

Forward Exam
Accessibility Training
Designated Supports and Accommodations



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Helping Every Child Reach Their Potential

Accessibility Guide

- This training is a supplement to the *Accessibility Guide* not a replacement for it.
- When you have questions about Forward Exam Accessibility features, always refer to the *Accessibility Guide*.
- See Forward Exam Accommodations and Supports webpage.

<https://dpi.wi.gov/assessment/forward/accommodations>



Equitable Access

- State and federal laws require that state assessments must allow for the inclusion of all students, including students with disabilities and English learners (ELs).
- Accommodations and designated supports are practices and procedures that provide equitable access to grade-level content. They are intended to reduce or eliminate the effects of a student's disability or level of language acquisition; they do not reduce learning expectations.

What are Designated Supports?

- Designated supports are features available for use by any student for whom the **need has been indicated by an educator or team of educators** (with parent/guardian and student input as appropriate) and are **part of their classroom instruction**.
- They are provided as part of the online test administration system (embedded) or separate from it (non-embedded).

What is an Accommodation?

- Accommodations are features that are available for use by a student for whom there is a **documented need on an Individualized Education Program (IEP) or 504 plan** and who use a **similar accommodation as part of their classroom instruction**.
- They are provided as part of the online test administration system (embedded) or separate from it (non-embedded).
- Educator teams make decisions about accommodations.
 - provide evidence of the need for accommodations
 - ensure that they are noted on the student’s IEP or 504 plan

Assign Accessibility Features Carefully

IMPORTANT:

Providing designated supports or accommodations can be **stressful for a student** who does not use these accessibility features on a regular basis. **Too many accessibility features can be a distraction** rather than a support during testing. Please keep this in mind when assigning designated supports and accommodations for your students. **Sometimes less is more.**



Ensure Accessibility Options

ALL accommodations and designated supports **must** be entered into eDIRECT **prior to printing test tickets**. See *eDIRECT Guide* for instructions on entering accessibility features into eDIRECT.

- Test tickets will have an abbreviation next to "accommodations" on the student's test ticket if the accommodation was entered prior to printing tickets and the accommodation will be available during testing.
- Test tickets printed prior to having accommodations entered into eDIRECT will not have an abbreviation appear next to "accommodations" on the ticket and the accommodations will NOT be available during testing.

Confirm Accessibility Options

Test Administrators must confirm that students have access to the designated supports and accommodations assigned to them. Failure to do so could result in the invalidation of the student's test.

- Test Administrators should have a list of all students who should receive designated supports and accommodations, whether embedded or non-embedded, during testing to ensure these students are receiving the accessibility options assigned.
- Check with students at the beginning of the testing session (prior to clicking the 'begin testing' button) to ensure they have the supports or accommodations they should have and that they are functioning correctly.



Embedded Designated Supports

Color Choices

- The background color changes according to the color selected without changing the color of the text, graphics, or response areas.



Contrasting Color

- Using color combinations that are in opposite positions on the color wheel, the font and background colors change according to the combination selected.



Reverse Contrast

- All colors on the test page are displayed in the reverse (negative) color.



Masking

- Allows the student to cover up (mask) content that may be distracting, enabling the student to more easily focus their attention on a specific part of the screen.
- Masked areas are re-sizeable and moveable on the page.



Stacked Translation

- The Stacked Translation is a Spanish language support available for mathematics, science, and social studies items (including test directions.)
- For ELA, only the test directions are available in stacked translation.
- Stacked translations present students with a complete translation (Spanish) of all test content together with the full text of the original English.



Text-to-Speech (TTS)



- The text-to-speech (TTS) function allows the student to listen via headphones or speakers to test information displayed on the screen (computer voice reading the test). Words and numbers, test directions, questions, answer choices, and other information is read aloud by the computer and may be replayed as necessary.
- TTS is allowed as a designated support for all grades in mathematics, science, social studies, and most of English language arts (ELA) (not allowed for ELA session 4 reading passages).
- Students should use a similar support on a regular basis in the classroom.
- TTS designated support should be used for all students requiring TTS, including students who have IEP or 504 plans.
- Allowing TTS for every student is not a proper use of this support.

Non-Embedded Designated Supports

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Amplification Device

The student adjusts the volume control beyond the computer built in settings using non-embedded devices. (i.e. FM System)



Word-to-Word Bilingual Dictionary

- Word-to-word dictionaries are simply paper or electronic forms of words provided in two languages. Definitions are not included.
- A word-to-word bilingual dictionary may be provided as a designated language support.
- Not permitted on ELA tests.
- Refer to the DPI accommodations and supports webpage for a list of DPI-approved word-to-word dictionaries.

<http://dpi.wi.gov/assessment/forward/accommodations>



Color Overlay

A transparent colored sheet that is placed over a page of text or is affixed to a computer screen.



Magnification

- Magnification allows increasing the size to a level not provided for by the zoom universal tool.
- The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.
- Utilizing a larger monitor is the online equivalent to "large print".



Noise Buffers

Ear muffs and/or white noise used to block external sounds.



Read Aloud in English

- Read aloud allows the student to listen to test information displayed on the screen read to them by a qualified **human reader**. Words and numbers, test directions, questions, answer choices, and other information is read aloud by a human reader and can be repeated as necessary. Read Aloud Guidelines and confidentiality forms are available at <http://dpi.wi.gov/assessment/forward/accommodations>.
- **Read aloud is allowed as a designated support** for all grades in mathematics, science, social studies, and English language arts (ELA) items as appropriate (**not allowed for session 4 ELA reading passages**).
- **TTS (computer voice reading) should be used in most situations** and the read aloud (human reader) should be used for the very small number of students who may not be able to comprehend or work with the computer voice and therefore need this support to access the test.
- **For students requiring read aloud as a support, the majority will use the read aloud designated support (not the accommodation) including students with IEP or 504 plans.**



Read Aloud in Spanish

- Read aloud in Spanish is allowed as a designated support for all grades in mathematics, science, and social studies for students who need the Spanish portion of the Spanish translation (stacked) read to them.
- For English language arts (ELA) only the test directions may be read aloud in Spanish.
- Read aloud in Spanish is intended only for students who are struggling readers who may need assistance accessing the assessment, or students with reading-related disabilities.
- Students should use a similar support on a regular basis in the classroom.
- Students receiving the read aloud in Spanish support will need to be tested individually (or a small group) in a separate setting.



Scribe

- Students dictate their responses to a human who records verbatim what they dictate.
- For information about when the use of a scribe is appropriate refer to the *Accessibility Guide*.
- Scribing guidelines are available in the Forward Exam Accommodations and Supports webpage: <http://dpi.wi.gov/assessment/forward/accommodations>.



Separate Setting

- Students who are easily distracted or who may distract others may need an alternate location for their assessment.
- Test location is altered so that the student is tested in a setting different from that made available for most students.



Small Group Translation

- This support allows a translator/interpreter to read the test aloud to a small group of students (up to 4) at the same time.
- Small Group Translation is only available as a language support to designated students on all mathematics, science, and social studies assessments. For ELA assessments, only the test directions may be translated/interpreted.
- If providing SGT in Spanish the translator must read from the Spanish stacked translation provided for standardization.
- For more information, please review the Translator/Interpreter Guidelines and Qualifications and Guidelines for Read Aloud documents available on the Forward Exam Accommodations and Supports webpage.



Translator/Interpreter

- Translator/Interpreter is available as a language support for languages other than Spanish to designated students on all mathematics, science, and social studies assessments. For ELA assessments, only the test directions may be translated/interpreted.
- See the Translator/Interpreter Guidelines and Qualifications and Read Aloud Guidelines.

<http://dpi.wi.gov/assessment/forward/accommodations>



Embedded Accommodations

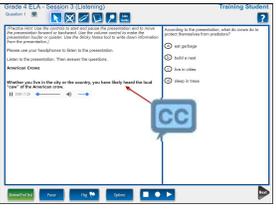
Video Sign Language

- Online delivery of test content in American Sign Language (ASL) is presented as a pre-recorded embedded video of a human signer.
- Students activate the VSL and can view as often as needed using the controls provided. VSL is available for mathematics, science, social studies, and ELA (not allowed for ELA session 4 reading passages).
- The pre-recorded VSL allows for standardization and consistency in administration of the sign language accommodation. In-person sign interpretation services or direct communication of the test content in sign is not an allowable accommodation and invalidates the assessment.



Closed Captioning

- Closed captioning is displayed immediately above the embedded audio player on all listening passages as the passage is played.
- Students without closed captioning on their printed test tickets will not see captioning as the passage audio plays.



Non-Embedded Accommodations

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Abacus

- This tool may be used in place of scratch paper for students who typically use an abacus.
- Some students with visual impairments use an abacus instead of using scratch paper.



Alternate Response Options

- Some students with physical disabilities may need to use the alternate response options accommodation.
- Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.
- It is important to test compatibility ahead of time with the Online Training Tools.



Braille

- A paper copy braille version of the test will be available at each grade level and content area. All tests will be presented in Unified English Braille (UEB) and will follow Nemeth Code for mathematical and scientific notation where appropriate.
- In addition to selecting the braille accommodation for a student in eDIRECT, DACs must order printed braille tests using the "additional materials" request page in eDIRECT.
- All student responses must be transcribed into the online testing system (INSIGHT) by the test administrator or other designated person using the student's test ticket. The test ticket must have BRL next to accommodations to ensure that the online test form and the braille form have matching content for all questions.



Calculator

- This is a calculator that falls under an assistive technology device such as a talking calculator or braille calculator.
- Students with visual impairments who are unable to access the online calculator provided in the assessment for calculator-allowed items will be permitted to use the calculator that they typically use, such as a braille calculator. Test administrators must ensure the calculator is only available for calculator-allowed items.



Listening Scripts

- Printable listening scripts of the audio presentations in ELA session 2 are provided for use by a qualified human reader. The human reader reads the script aloud to a student who is deaf or hard of hearing and needs to view the reader's face (lip read) while having the passage read to them in order to access the material.
- Listening scripts may be provided to test administrators working with students who are deaf or hard of hearing who are unable to access the embedded listening passages via the embedded audio, closed captioning, or video sign language. This accommodation would be for a student that would need the test administrator to read the listening passages aloud to the student, allowing the student to view the test administrators' face so the student may lip read.
- DAC must submit a request via the Listening Script Accommodation approval form located at: <http://dpi.wi.gov/assessment/forms>.

Multiplication Table

- A paper-based single digit (1-9) multiplication table will be available for reference.
- For students in grades 4 and above with a documented and persistent calculation disability (i.e. dyscalculia). **A student must have a documented disability/disorder that significantly impacts a person's ability to learn and perform math calculations as evidenced by a goal on the student's IEP.**
- Table is available on the Forward Exam Accommodations and Supports webpage: <http://dpi.wi.gov/assessment/forward/accommodations>.



Print-on-Demand

- A print-on-demand version of the test is available at each grade level and content area in pdf format. The test administrator or other designated person will print the test and provide it to the student with this accommodation.
- **The print-on-demand accommodation is intended for those extremely rare instances (e.g., photosensitive epilepsy) where a student's condition prevents him or her from accessing material online.**
- The decision to allow this accommodation must be based on each individual student's need and **documented in a student's IEP or 504 Plan.** There are emergency circumstances in which medical documentation is acceptable (i.e. concussion with no screen time permitted).
- All responses must be entered into the student's online test by the test administrator or other designated person using the student's test ticket. The printed test must be treated as secure testing materials.
- The DAC must submit a request for print-on-demand accommodation approval form located at: <http://dpi.wi.gov/assessment/forms>.

Read Aloud

- Read aloud accommodation allows the student to listen via a qualified human reader to ELA test information displayed on the screen, including test directions, questions, answer choices, and **ELA session 4 reading passages** and can be repeated as necessary.
- **This accommodation is only available to a student with visual impairments who is receiving instruction but not yet proficient in contracted braille.**
- Read aloud is available as an accommodation for students **whose need is documented in an IEP or 504 plan and have prior approval from DPI via the Read Aloud Accommodation Request Form.**
- **Students who do not meet this criteria but require read aloud should use the designated support read aloud including those who have IEP or 504 plans.**
- Read Aloud Guidelines and Confidentiality Forms are available on the Forward Exam Accommodations and Supports Webpage.
- The DAC must submit a request for Read Aloud Accommodation approval form located at: <http://dpi.wi.gov/assessment/forms>.

Features that are Mutually Exclusive

The following supports and accommodations are mutually exclusive (one and cannot be used with another):

ELA:	Mathematics, Science, and Social Studies:
<ul style="list-style-type: none">Spanish Translation (Stacked) [ST]Text-to-Speech [TTS]Text-to-Speech (Reading Passages) [TTS (PSGS)]Video Sign Language (VSL) [VSL (ASL)]Print-on-Demand [POD]Braille [BRL]	<ul style="list-style-type: none">Spanish Translation (Stacked) [ST]Text-to-Speech [TTS]Video Sign Language (VSL) [VSL (ASL)]Print-on-Demand [POD]Braille [BRL]



TTS and Stacked Translation

- Spanish translation (stacked) and TTS cannot be used at the same time.
- TTS is in English only and will try to read the Spanish translation as if it were English.
- If a student required both TTS and the Stacked translation you should select the Spanish translation (Stacked) and read aloud in English (or read aloud in Spanish if the student needs this) in eDIRECT for the student.
- During test administration provide the student with a human reader (not allowed for ELA session 4 reading passages) and the stacked translation.



TTS and Read Aloud

- Read Aloud and TTS are mutually exclusive and cannot be assigned together
- They are the same support provided in different formats (computer read vs. human read.
- It is redundant for a human to be reading to the student at the same time that the student has headphones on and is listening to the computer voice reading aloud (TTS).



Thank you!

- For more on Forward Exam Accessibility visit the accommodations and support webpage at:
<http://dpi.wi.gov/assessment/forward/accommodations>
- Questions may be directed to osamail@dpi.wi.gov