

Accessibility Guide

Wisconsin Forward Exam

Spring 2016

Wisconsin Department of Public Instruction

Version 1.6 | March 23, 2016



Contents

Spring 2016 Available Accessibility Features	2
Purpose of the Guide	3
Section I: Universal Tools	4
Embedded Universal Tools	4
Non-Embedded Universal Tools	6
Section II: Designated Supports	8
Embedded Designated Supports.....	8
Non-Embedded Designated Supports.....	10
Section III: Accommodations	13
Embedded Accommodations.....	13
Non-Embedded Accommodations.....	14

Spring 2016 Available Accessibility Features

Universal Tools

These tools are available to all students and are based on student preference. No action is needed in eDIRECT to make these tools available.

• Embedded

- Pause [Breaks]
- Calculators²
- Sticky Notes
- Highlighter
- Keyboard Navigation
- Flag/Mark for Review
- Review Page
- Measuring Tools [Math Tools]²
- Cross-off Tools [Strikethrough]
- Magnifier Tool [Zoom]
- Help/What's This?
- Click to Enlarge
- Line Guide
- Go to Question
- Tooltips
- Test Directions

• Non-embedded

- Pause [Breaks]
- Scratch Paper²

Designated Supports

Designated supports are for students who regularly use a similar support as part of regular classroom instruction. Test Coordinators will need to set up designated supports in eDIRECT prior to printing a test ticket.

• Embedded

- Color Choices
- Contrasting Color
- Reverse Contrast
- Masking
- Text-to-Speech (TTS)^{*2}
- Translations (Stacked)²

• Non-embedded

- Word-to-word Bilingual Dictionary²
- Magnification
- Noise Buffers
- Read Aloud^{*7}
- Scribe^{*}
- Separate Setting

Accommodations

A need for an accommodation is specifically noted in a student's IEP or 504 accommodation plan. Test Coordinators will need to set up accommodations in eDIRECT prior to printing a test ticket.

• Embedded

- Video Sign Language (online delivery method for ASL)
- Closed Captioning²
- Text-to-Speech (TTS)^{*2}

• Non-embedded

- Abacus
- Alternate Response Options
- Braille
- Calculator
- Multiplication Table
- Print on Demand^{*}
- Read Aloud^{*10}

Items shown in the figure are available for all content areas unless otherwise noted

1. Calculators – For calculator allowed items only
2. Measuring tools (math tools) – For specific math items only
3. Scratch Paper – Adhere to DPI policies
4. Text-to-Speech (TTS) – *Designated Support* – English language TTS only. ELA reading passages not permitted^{*}
5. Translations (stacked) – Spanish only. For ELA assessments, only the test directions are available in stacked translation.
6. Word-to-word Bilingual Dictionary – Not permitted on ELA tests. Refer to the Accessibility Guide for a list of DPI-approved word-to-word dictionaries. *Note: Word-to-word dictionaries are simply paper or electronic forms of words provided in two languages. Definitions are not included.*
7. Read Aloud – *Designated Support* – ELA reading passages not permitted.^{*}
8. Closed Captioning – Listening items only
9. Text-to-Speech (TTS) – *Accommodation* - English language TTS only. ELA reading passages are permitted.^{*}
10. Read Aloud – *Accommodation* – All portions of the test are permitted.^{*}

A comprehensive Accessibility Guide is available

**DPI has specific policies and procedures around the use of TTS, read aloud, and print on demand which are describe in further detail in this guide.*

Purpose of the Guide

State and federal laws require that state assessments must allow for the inclusion of all students, including students with disabilities and English language learners, to the extent practicable.

Accommodations and 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. The accommodations or supports provided to a student must be consistent for classroom instruction, classroom assessments, and district and state assessments. It is important to note that while some accommodations or supports may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment.

District Assessment Coordinators (DAC) and School Assessment Coordinators (SAC) should be knowledgeable of the information in the Accessibility Guide to ensure valid and reliable test administration. It is also the responsibility for the DAC to ensure that all district and school staff are aware of the guide and its contents.

The Accessibility Guide is intended for school personnel and decision making teams (e.g., IEP teams) as they prepare for and administer the Forward Exam. The Guide contains information for classroom teachers, English development educators, special education teachers, and related services personnel as they select and administer universal tools, designated supports, and accommodations for those students who need them.

All students are administered the Forward Exam except for the 1% of students with significant cognitive disabilities who are assessed with an alternate assessment, the Dynamic Learning Maps (DLM).

Section I: Universal Tools

This section describes the Universal Tools available for use on the Forward Exam. These tools are available to all students and are based on student preference. No action is needed in eDIRECT to make these tools available or to associate their use with a particular student.

Embedded Universal Tools

Table 1 describes all embedded Universal Tools available to all students as part of the INSIGHT online system.

Table 1: Embedded Universal Tools

Embedded Universal Tools	Description
Calculators (see non-embedded accommodations for students who cannot use the embedded calculator)	Basic four-function and scientific calculators are available as required, either individually or together. For calculator-allowed items only.
Click to Enlarge	Feature allows for large graphics by using a thumbnail image of the graphic that can be enlarged as a popup dialog for viewing. Students can interact with the test item and other tools simultaneously. This feature allows all test item content to fit within a single test item page without introducing unnecessary scrollbars.
Cross-off Tool [Strikethrough]	Cross out/eliminate multiple-choice answer selection(s) (distractors) believed to be incorrect. Students can remove the cross off by simply re-selecting the crossed off item.
Flag/Mark for Review	Mark a question for review at a later point. Students can see at a glance which items have been marked for review by the flag icon that appears on the Go-to-Question menu and on the Review Page.
Help/What's This?	The Help Library provides information on tool usage, test directions, helpful hints, and other topics. Also includes a "What's This?" feature that allows a student to access contextual help for a specific tool or button.
Highlighter	This tool can be used to highlight a portion of text or a graphic or remove existing highlights one by one or by using the clear all option. With the exception of the response area itself, INSIGHT's highlighter can be used virtually anywhere within the item to highlight passage text, item text, answer options, portions of graphics and images, and text within images.

Embedded Universal Tools	Description
Go to Question	Allows a student to jump to any item or passage set on the test by choosing the item from a drop-down list. Items that have been flagged by the student for review display a flag icon in this menu.
Keyboard Navigation	Move through the test, access tools, and answer questions using the keyboard.
Line Guide	Movable, straightedge line used to follow along with each line of text. Student can drag the guide up or down on the screen as an aid in reading an item or passage.
Magnifier Tool [Zoom]	Magnify/enlarge the entire screen, including all text, images, and objects, by 150% or 200% for better viewing.
Measuring Tools [Math Tools]	This tool set includes both standard and metric rulers that can be dragged to the desired location on the screen and pivoted, to take measurements in both inches and centimeters. Also included is a transparent Protractor for measuring angles that can be moved over any object on the screen and rotated.
Pause [Breaks]	Students may be allowed to take breaks periodically as determined by their test administrator. While away from the test, students should select the Pause button in the lower toolbar to ensure that their test questions and responses are not visible to others. Insight permits students to pause the test for up to 20 minutes without having to log back in to the current test session. A countdown timer is displayed to indicate the amount of time remaining. In the event that the student does not resume testing before the 20 minute time expires, the system automatically exits the student's test session. To resume testing, the student will need to re-enter the username and password provided on the test ticket.
Review Page	Selecting the Review/End Test button in the lower toolbar allows student to see at a glance which items have been answered or flagged and which remain unanswered. By clicking on a particular item, the student can return directly to incomplete or flagged questions, and/or to change answers. This page indicates to the student if a test is ready to be scored.
Sticky Notes [Digital Notepad]	Creates and places a note on the screen in which a student can type a short message for later reference. Multiple notes can be created for

Embedded Universal Tools	Description
	each item or passage, and the notes can be moved around the screen, minimized or completely hidden, and re-opened. For a passage or scenario that contains multiple parts (for example, one passage that has several questions associated with it), the student can use the Sticky Note tool to take notes that are visible for all questions associated with that passage or scenario.
Test Directions	Easy-to-follow instructions are provided at the beginning of the test to guide students on how to use the online tools and how to navigate and submit the test. Students can return to them at any point during the test by selecting the Help menu in the item page toolbar.
Tooltips	Pop-up labels that describe each tool/function within the testing interface. Tooltips appear when the student hovers over a tool with the mouse pointer. For students who use the Text-to-Speech audio accommodation, the tooltip description will be read aloud to the student.

Non-Embedded Universal Tools

Table 2 describes non-embedded Universal Tools that may be provided to any student but which are not part of the DRC INSIGHT online system. Non-embedded Universal Tools should be provided locally and do not require their use to be associated with any particular student record.

Table 2: Non-Embedded Universal Tools

Non-Embedded Universal Tools	Description
Pause [Breaks]	Students may be allowed to take breaks periodically as determined by their test administrator. While away from the test, students should select the Pause button in the lower toolbar to ensure that their test questions and responses are not visible to others. INSIGHT permits students to pause the test for up to 20 minutes without having to log back in to the current test session. A countdown timer is displayed to indicate the amount of time remaining. In the event that the student does not resume testing before the 20 minute time expires, the system automatically exits the student's test session. To resume testing, the student will need

Non-Embedded Universal Tools	Description
	to re-enter the username and password provided on the test ticket.
Scratch Paper	Plain, lined or grid/graph paper may be provided to allow students to take notes, make computations, sketch or plan responses. Scratch paper used by students is secure test material and should be collected at the end of testing for secure destruction.

Section II: Designated Supports

This section describes Designated Supports currently available for the Forward Exam 2016. Designated supports are those features that are 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 regular classroom instruction. They are either provided as part of the online test administration system or separate from it (embedded or non-embedded). All designated supports (embedded and non-embedded) must be entered into eDIRECT prior to test administration.

Embedded Designated Supports

Table 3 describes Embedded Designated supports that may be associated with a student test ticket in eDIRECT prior to printing the test ticket. All embedded designated supports are integral to the DRC INSIGHT online system and will not be available to students whose test tickets do not display the Designated Support abbreviation on the student test ticket.

Table 3: Embedded Designated Supports

Embedded Designated Supports	Description	Guidance
Color Choices	The background color changes according to the color selected without changing the color of text, graphics or response areas.	Students with attention difficulties, visual impairments or other print disabilities, may need this support. Color choice should be informed by evidence that color selections meet the student’s needs.
Contrasting Color	Using color combinations that are in opposite positions on the color wheel, the font and background colors change according the combination selected.	Students with attention difficulties, visual impairments or other print disabilities, may need this support. Color choice should be informed by evidence that color selections meet the student’s needs.
Reverse Contrast	All colors on the test page are displayed in the reverse (negative) color.	Students with attention difficulties, visual impairments or other print disabilities, may need this support. Color choice should be informed by evidence that color selections meet the student’s needs.
Masking	Allows the student to cover up (mask) content that may be distracting, enabling the student to more easily focus their	Students with attention difficulties, print disabilities, or visual impairments may need to mask content that may be distracting during the assessment.

Embedded Designated Supports	Description	Guidance
	<p>attention on a specific part of the screen. Masked areas are re-sizeable and moveable on the item page.</p>	
Text-to-Speech	<p>The Text-to-Speech (TTS) function allows the student to listen via headphones or speakers to test information displayed on the screen. Words and numbers, including test directions, questions, answer choices, and other information is read aloud and can be repeated as necessary.</p>	<p>Text-To-Speech (TTS) is allowed as an embedded designated support for all grades in Mathematics, Science, Social Studies, and English Language Arts (ELA) items as appropriate (not ELA reading passages). It is provided only in English. The designated support of TTS is for students who are struggling readers who may need assistance accessing the assessment or students with reading-related disabilities. This is not meant to be used by all students. TTS is not a universal tool. Allowing TTS, a designated support, for all students would not be a proper use of this support.</p>
Translations (Stacked)	<p>Stacked Translations are available as a language support to designated students on all Math, Science, and Social Studies assessments. For ELA assessments, only the test directions are available in stacked translation.</p> <p>Stacked Translations present students with a complete translation (Spanish) of all test content together with the full text of the original English.</p>	<p>For students whose primary language is not English and who use dual language supports in the classroom, the use of the translation accommodation may be appropriate.</p>

Non-Embedded Designated Supports

Table 4 describes the Non-Embedded Designated Supports that may be provided to students who regularly use a similar support as part of their normal classroom instruction. Non-Embedded Designated Supports should be provided locally to students but their use should be associated with the student test ticket in eDIRECT before the student test ticket is printed. Note: the printed student test ticket will not display Non-Embedded Designated Supports. Non-embedded supports need to be entered into eDIRECT for reporting purposes.

Table 4: Non-Embedded Designated Supports

Non-Embedded Designated Supports	Description	Guidance
Word-to-word Bilingual Dictionary	A word-to-word bilingual dictionary may be provided as a designated language support.	<p>Not permitted on ELA tests. Refer to the DPI Accommodations and Supports webpage linked below for a list of DPI-approved word-to-word dictionaries. Note: Word-to-word dictionaries are simply paper or electronic forms of words provided in two languages. Definitions are not included.</p> <p>http://dpi.wi.gov/assessment/forward/accommodations</p>
Color Overlay	A transparent colored sheet that is placed over a page of text or is affixed to a computer screen.	
Magnification	<p>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. Magnification allows increasing the size to a level not provided for by the Zoom universal tool.</p> <p>Utilizing a larger monitor is the online equivalent to “large print”.</p>	<p>Students used to viewing enlarged text or graphics, or navigation buttons may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment or possibly the need for an administration in a separate setting if the support used creates a Test Security concern.</p>

Non-Embedded Designated Supports	Description	Guidance
Noise Buffers	Ear muffers, white noise, and/or other equipment used to block external sounds.	
Read Aloud (not for reading passages)	Text is read aloud to the student by a trained and qualified human reader. All or portions of the content may be read aloud except ELA reading passages.	<p>Students who are struggling readers may need assistance accessing the assessment by having all or a portion of the mathematics, science, social studies and ELA (not reading passages) portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate Braille skills. This is a support that must be used regularly during instruction for the student. As a general guideline, TTS should be used in most situations and the read aloud should be used for the very small number of students who may need this accessibility resource for accessing the test. Read Aloud Guidelines and confidentiality forms are available at http://dpi.wi.gov/assessment/forward/accommodations.</p> <p>Further guidance on read aloud is available on the Forward Exam FAQ webpage.</p>
Scribe	Students dictate their responses to a human who records verbatim what they dictate.	<p>Students who have a significant motor, processing difficulties, or who have had a recent injury (such as a broken arm) that make it difficult to provide responses may need to dictate their responses to a human, who then records the student's responses verbatim. Translators who scribe student responses from a native language to English should translate word-for-word to the extent possible for all content areas except Text Dependent Analysis (TDAs) items. The TDA items must be scribed in English. The Text Dependent Analysis (TDA) items measure composition, grammar,</p>

Non-Embedded Designated Supports	Description	Guidance
		<p>punctuation, capitalization, spelling as well as citing evidence and the use of textual support. Therefore, a student must dictate their response exactly as it is to be written. Scribing Guidelines are available in the Forward Exam Accommodations and Supports webpage.</p>
<p>Separate Setting</p>	<p>Test location is altered so that the student is tested in a setting different from that made available for most students.</p>	<p>Students who are easily distracted or may distract others may need an alternate location for their assessment.</p>

Section III: Accommodations

This section describes accommodations currently available for the Forward Exam 2016. A need for an accommodation for students for whom there is a documented need for the accommodation on an Individualized Education Program (IEP) or 504 accommodation plan. Educator teams (IEP and 504 Plan) make decisions about accommodations. These teams provide evidence of the need for accommodations and ensure that they are noted on the student’s IEP or 504 plan. Accommodations need to be set up in eDIRECT prior to printing a test ticket.

Embedded Accommodations

Table 5 describes Embedded Accommodations that may be associated with a student test ticket in eDIRECT prior to printing the test ticket. All Embedded Accommodations are integral to the DRC INSIGHT online system and will not be available to students whose test tickets do not display the Accommodation abbreviation on the student test ticket.

Table 5: Embedded Accommodations

Embedded Accommodations	Description	Guidance
Video Sign Language (VSL – online delivery for American Sign Language (ASL))	Signed test content is presented in an embedded video format by a pre-recorded human signer. Students activate the presentation of ASL content by selecting start points on the test page and can view as often as needed using the embedded video player controls. ASL content will be available to students with this accommodation for ELA listening items and for all Math, Science and Social Studies content.	Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment.
Closed Captioning (for ELA Listening items)	All American Sign Language videos for ELA Listening items will include Closed Captioning (text transcription) as part of the video presentation. Other ASL content will not include Closed Captioning.	Students who are deaf or hard of hearing who typically access information presented via audio by reading words that appear in synchrony with the audio.
Text-to-Speech	Text-to-speech playback will be available to students with this	Students may need assistance accessing the assessment by having all or a portion of the

Embedded Accommodations	Description	Guidance
(TTS)	<p>accommodation for all test content, including for ELA Reading passages.</p> <p>(See Text-to-Speech in Embedded Designated Supports)</p>	<p>mathematics, science, social studies, and ELA portions (including passages) of the assessment read aloud. Most students (including students with IEP and 504 plans) will use the text-to-speech designated support which does not include reading passages.”</p> <p>This accommodation refers to a small number of students (approximately 1-2% of students with disabilities participating in a general assessment).</p> <p>Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 plan. Reports can be run to indicate the percent of students who had access to text-to-speech on reading test passages. Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p>

Non-Embedded Accommodations

Table 6 describes Non-Embedded Accommodations that may be provided to students as specified in a student’s IEP or 504 Accommodation plan. With the exception of Braille [BRL], all Non-Embedded Accommodations should be provided locally and need to be associated with the student in eDIRECT prior to printing student test tickets. Note: only the abbreviation for the Braille accommodation [BRL] will appear on the printed student test ticket.

Table 6: Non-Embedded Accommodations

Non-Embedded Accommodations	Description	Guidance
Abacus	<p>This tool may be used in place of scratch paper for students who typically use an abacus.</p>	<p>Some students with visual impairments use an abacus in place of using scratch paper.</p>

Non-Embedded Accommodations	Description	Guidance
Alternate Response Options	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches	Some students with physical disabilities may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery system. It is important to test compatibility ahead of time with the Online Tools Training.
Braille	An embossed (paper) Braille version of the test will be available to Braille accommodated students at his or her grade level in each content area. All tests will be presented in English Braille American Edition (EBAE) and will follow Nemeth Code for mathematical and scientific notation where appropriate.	In addition to associating this accommodation with a student test ticket, DACs must request printed Braille tests using the “Additional Materials” request page in eDIRECT. See the Test Administration Manual and the Forward Exam Accommodations and Supports webpage .
Calculator	<p>For grade 6 Mathematics assessments, a four-function calculator with square root and percentage functions is permitted.</p> <p>For grades 7 and 8 Mathematics assessments, a scientific calculator with exponents, trigonometry, and logarithmic functionalities is permitted.</p>	Some 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 calculator. Test administrators should ensure the calculator is only available for calculator allowed items.
Multiplication Table	A paper-based single digit (1-9) multiplication table will be available for reference.	For students with a documented and persistent calculation disability (i.e. dyscalculia). Table is available on the Forward Exam Accommodations and Supports webpage .
Print on Demand	A Print-on-Demand version of the test at each grade level and content area will be available electronically in .pdf format. The Test Administrator or other designated person will print the test and provide it to the student with this accommodation. All	While most of the accommodations can be set in eDIRECT, there is a unique protocol for requesting a print on demand accommodation. The Print on Demand accommodation is intended for those extremely rare instances (e.g.,

Non-Embedded Accommodations	Description	Guidance
	<p>student responses will be recorded in INSIGHT by the test administrator or other designated person using the accommodated student's login credentials for that test. The printed test must be treated as secure testing materials.</p>	<p>photosensitive epilepsy) where a student's condition prevents him or her from accessing material online. Access to printed items/stimuli should not be assigned based solely on a preference. 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. If a student requires print on demand, the DAC must submit a Request for Print on Demand Accommodation approval form located http://dpi.wi.gov/assessment/forms. After receiving the request, DPI will review and if approved, activate the accommodation.</p>
<p>Read Aloud (for ELA reading passages, blind students, and who do not yet have adequate Braille skills)</p>	<p>Text is read aloud to the student by a trained and qualified human reader. With this accommodation readers are allowed to read all or portions of the test content to the student, including the text of reading passages.</p>	<p>Students may need assistance accessing the assessment by having all or a portion of the mathematics, science, social studies, and ELA portions (including passages) of the assessment read aloud. Most students (including students with IEP and 504 plans) will use the read aloud designated support which does not include reading passages.”</p> <p>This support may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate Braille skills. This is a support that must be used regularly during instruction for the student. As a general guideline, TTS should be used in most situations and the read aloud should be used for the very small number of students who may need this accessibility resource for accessing the test. This accommodation refers to a small number of students (approximately 1-2% of</p>

Non-Embedded Accommodations	Description	Guidance
		<p>students with disabilities participating in a general assessment). Read Aloud Guidelines and confidentiality forms are available at http://dpi.wi.gov/assessment/forward/accommodations.</p> <p>Further guidance on read aloud is available on the Forward Exam FAQ webpage.</p>

For information about how to enter student accessibility settings reference the *eDIRECT User Guide – Students and Testing* available at <http://dpi.wi.gov/assessment/forward/resources>.

Frequently Asked Questions on accessibility information is available at <http://dpi.wi.gov/assessment/forward/fag>.

Questions may be directed to osamail@dpi.wi.gov.

Copyright © 2015 by the Wisconsin
Department of Public Instruction



Tony Evers
State Superintendent
Wisconsin Department
of Public Instruction
PO Box 7841
Madison, WI 53707-7841

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.