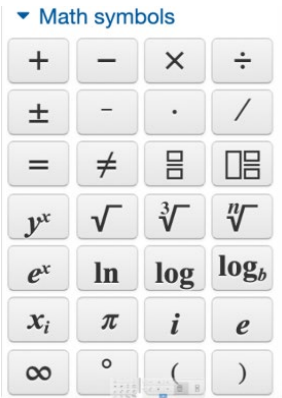

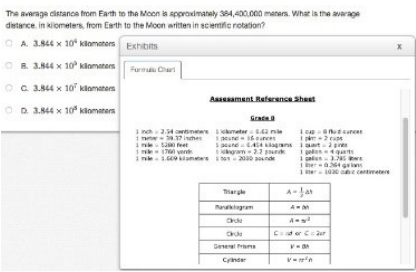

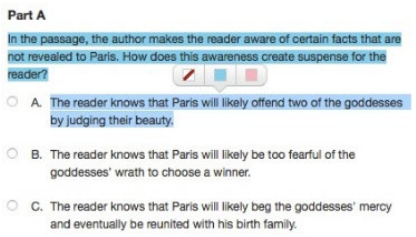


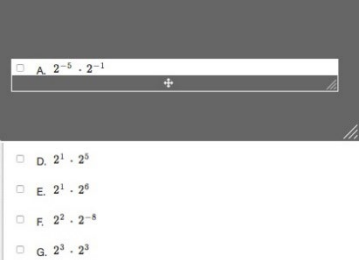


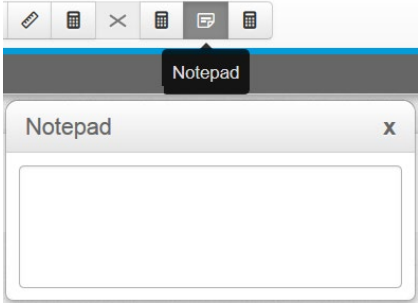

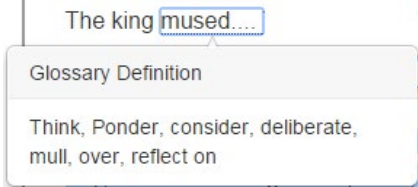

| Table 1: Universal Features | | | |
|---|---|--|---------------------------|
| Online or Paper Indicator | Universal Feature | Details | Embedded or Non-embedded |
|  | <p>Extended Time</p> | <p>The ISASP is not a timed test. Testing is scheduled to take place at specified times during the school day. Students who are not able to complete the assessment during the scheduled time must be provided additional time during the testing window to complete the assessments.</p> | Non-embedded |
|  | <p>Equation Editor</p>  | <p>For items that require students to make mathematical computations or build mathematical equations, TestNav offers an embedded equation editor.</p> <p>There are three standard configurations of the equation editor designed specifically for elementary, intermediate, and high school level students. Each template provides the appropriate grade-level math equation elements for the student to select.</p> | Embedded |
|  | <p>Exhibits/Reference Sheets</p>  | <p>For the Mathematics test, students in grades 6-8 and grades 9-11 will be provided access to the formula sheets through a pop-up window on the screen.</p> <p>The student activates the Exhibit window by selecting the Exhibit icon.</p> <p>Students taking the paper test will be provided a perforated formula sheet in the test book.</p> | Embedded |
|  | <p>Highlighter</p>  | <p>In the online system, the highlighter feature allows the student to highlight a word or group of words. The student has the option to remove highlighting and select from two highlight color options that change depending on the color contrast option selected.</p> <p>Students who are taking the paper form may be provided a physical highlighter.</p> | Embedded and Non-embedded |



Table 1: Universal Features

| Online or Paper Indicator | Universal Feature | Details | Embedded or Non-embedded |
|---|---|---|---------------------------|
|  | Keyboard Navigation | <p>The student can navigate through the test and interact with and respond to item types using the keyboard.</p> <p>To navigate through the test, the student will use the Tab key to move to each focusable element, then use the arrow keys to move through the options in the menu system or test question. Students will make a selection using the Spacebar or Enter key.</p> | Embedded |
|  | Line Reader Mask/General Answer Masking  | <p>This feature supports students in reading text content by masking surrounding content. To access the tool, the student selects Show Line Reader Mask in the user drop-down menu.</p> <p>The student can position this tool anywhere on the screen and resize the tool.</p> <p>The student can then raise and lower the tool for each line of text on-screen. The Line Reader can be resized and the size of the reader window can be adjusted.</p> <p>To disable the tool, the student can select Hide Line Reader Mask in the user drop-down menu or select the pointer tool on the toolbar.</p> <p>The Line Reader can also be used as a general masking tool. The box can be resized by the student to cover content on the screen.</p> <p>The Line Reader Mask box color will change depending on the color contrast option selected.</p> <p>Students taking the paper test may use a straight edge, blank sheet of paper, or other appropriate tool as a line reader.</p> | Embedded and Non-embedded |
|  | Noise Buffer | <p>The student uses approved noise buffers to minimize distraction or filter external noise during testing.</p> | Non-embedded |





| Table 1: Universal Features | | | |
|---|---|---|---------------------------------|
| Online or Paper Indicator | Universal Feature | Details | Embedded or Non-embedded |
|  | <p>Notepad</p>  | <p>This feature allows students to take notes or make calculations to help with answering a question. Student notes entered into the notepad are retained until the student leaves the section.</p> | Embedded |
|  | <p>Pop-Up Glossary</p>  | <p>The Pop-Up Glossary provides a grade and content-area specific definition (in English) of specific words within a passage, test question, or answer option. Definitions are only provided for specific construct-irrelevant terms that have been identified in advance.</p> <p>Items for which a definition has been added to the Pop-Up Glossary are marked with a visual indicator. To access the definition, students click on or tap the word to access the glossary pop-up.</p> <p>The glossary pop-up closes when the student clicks on or taps on another spot on the screen.</p> | Embedded |
|  | <p>Text Editor</p> | <p>When completing open-ended or essay items, the student will be provided a text editor to enter responses.</p> <p>A number will indicate how many characters or words have been entered in the response area as the student types a response.</p> | Embedded |

**Table 1: Universal Features**

| Online or Paper Indicator | Universal Feature | Details | Embedded or Non-embedded |
|---|-----------------------------|---|--------------------------|
|  | <p>Scratch Paper</p> | <p>Students may be supplied with scratch paper or an individual erasable whiteboard to make notes or calculations or record responses. The student will receive one sheet (and supplied additional sheets as needed) of lined or unlined paper or graphing paper, as appropriate. A pencil, pen, or marker will also be provided, when needed.</p> <p>Students with visual impairments may use braille paper, raised line paper, bold line paper, raised line graph paper, bold line graph paper, an abacus or other assistive technology tools that serve the purpose of scratch paper.</p> <p>Students who use other approved types of assistive technology devices in the classroom to take notes instead of using scratch paper may have access to these devices.</p> <p>Students are required to write their names on scratch paper and all scratch paper must be collected by the test administrator after testing is complete.</p> <p>Test administrators are responsible for ensuring that scratch paper is securely destroyed and that any notes taken on approved assistive technology devices are deleted.</p> | <p>Non-embedded</p> |



| Table 1: Universal Features | | | |
|---|---|---|--------------------------|
| Online or Paper Indicator | Universal Feature | Details | Embedded or Non-embedded |
|  | <p>Zoom</p> <p>Full Screen</p>  <p>Zoomed In</p> <p>Which expressions are equivalent to $\frac{1}{2^6}$?</p> <p>Select all that apply.</p> <p><input type="checkbox"/> A. $2^{-5} \cdot 2^{-1}$</p> <p><input type="checkbox"/> B. $2^{-3} \cdot 2^2$</p> <p><input type="checkbox"/> C. $2^{-2} \cdot 2^{-4}$</p> <p><input type="checkbox"/> D. $2^1 \cdot 2^5$</p> | <p>Students may zoom or enlarge content in the TestNav Application:</p> <ul style="list-style-type: none"> ■ TestNav Desktop In Windows <ul style="list-style-type: none"> • Press Ctrl + to zoom in. • Press Ctrl - to zoom out. • Press Ctrl 0 to reset to default zoom. ■ TestNav Desktop In OS X or MacOS <ul style="list-style-type: none"> • Press Cmd + to zoom in. • Press Cmd - to zoom out. • Press Cmd 0 to reset to default zoom. ■ TestNav on Chrome OS <ul style="list-style-type: none"> • Press Ctrl + to zoom in. • Press Ctrl - to zoom out. • Press Ctrl 0 to reset to default zoom. ■ TestNav on Android and iOS <ul style="list-style-type: none"> • To zoom, use two fingers on the screen and: <ul style="list-style-type: none"> • Pinch out to zoom in. • Pinch in to zoom out. | <p>Embedded</p> |



Designated Features

Designated features are features available for use by **any** student only when the need has been **indicated in advance** by an educator (or team of educators along with a parent/guardian, as part of an IEP team, and the student). Please note that although the need for designated features may be identified by members of an IEP team, an IEP or 504 Plan is not required in order for a student to use a designated feature on the assessments. For EL accessibility supports, the student must be classified as an EL. **The use of designated features should align with the supports the student is provided in classroom instruction.**

Designated features are intended to promote a successful assessment experience for the student, one that is fair, equitable, and without distraction. Effective use of designated features includes:

- providing the student with the opportunity to practice the use of both embedded and non-embedded features in advance of the testing window;
- allowing the student to choose to use or disable these features based on individual preference during testing; and
- encouraging students to use only the features that most closely align with the supports they use daily in the classroom setting in order to promote continuity between instruction and assessment.

If designated features have been made available for a student for a specific content area by the educator or team, these supports are not considered to be modifications. Use of these features by any student in accordance with the guidelines established in this manual will support the administration of an assessment that conforms with accountability requirements outlined in ESSA guidelines for assessment and accountability.

Students may choose to use designated supports throughout the assessment or only on selected items.

Table 2: Designated Features



| Online or Paper Indicator | Designated Feature | Details | Embedded or Non-embedded | Recommendations for Use |
|--|--|--|----------------------------------|---|
|  | <p>Answer Masking</p> <p>When on fire, the three steps to extinguishing yourself are:</p>  | <p>This feature masks all available options for multiple-choice and multiple-select items. The student will uncover answer options when ready.</p> <p>The student may disable this feature during testing in the user drop-down menu.</p> <p>Students taking the paper test may use a blank sheet of paper to mask answer options.</p> | <p>Embedded and Non-embedded</p> | <p>This feature may be beneficial to students with attention difficulties, print disabilities (including learning disabilities) and certain visual impairments.</p> |



Table 2: Designated Features







| Online or Paper Indicator | Designated Feature | Details | Embedded or Non-embedded | Recommendations for Use |
|--|---|---|--------------------------|---|
|   | <p>Bilingual Dictionary Available in Writing, Mathematics and Science.</p> | <p>A locally approved bilingual/dual language word-to-word dictionary may be provided.</p> | <p>Non-embedded</p> | <p>For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. The use of this feature may result in the student needing additional overall time to complete the assessment.</p> |
|  | <p>Color Contrast</p>  | <p>This feature offers a range of high-contrast foreground and background color settings and a low-contrast foreground and background color setting. If a student's foreground and background color preference is pre-loaded through the student registration/Personal Needs Profile (PNP) process, this setting will be enabled when the student begins on the start screen. The student may change the color contrast option or disable this feature during testing in the user drop-down menu.</p> | <p>Embedded</p> | <p>This feature may be beneficial to students with attention difficulties, print disabilities (including learning disabilities) and certain visual impairments. Choice of colors should be informed by evidence that specific text and background color combinations meet the student's needs.</p> |
|  | <p>Color Overlays</p> | <p>The student may be provided with a semitransparent color overlay to position on top of printed test materials.</p> | <p>Non-embedded</p> | <p>This feature may be beneficial to students with attention difficulties, print disabilities (including learning disabilities) and certain visual impairments. This feature will only work for printed materials in black text on a white background.</p> |
|  | <p>Large Print Test Book</p> | <p>A large print version of the paper test will be created and distributed to students who have been identified as requiring a printed large print assessment.</p> | <p>Non-embedded</p> | <p>Students with visual impairments who may not be able to use zoom or magnifying devices to access the test may need a paper large print version of the form.</p> |


Table 2: Designated Features







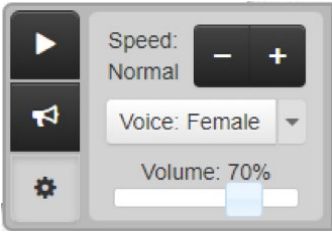



| Online or Paper Indicator | Designated Feature | Details | Embedded or Non-embedded | Recommendations for Use |
|--|--|---|--------------------------|---|
|  | Human Read Aloud Available in Reading (Grades 6-11), Language and Writing, Mathematics and Science. Not Allowed for Reading (Grades 3-5). | For students taking the paper and pencil test ONLY, a trained and qualified human reader will read all or parts of the assessment content to the student. | Non-embedded | Human readers must have appropriate experience providing read aloud support and must comply with all test security practices as well as sign the Test Security/Confidentiality Agreement provided in Appendix A. Guidelines for serving as a human reader are provided in Appendix C. |
|  | Magnification Device | The student adjusts the size of specific areas of the printed test document (e.g., text, formulas, tables, and graphics) with an assistive technology device such as a closed-circuit television (CCTV). Magnification allows increasing the size to a level not provided for by the zoom universal feature. | Non-embedded | Students with visual impairments may need to increase the size of test content beyond a zoom universal feature. |
|  | Native Language Translation of Directions | Students may receive a translation or signed interpretation of general test directions (not item prompts or questions) into their native language prior to starting the actual test. Test directions can be provided either by being read aloud or signed by a test administrator who is fluent in the native language. Requirements for serving the role as a native language translator are provided in Appendix B, Guidelines for Native Language Translation of Directions . | Non-embedded | ELs may benefit from this feature. Human readers and sign language interpreters must have appropriate experience providing translation support and must comply with all test security procedures. Guidelines for serving as a sign language interpreter are provided in Appendix E. |

Table 2: Designated Features

| Online or Paper Indicator | Designated Feature | Details | Embedded or Non-embedded | Recommendations for Use |
|---|---|---|--------------------------|--|
|  | <p>Separate Setting</p> | <p>A smaller group or individual testing setting may be provided to students.</p> <p>Individual and small group testing must comply with all administration policies.</p> | <p>Non-embedded</p> | <p>Students who are easily distracted (or are distracting to others) may need to test in a separate setting.</p> <p>The separate setting may be in a different room that allows them to work individually or among a smaller group or to use a device requiring voicing.</p> <p>The separate setting may be in the same room but in a specific location (for example, away from windows, near the teacher’s desk, or in the front of a classroom).</p> <p>Some students may benefit from being in an environment that allows for movement, such as being able to walk around.</p> <p>In some instances, students need to be administered the assessment in a location outside of school such as in a hospital or their home.</p> |
|  | <p>Student Reads Test Aloud</p> | <p>The student reads the test content aloud. This feature requires a one-on-one test setting.</p> | <p>Non-embedded</p> | <p>Students who are beginning readers, some ELs, and students who read text aloud to adopt a slower pace as they read may benefit from this feature.</p> |
|  | <p>Text-to-Speech Available in Reading (Grades 6-11), Language and Writing, Mathematics and Science.</p> <p>Not Allowed for Reading (Grades 3-5).</p>  | <p>The embedded text-to-speech option provides the student with the option to hear pre-generated text-to-speech content and see synchronized on-screen text highlighting.</p> <p>The embedded text-to-speech solution is configurable to read text and image descriptions. Student preferences for this support are collected through the student registration/PNP profile.</p> <p>The student accesses controls for the text-to-speech player within a menu for the player. Through this menu, the student can choose one of three rates of speed.</p> <p>Students can use the “click to hear” button to listen to a selected portion of the item.</p> | <p>Embedded</p> | <p>Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p> |

**Table 2: Designated Features**

| Online or Paper Indicator | Designated Feature | Details | Embedded or Non-embedded | Recommendations for Use |
|--|---|--|---------------------------|--|
|   | Translation to Spanish Online and Paper (Mathematics and Science) | The student is provided with an online or paper test form that includes Spanish translations of directions and assessment content. | Embedded and Non-embedded | ELs may benefit from this accommodation. |
|  | Translation to Spanish with Text-to-Speech (Mathematics and Science) | The embedded text-to-speech option provides the student with the option to hear pre-generated text-to-speech content in Spanish and to see synchronized on-screen text highlighting. | Embedded | Students who use text-to-speech will need headphones unless tested individually in a separate setting. |



Accommodations

Accommodations are changes in procedures or alterations to materials designed to provide students with fair and equitable access to assessment content by presenting the assessment in a way that aligns as closely as possible with how the student accesses content in the classroom setting.

If accommodations have been made available for a student for a specific content area as outlined on the student’s IEP or 504 Plan, these accommodations are not considered to be modifications. Use of these accommodations by the student in accordance with the guidelines established in this manual will support the administration of an assessment that conforms with accountability requirements outlined in ESSA guidelines for assessment and accountability.

Students in the following three categories may be eligible to receive accommodations on the Iowa Statewide Assessment of Student Progress:

1. Students with disabilities who have accommodation needs documented on an IEP;
2. Students with disabilities who have accommodation needs documented on a 504 Plan.
3. Students who are classified as ELs with disabilities who have accommodation needs documented on an IEP or 504 Plan. In cases where a student is classified as an EL and also has an IEP or 504 Plan, the student is eligible for both the appropriate accommodations for students with disabilities and designated features for ELs.

Table 3: Accommodations

| Online or Paper Indicator | Accommodation | Details | Embedded or Non-embedded | Recommendations for Use |
|---------------------------|------------------------------------|---|--------------------------|---|
| | Abacus | An abacus may be provided in place of scratch paper. | Non-embedded | Students with visual impairments who typically use an abacus may be provided this accommodation. |
| | Braille | A raised-dot code that students read as a tactile input by running their fingertips over the braille pages. Graphic materials such as charts, diagrams, and illustrations are presented in a raised format (paper or thermoform). | Non-embedded | Students who are blind or have low vision who are fluent in braille may be provided this accommodation. The use of this accommodation may result in the student needing additional testing time to complete the assessment. |
| | Braille Writer or Notetaker | A braille writer or notetaker can be used if the grammar checker, internet, and file storing functions are disabled. | Non-embedded | Students who are blind who use a braille writer or notetaker to record responses may use this accommodation. Students should number responses to the questions so they can be easily and accurately transcribed into an answer document. Responses must be transcribed into answer documents in order for the responses to be scored. |

**Table 3: Accommodations**







| Online or Paper Indicator | Accommodation | Details | Embedded or Non-embedded | Recommendations for Use |
|---|--------------------------------------|---|--------------------------|---|
|  | Calculator/Calculation Device | A student uses a specific calculation device (e.g., large key, talking, or other adapted calculator) in place of the embedded grade-level calculator. | Non-embedded | <p>Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille notetaker calculator or a talking calculator.</p> <p>Test administrators should ensure that the calculator is available only for designated calculator items.</p> |
|  | Sign Language Interpretation | A sign language interpreter will sign the test directions as well as appropriate test content including prompts or questions to the student. The student may also dictate responses by signing. | Non-embedded | <p>The student may be tested in an individual or small group setting.</p> <p>Sign language interpreters must sign the Test Security/Confidentiality Agreement provided in Appendix A.</p> <p>Guidelines for serving as a sign language interpreter are provided in Appendix E.</p> <p>If the student will be dictating responses by signing, guidelines for serving as a scribe are provided in Appendix D.</p> |
|  | Multiplication Table | A paper copy of a single digit (1-9) multiplication table is made available to the student. | Non-embedded | Students with a documented and persistent calculation disability (e.g., dyscalculia) may benefit from this accommodation. |
|  | Paper-and-Pencil Test | The student is administered a paper-and-pencil version of the test. | Non-embedded | Students with significantly limited technology skills or students who will rely on designated features that are only available for use on paper-and-pencil assessments may be provided this feature. |



Table 3: Accommodations

| Online or Paper Indicator | Accommodation | Details | Embedded or Non-embedded | Recommendations for Use |
|---|------------------------------|--|--------------------------|--|
|  | <p>Scribe</p> | <p>The student dictates her/his responses to an experienced educator who records verbatim what the student dictates.</p> | <p>Non-embedded</p> | <p>Students who have documented significant motor or language processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the student's responses verbatim either in the online system or paper answer document.</p> <p>The use of this accommodation may result in the student needing additional time to complete the assessment.</p> <p>Individuals who serve as a scribe must sign the Test Security/Confidentiality Agreement provided in Appendix A.</p> <p>Guidelines for serving as a scribe are provided in Appendix D.</p> |
|  | <p>Speech-to-Text</p> | <p>The student uses an assistive technology device to dictate responses during the test.</p> | <p>Non-embedded</p> | <p>Students who have documented motor impairments, who have had a recent injury that makes it difficult to produce text using computer keys, students who are deaf or hard of hearing, or have processing disabilities (such as dyslexia) might benefit from this accommodation. The test administrator must ensure that all the assessment content is deleted from the computer or assistive device after the test for security purposes.</p> <p>This accommodation will be administered in combination with a scribe recording the student's responses verbatim in TestNav or paper answer document. There is no direct speech-to-text capability in TestNav.</p> <p>Individuals who serve as a scribe must sign the Test Security/Confidentiality Agreement provided in Appendix A.</p> <p>Guidelines for serving as a scribe are provided in Appendix D.</p> |



Appendix A

Test Security/Confidentiality Agreement



STATE OF IOWA TEST SECURITY MANUAL

Appendix A: Test Security/Confidentiality Agreement for Human Readers, Scribes, Translators, Sign Language Interpreters, and Paraeducators

Test Security/Confidentiality Agreement for Human Readers, Scribes, Translators, Sign Language Interpreters, and Paraeducators

For administration of tests which are part of Iowa's Statewide Assessment System:

- Iowa Statewide Assessment of Student Progress (ISASP)
- Dynamic Learning Maps (DLM)
- English Language Proficiency Assessment for the 21st Century (ELPA21)

I understand that access to these secure test materials is restricted. I understand that all test questions and all other materials related to these tests including, but not necessarily limited to, passages, prompts, charts, graphs and tables are considered secure and not to be: stored or saved on computers or personal storage devices; shared via email or other file sharing systems; or reproduced by any means. Except when explicitly allowed as described in the *Accessibility and Accommodations Manual* or the *Directions for Administrations* manuals, electronic materials used during assessment may not be printed.

I agree not to disclose or discuss the contents of the tests in a manner that would assist a person to cheat or would in any other way compromise the validity of the test questions. Furthermore, I agree that all student-specific information obtained either prior to or during the oral administration will remain strictly confidential. I understand all personally identifiable education data is governed by the requirements within the Family Educational Rights and Privacy Act (FERPA) and my responsibility for maintaining the security of student information, test questions and materials continues even after the test concludes and the test materials have been returned.

District & School: _____

Printed Name: _____

Signature: _____

Date: _____

This form is the same form from Appendix D in the State of Iowa Test Security Manual. The district/school must maintain a copy of this form and provide it to the department upon request. It should not be returned with other test materials.



Appendix B

Guidelines for Native Language Translation of Directions



Guidelines for Native Language Translation of Directions

According to the *ISASP Accessibility and Accommodations Manual* translation of general test directions (not item prompts or questions) is a non-embedded designated feature available to students as a language support. Test directions can be provided by a translator/test administrator who is fluent in the native language of the student. If a translation of directions in another language is needed for a student taking the English version of the assessment, the local education agency (LEA) must complete the following steps:

1. Designate a person who will translate only the directions in the language desired. The person selected must be competent in both English and the desired language. Online translation services such as Google Translate may not be used.
2. The designated translator may not be a family member of the student.
3. The selected person must complete the same training process for test administration as the classroom teacher.
4. The selected translator must sign the Test Security/Confidentiality Agreement from Appendix A, and a printed copy must be kept on file in the District Office.



Appendix C:

Read Aloud Guidelines



Read Aloud Guidelines

Background

In cases where a student cannot use the computer-based version of assessments, the student should be provided the read aloud feature. When provided the read aloud support, the student will have those parts of the test that have audio support in the computer-based version read by a qualified human reader. Note: Read aloud for the Reading test in grades 3-5 is not allowed.

Qualifications of Test Readers

- The human reader should be an education professional who is familiar with the student, and who is typically responsible for providing this feature in the classroom.
- The human reader must be trained in accordance with test administration and security policies and procedures as articulated in the ISASP Test Administrator Manual, ISASP Accessibility and Accommodations Manual and related documentation.
- The human reader must have prior experience in providing read aloud support and must be familiar and comfortable with the process before providing this support to a student during test administration.

Preparation Procedures

- Human readers must read and sign a test security/confidentiality agreement consistent with state policy or practice prior to test administration. The Test Security/Confidentiality Agreement is provided in Appendix A.
- Human readers are expected to familiarize themselves with the test environment and format of the test in advance of administering the read aloud support during operational testing.
- Human readers must clearly distinguish between the test content that should and should not be read aloud to students. Reading aloud test content that is not permitted will result in a test misadministration and will invalidate the test.
- Prior to administering the test, the human reader should inform the student of the parameters of the read aloud support.
- The human reader must be aware of whether the student requires additional accessibility supports that have been approved for use during the test.

Guidelines for Reading Aloud

- The test environment must be configured in such a way as to ensure that the read aloud does not interfere with the instruction or assessment of other students (e.g., ensuring adequate spacing so that the reader's voice does not carry to other students or testing in a separate setting).
- The human reader can only read aloud the same test content that is supported through audio in a computer-based version. No other test content may be read aloud.
- The human reader must read test content exactly as written and as clearly as possible.
- The human reader must communicate in a neutral tone and maintain a neutral facial expression and posture.
- The human reader should avoid gesturing, head movements, or any other verbal or non-verbal emphasis on words.



- The human reader must avoid conversing with the student about test items.
- The human reader may respond to the student's questions by repeating the items, words, or instructions **verbatim** as needed.
- The human reader must not paraphrase, interpret, define, or translate any items, words, or instructions.
- The human reader may provide spelling of any word in a writing item prompt if requested by the student.
- The human reader should adjust his/her reading speed and volume if requested by the student.

Post-Administration

- The human reader must not discuss any portion of the test or the student's performance with others.

These guidelines are adapted from the *Council of Chief State School Officers (CCSSO) Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students*.



Appendix D:

Scribe Guidelines



Scribe Guidelines

Background

A scribe is an adult who writes down or inputs to the computer what a student dictates via speech or an assistive communication device. A guiding principle in providing a scribe during test administration is to ensure that the student has access to and is able to respond to test content.

Qualifications of Scribes

- The scribe should be an education professional who is familiar with the student, and who is typically responsible for providing this accommodation in the classroom.
- The scribe must be trained in accordance with test administration and security policies and procedures as articulated in the ISASP Test Administrator Manual, ISASP Accessibility and Accommodations Manual, and related documentation.
- The scribe must have prior experience in providing scribing or transcribing services and must be familiar and comfortable with the process before providing this accommodation to a student during operational test administration.

Preparation Procedures

- Scribes must read and sign the Test Security/Confidentiality Agreement provided in Appendix A, prior to test administration.
- In advance of the testing session, scribes are expected to familiarize themselves with the test format using a practice test as well as the testing environment if administering the scribe accommodation during operational testing.
- Scribes must be familiar with the Individualized Education Program (IEP) or 504 Plan if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.
- Scribes must be aware if the student requires additional accessibility features or accommodations that have been approved for use during the test.
- Scribes should meet with the student in advance and practice scribing with the student prior to the assessment.

Guidelines for Scribing

- Scribing must be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the embedded and non-embedded accessibility supports available for a given item and student.
- For paper-based administrations, scribes must ensure all student responses are scribed into one answer document. Language Section 1 and Writing Section 2 must be scribed in the same answer document to ensure the student receives a complete score. Transcription into multiple answer documents per subject will result in incomplete scores.
- Scribes should comply with student requests regarding use of all available features within the test environment.



- Scribes must avoid conversing with the student about test items.
- Scribes must record the student's responses **verbatim** even if they contain errors.
- Scribes may respond to procedural questions the student asks (e.g., test directions, navigation within the test environment).
- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to restate words or parts of a sentence as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors, or prompt or influence students in any way that might compromise the integrity of student responses.
- Scribes may not edit or alter student work in any way, and must record exactly what the student has dictated.
- The student must be allowed to review and edit what the scribe has written including punctuation, capitalization and spelling.

Post-Administration

- The scribe must not discuss any portion of the test or the student's performance with others.

Guidelines for Transcription

- Responses must be transcribed verbatim onscreen or in the answer document by the test administrator as soon as possible after the test is administered.
- Any stored test content on the word processing device must be deleted after the transcription is completed. While awaiting transcription, the device with recorded answers must be stored in a secured, locked location.

These guidelines are adapted from the *Council of Chief State School Officers (CCSSO) Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students*.



Appendix E:

Sign Language Interpreter Guidelines



Sign Language Interpreter Guidelines

Background

A sign language interpreter is an adult who facilitates communication between individuals who are deaf or hard of hearing and those who are hearing. There are different types of interpreters who use a variety of modes of communication, depending on the communication needs of individuals who are deaf or hard of hearing. These include:

- Oral interpreters, who use lip movements
- Cued speech transliterators, who use Cued Speech
- Deaf-blind interpreters, who use tactile forms of American Sign Language (ASL)
- Certified deaf interpreters, who do interlingual or intralingual sign language interpreting
- Sign language interpreters, who use ASL or another signed system

Qualifications of Sign Language Interpreters

- A sign language interpreter in Iowa shall be licensed by examination or hold a temporary license, according to Iowa Administrative Code 281.41.34(3)d.
- The sign language interpreter should be a professional who is familiar with the student, and who is typically responsible for providing this **accommodation/designated feature** in the classroom.
- The sign language interpreter must be trained in accordance with test administration and security policies and procedures as articulated in the ISASP Test Administrator Manual, ISASP Accessibility and Accommodations Manual, and related documentation.
- The sign language interpreter must have prior experience in providing sign language interpreter services and must be familiar and comfortable with the process before providing this **accommodation/designated feature** to a student during operational test administration.

Preparation Procedures

- Sign language interpreters must read and sign the Test Security/Confidentiality Agreement provided in Appendix A, prior to test administration.
- Prior to operational testing, sign language interpreters should become familiar with the testing environment. They should also familiarize themselves with the test format using the practice tests provided in advance.
- The testing booklet may be provided 30 minutes before the start of the operational test administration. If not available, the interpreter should be previewing the document during the test administration to prepare for the next section.

Guidelines for Interpreting

- Interpreting may be provided in a separate or smaller group setting so as not to interfere with the instruction or assessment of other students.
- The sign language interpreter should be seated so as to not see the student's responses. If the student is signing responses, the sign language interpreter may also serve as the scribe and see the student's responses. Guidelines for serving as a scribe are provided in Appendix D.

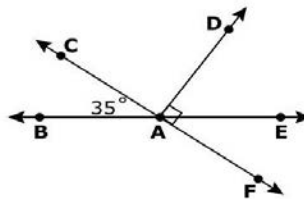


- The sign language interpreter must communicate in a neutral tone and maintain a neutral facial expression and posture. Interpreters should be aware of nonmanual signals such as pausing, eye gaze, and head nods while interpreting test items, as these can be misconstrued as cues to the correct answer.
- All test directions can be signed by a sign language interpreter who is fluent in the preferred mode of communication. Test directions can be repeated.
- When the sign language interpreter is signing a passage, any underlined parts within the passage can be included in the interpretation. These underlined words or phrases within the passage do not need to be fingerspelled.
- When a **test question** is asking for the definition, synonym, or other meaning of a word or phrase that is underlined, **bolded**, or in “quotations”, the underlined/bold/quoted word or phrase shall be fingerspelled.

| | |
|--|---|
| <p>6 "I'm not scared," said Gracie.</p> <p>7 Gracie spotted the tiny brown mouse scurrying right at her brother.</p> <p>8 Nathan swerved out of the creature's path and ran to the pantry. Gracie got up and tiptoed across the floor. There was the mouse, huddling in the corner.</p> <p>9 Gracie had seen a mouse once in a pet store window. She had laughed when it crinkled its nose at her and wiggled its whiskers. Now, she crouched down, trying to get a closer look at this mouse.</p> <p>10 All of a sudden, Nathan emerged from the pantry, waving a broom over his head.</p> <p>11 "Where's that mouse?" he said. "I'm ready to defend myself."</p> | <p>What does "emerged" mean in this sentence from paragraph 10?</p> <p>All of a sudden, Nathan emerged from the pantry, waving a broom over his head.</p> <p><input type="radio"/> A. Arrived</p> <p><input type="radio"/> B. Climbed</p> <p><input type="radio"/> C. Finished</p> <p><input type="radio"/> D. Appeared</p> |
|--|---|

- For the test questions that contain mathematical symbols, the sign language interpreter should include any and all symbols within the interpretation.

In the figure below, line \overleftrightarrow{CF} and line \overleftrightarrow{BE} intersect at point A . The measure of $\angle CAB$ is 35° , and $\angle DAF$ is a right angle. What is the measure of $\angle DAE$?



- A. 35°
- B. 45°
- C. 55°
- When a test question is asking for the meaning of an idiom or idiomatic phrase, the interpreter may fingerspell it or use a transliteration of each word in the idiom, but the interpreter shall not interpret the idiom for meaning in the test question.



timer for three minutes and watched the whisks twirl through the batter.

7 He turned off the mixer and swiped the batter with his finger. Brian tasted his creation, expecting a delicious creamy batter.

8 Brian felt like a rock dropped on his stomach. He could only taste salt. The cake was ruined.

9 Seth tasted the batter. "How much salt did you put in this?" he asked.

10 "A cup," said Brian, "just like the box said."

11 He read the directions again. "Oh no. It was supposed to be a *cup* of water and a *teaspoon* of salt." He turned away, muttering, "I may as well not even go to the bake sale."

Read the sentence from paragraph 8.

Brian felt like a rock dropped on his stomach.

Why did Brian feel "like a rock dropped on his stomach"?

- A. He is out of breath from using the mixer.
- B. He is too nervous to taste the cake batter.
- C. He has a stomachache from eating batter.
- D. He feels bad because he ruined the cake.

Post-Administration

- The sign language interpreter must not discuss any portion of the test or the student's performance with others.



