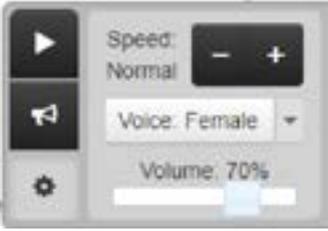




**Table 2: Designated Features**

Online or Paper Indicator	Designated Feature	Details	Embedded or Non-embedded	Recommendations for Use
	<p><b>Student Reads Test Aloud</b></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 English Learners, and students who read text aloud to adopt a slower pace as they read may benefit from this feature.</p>
	<p><b>Text-to-Speech Available in Reading (Grades 6-11), Language and Writing, Mathematics and Science.</b></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>

## 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 four 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 Individualized Education Program (IEP);
2. Students with disabilities who have accommodation needs documented on a 504 Plan;



3. Students who are classified as English Learners (ELs); and
4. Students who are classified as English Learners (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 accommodations for ELs.

**Table 3: Accommodations**

Online or Paper Indicator	Accommodation	Details	Embedded or Non-embedded	Recommendations for Use
	<b>Abacus</b>	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.
	<b>Braille</b>	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.
	<b>Braille writer or notetaker</b>	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.
	<b>Calculator/Calculation Device</b>	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	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. Test administrators should ensure that the calculator is available only for designated calculator items.
	<b>Human signer/Sign language interpretation</b>	A human signer will sign the test directions to the student. The student may also dictate responses by signing.	Non-embedded	The student must be tested in an individual or small group setting. Administrators who serve as human signers must sign the Test Security/Confidentiality Agreement provided in Appendix A.



**Table 3: Accommodations**

Online or Paper Indicator	Accommodation	Details	Embedded or Non-embedded	Recommendations for Use
	<b>Multiplication table</b>	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 (i.e., dyscalculia) may benefit from this accommodation.
	<b>Paper-and-pencil test</b>	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.
	<b>Scribe</b>	The student dictates her/his responses to an experienced educator who records verbatim what the student dictates.	Non-embedded	<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>

**Table 3: Accommodations**

Online or Paper Indicator	Accommodation	Details	Embedded or Non-embedded	Recommendations for Use
	<b>Speech-to-text</b>	The student uses an assistive technology device to dictate responses during the test.	Non-embedded	<p>Students who have documented motor impairments, who have had a recent injury that makes it difficult to produce text using computer keys, 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>
	<b>Translated to Spanish Online and Paper (Mathematics and Science)</b>	The student is provided with an online or paper test form that includes Spanish translations of directions and assessment content.	Embedded and Non-embedded	English Learners may benefit from this accommodation.
	<b>Translation to Spanish with Text-to-Speech (Mathematics and Science)</b>	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.