



## 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. **The use of designated features should align with the classroom based 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
	<b>Answer Masking</b> 	<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>	Embedded	This feature may be beneficial to students with attention difficulties, print disabilities (including learning disabilities) and certain visual impairments.
	<b>Bilingual Dictionary Available in Writing, Mathematics and Science.</b>	<p>A locally approved bilingual/dual language word-to-word dictionary may be provided.</p>	Non-embedded	<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.</p> <p>The use of this feature may result in the student needing additional overall time to complete the assessment.</p>



**Table 2: Designated Features**

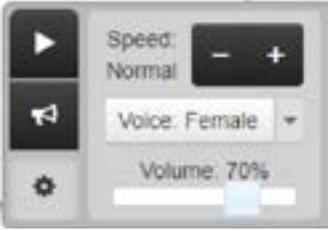
Online or Paper Indicator	Designated Feature	Details	Embedded or Non-embedded	Recommendations for Use
	<p><b>Color Contrast</b></p> 	<p>This feature offers a range of high-contrast foreground and background color settings and a low-contrast foreground and background color setting.</p> <p>If a student's foreground and background color preference is pre-loaded through the student registration/PNP process, this setting will be enabled when the student encounters the first item on the test.</p> <p>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.</p> <p>Choice of colors should be informed by evidence that specific text and background color combinations meet the student's needs.</p>
	<p><b>Color overlays</b></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.</p> <p>This feature will only work for printed materials in black text on a white background.</p>
	<p><b>Large print test book</b></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>
	<p><b>Human Read Aloud Available in Reading (Grades 6-11), Language and Writing, Mathematics and Science.</b></p>	<p>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.</p>	<p>Non-embedded</p>	<p>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.</p> <p>Guidelines for serving as a human reader are provided in Appendix C.</p>

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Online or Paper Indicator	Designated Feature	Details	Embedded or Non-embedded	Recommendations for Use
	<b>Magnification Device</b>	<p>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).</p> <p>Magnification allows increasing the size to a level not provided for by the zoom universal feature.</p>	Non-embedded	Students with visual impairments may need to increase the size of test content beyond a zoom universal feature.
	<b>Native language translation of directions</b>	<p>Students may receive a translation of general test directions (not item prompts or questions) into their native language prior to starting the actual test.</p> <p>Test directions can be provided either by being read aloud or signed by a test administrator who is fluent in the native language.</p> <p>Requirements for serving the role as a native language translator are provided in Appendix B, <b>Guidelines for Native Language Translation of Directions</b>.</p>	Non-embedded	<p>English Learners may benefit from this feature.</p> <p>Human readers or signers must have appropriate experience providing translation support and must comply with all test security procedures.</p>
	<b>Separate Setting</b>	<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>	Non-embedded	<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>



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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;