



Idaho Department
of Education

Navigating Assessment Accessibility Features

ESEA-IDEA Conference, Fall 2024

[This Photo](#) by Unknown Author is licensed under [CC BY](#)



Who we are

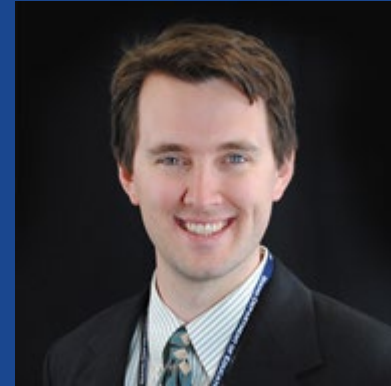


Karren Streagle, PhD

IDAA Coordinator

208-332-6824

kstreagle@sde.idaho.gov



Paul Kleinert, PhD

NAEP Coordinator

208-332-6957

pkleinert@sde.idaho.gov



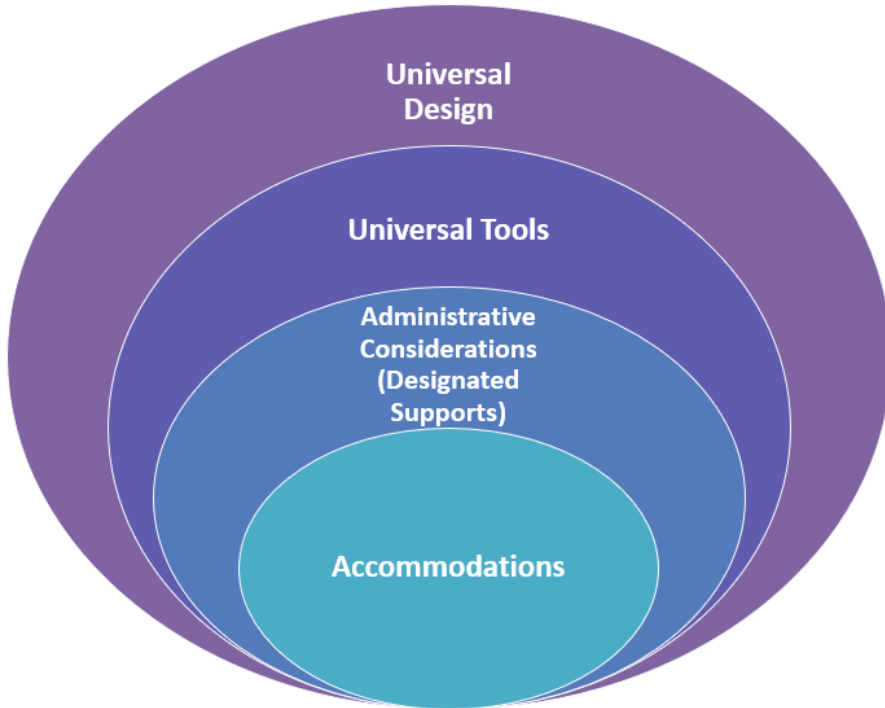
Session Goals and Topics

- ✓ Recognize structure of assessment accessibility features
- ✓ Recall the 4 rights of assessment accessibility
- ✓ Locate accessibility features guidance documents
- ✓ Recognize need for accessibility features process
- ✓ Understand importance of collaboration with special education team
- ✓ Locate Assessment Staff contact information



Assessment Accessibility Features Structure

Levels of Accessibly Features



Universal Design: Inherent in test design; ensure fair and inclusive assessments. Ex. non-biased items, clear directions, clearly defined constructs.

Universal Tools: Available to all students based on student preference and selection. Ex. breaks, highlighter, line reader, scratch paper, etc.

Administrative Considerations/Designated Supports: Available to any student for whom the need is identified by educator or educational team, including parent/guardian and student. Ex. color contrast, magnification, masking, simplified or translated test directions, etc.

Accommodations: Require IEP or 504 Plan accommodations. Ex. American Sign Language, Braille, speech-to-text, etc.

NOTE: Accessibility features vary across assessments.

NOTE: Any accessibility feature might be an IEP or 504 Plan accommodation.

Delivery of Accessibility Features

Embedded Features

Features available through the computer test delivery system

- Digital notepad
- Translated test directions
- English dictionary
- Text-to-speech

Non-Embedded Features

Features available outside of the computer test delivery system

- Printed multiplication table
- Translated test directions
- Bilingual dictionary
- Read aloud

4 Rights of Assessment Accessibility

Important to ensure the

1. Right student
2. Right accessibility feature
3. Right test
4. Right day

Assessment Accessibility Features Process

Purpose of Having a Process

- Reduce stress for
 - Students
 - Proctors
 - Test coordinators
- Ensure smooth and valid test administration
- Avoid test improprieties and incidents
- Ensure students receive accessibility features on test day

It is worth the time to develop a process.



Collaboration with SPED Team

- Ensure IEP implementation
- Ensure accurate accommodations coding
- Ensure accurate accommodations available to students on test day
- **Imperative!**

ISAT/IDAA Changes in TIDE

1. TEs & TAs no longer have access to disability related information in TIDE
2. Accommodations in TA cite for test proctors

Components of a Process

- Identify staff to develop process
- Describe how teacher/case managers communicate student features with test and technology coordinators
- Describe how data will be confirmed for accuracy
- Describe how features confirmed before testing begins
- Describe steps for reporting test improprieties
- Outline corrective actions to prevent repeat of test improprieties
- Identify who is responsible for each step in the process
- Describe how/when staff will be trained
- Outline timeline for all activities



Additional Considerations

- What fits your LEA's needs
- Communication plan
- Annual review
- Annual training
- Staff turnover
- See what other LEAs or doing
- Not submitted to the Idaho Department of Education
- Assessment & Accountability staff happy to review

An Assessment Accessibility Process is essential to ensuring students can show what they know on test day.

Assessment Accessibility Features Resources



Text-to-Speech (TTS) & Read Aloud Guidance for ISAT

- Differentiates between designated support and accommodation
- Designate support
 - Math and science stimuli and items
 - ELA items
- Accommodation
 - ELA passages
- Recommended applications
- Guiding questions for IEP teams

**Not new
policy**



Special Accommodations Requests

- [Special Accommodations Guidance Document](#)
- Types of special accommodations not currently allowable
- Process for submitting requests
 - ELPA and IRI: Form and Test Incident Log
 - ISAT/IDAA: TIDE form
 - College Board: [Temporary Support Form](#)
 - NAEP: [NAEP Accommodations Table](#)
- Department review process
- Appeals process



Accessibility Features Resources

- [ACCESS for ELLs Assessment Supports and Resources webinar](#)
- [Idaho Reading Indicator Test Administration Manual](#)
- [IDAA Summative Test Administration Manual](#)
- [ISAT Usability, Accessibility, and Accommodations Guidelines \(UAAG\)](#)
- [ISAT Test Administration Manual](#)
- [NAEP Accommodations and Inclusion Information](#)
- [Fall 2024 College Board Accommodations Guide](#)
- [College Board Accommodations webpage](#)



Accessibility Features Table

Accessibility Features	Alternate Names	ISAT Math CAT	ISAT Math PT	ISAT ELA CAT	ISAT ELA/Literacy PT	ISAT Science	IDAA	IRI
100s number table		1 (NE)	1 (NE)			2 (NE)		
Abacus		1 (NE)	1 (NE)			1 (NE)		
Alternate response options		1 (NE)	1 (NE)	1 (NE)	1 (NE)	1 (NE)		
American Sign Language (ASL)	language Presentation in sign language Response in sign language Interpreter signs Test Directions in ASL Interpreter Signs Test Directions in ASL (SD)	1	1	1*	1*	1		1
Braille	Acadience (IRI)	1	1	1	1	1		1
Braille transcript	Braille writer	1	1	1*	1*	1		
Breaks	Supervised Breaks	3	3	3	3	3		
Short Segments	Chunking							
Calculator	Calculator version of test Hand-held calculator (IDAA NE)	1*,3*(NE*)	1*,3*(NE*)			3 (NE*)		3
Closed Captioning				1*	1*			
Cueing to stay on task								
Extended time	Extended Testing Time							2
Extended Speaking Test Response Time (ES)								
Extended Testing of a Test Domain Over Multiple Days (EM)	Limited time (SAT)							
In-Person Human Reader (IR)								
Familiar person present in testing room	Familiar Test Administrator							



Test-Specific Coordinators

Tests	Coordinators	Phone	Email
ELPA	Andrew Bennett	208-332-6909	abennett@sde.idaho.gov
IDAA	Karren Streagle	208-332-6824	kstreagle@sde.idaho.gov
IRI	Kacy Proctor	208-332-6988	kproctor@sde.idaho.gov
ISAT	Kristi Pierce Amber Van Vooren	208-332-6903 208-332-6979	kpierce@sde.idaho.gov avanvooren@sde.idaho.gov
NAEP	Paul Kleinert	208-332-6957	pkleinert@sde.idaho.gov
PSAT/NMSQT and SAT	Sophie Stokes	208-332-6948	sstokes@sde.idaho.gov