ACCESSIBILITY GUIDE

Wisconsin Forward Exam

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WISCONSIN
DEPARTMENT OF
**Public
Instruction**

Accessibility Guide
Wisconsin Forward Exam

Developed by
Office of Educational Accountability

Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent
Madison, Wisconsin

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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 learners (ELs).

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 with 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** because of what the test is intending to measure.

District Assessment Coordinators (DACs) and School Assessment Coordinators (SACs) should be knowledgeable of the information in *The Accessibility Guide* to ensure valid and reliable test administration. It is also the responsibility of the DAC to ensure that all district and school staff are aware of this 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 a very small number of students with the most significant cognitive disabilities who are assessed with an alternate assessment, the Dynamic Learning Maps (DLM).

> **PLEASE NOTE:** In the DRC INSIGHT Portal (the Forward Exam data management portal), ALL accessibility features are referred to as "online". Please disregard this column in the portal. Accessibility features are either embedded (part of the online testing system) or non-embedded (not part of the system).

> **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.

> For information about how to enter student accessibility settings reference the *DRC INSIGHT Portal Guide* available at http://dpi.wi.gov/assessment/forward/resources.
>
> Frequently Asked Questions on accessibility information is available at http://dpi.wi.gov/assessment/forward/faq.

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 the DRC INSIGHT Portal to make these tools available or to associate their use with a particular student. The Universal Tools are available as part of the online testing system to all students. There is no option to "turn off" the tools.

Embedded Universal Tools

Table 1 describes all embedded Universal Tools available to all students as part of the INSIGHT online system (Forward Exam testing platform).

Table 1: Embedded Universal Tools

Embedded Universal Tools	Description
Calculator (See non-embedded accommodations for students who cannot use the embedded calculator.)	For calculator-allowed items, students may only use the online calculator provided in the assessment. If a student has a visual impairment (with IEP or 504 plans) and is unable to access this online calculator, they may use the calculator that they typically use, which is offered under non-embedded accommodations (e.g., talking calculator or braille calculator). The calculator accommodation is only permitted for calculator-allowed items. Test administrators must ensure the non-embedded calculator is only available for calculator-allowed items.
Click to Enlarge	This feature allows all test item content to fit within a single test page without introducing unnecessary scrollbars by using a thumbnail image of a portion of the item. When clicked on, this thumbnail is enlarged as a pop-up box that students can drag to any area of their screen allowing them to interact with the enlarged test item and tools simultaneously.
Cross-off Tool (Strikethrough)	The student uses this feature to eliminate (or cross-off) those answer choices that do not appear correct to the student. Students can remove the cross-off by simply re-selecting the crossed off item.

Embedded Universal Tools	Description
Flag/Mark for Review	Students may mark (or flag) a question for review at a later point in the test. Students can see which items have been marked for review by the flag icon that appears on the go to question menu and on the review page at the end of the session. **NOTE:** It is recommended but not required that students remove item flags before submitting a test session. All flagged questions should be reviewed prior to exiting the test session for the day since students may not go back to any questions worked on during the previous day. Students should only work forward from where they left off when exiting the test.
Help/What's This?	The help library provides information on tool usage, test directions, helpful hints, and other topics. It also includes a "What's This?" feature that allows a student to access contextual help for a specific tool or button.
Highlighter	The highlighter tool can be used to highlight some test content. Students can also remove highlights one-by-one or by using the clear-all option. **NOTE:** The highlighter tool can be used to highlight passage text, item text, and on the text of the multiple choice (MC) answer options. The highlighter does not work where the student would type/click/drag any response option (e.g., drop down boxes, drag and drop, selecting sentences in a paragraph, a blank box for typing a response, or MC response bubbles). The highlighter also does not work on graphics and images that are "click to enlarge" or are within a response area (e.g., tables, graphs).
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. Students can drag the line guide up or down on the screen as an aid in reading an item or passage.

Embedded Universal Tools	Description
Magnifier Tool (Zoom)	Magnify/enlarge the entire screen, including all text, images, and objects, up to 400% for better viewing. This support may meet the needs of students with visual impairments and other print disabilities. If the Magnifier tool is not sufficient for a student, utilizing a high resolution, large-format monitor may be an option, and is the online equivalent to "large print". **NOTE:** For students who use it in their regular instructional environment, third-party screen magnification software (such as MAGic or ZoomText) is compatible for use with DRC INSIGHT but may lead to some pixelation at high magnification levels due to the way magnification is achieved by the third-party software.
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. Students should select the pause button in the lower toolbar to pause the test and to ensure that their test questions and responses are not visible to others while they are away from their device. The pause feature lasts up to 20 minutes. If the student returns to the paused device within the 20 minutes (a countdown timer displays the amount of time remaining in the pause) the student will not need to log back into the test session. If the 20-minute time limit expires prior to the student resuming, the system automatically saves and exits the test session. To resume testing, the student will need to log back into the session with their test ticket.

Embedded Universal Tools	Description
Review Page	Selecting the review/end test button in the lower toolbar allows the student to see which items have been attempted or flagged, and which remain unanswered. Clicking on any particular item number on the Review page will take the student directly to that item page. Upon reaching the Review page, a student may decide that their test session is ready to submit for scoring, or that they need to go back and make changes or complete missed items. **NOTE:** The Review page may, in some cases, report an attempt or partial answer as an "answered question". For example, a multi-select item that asks a student to choose more than one answer will indicate that the question has been answered even if the student selects only one answer.
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 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 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.

Embedded Universal Tools	Description
Text-to-Speech (Computer Voice) **(Not allowed for the passages in the ELA Reading Session.)**	The text-to-speech (TTS) function allows the student to listen to test information displayed on the screen. Words and numbers, test directions, questions, answer choices, and other information is read aloud by the computer and may be replayed as necessary. TTS will not automatically play, it requires students to press the play button for each item they want TTS to read. This allows a student to decide if they want to use the feature. Text-to-speech (TTS) (computer voice) is a universal support available to all students in all grades for mathematics, science, social studies, and English language arts (ELA) (not allowed for the passages in the ELA Reading Session). With this feature, test content is read aloud by the computer in the English language. Students who use this support will need headphones unless tested individually in a separate setting. See Appendix E for more information about TTS Universal Support, vs. Read Aloud Designated Support vs. Read Aloud Accommodation. The majority of students who require text read to them should use the TTS universal support, to ensure these students are provided a standardized support across the state. **This includes students who have IEP or 504 plans.** Human readers (Read Aloud) are ONLY permitted in cases where students cannot manage to work with the computer audio voice (e.g., some students with autism or hearing impairments).
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 the non-embedded Universal Tools that may be provided to any student but are not part of the online system. Non-embedded Universal Tools should be provided locally, and the use of these tools is not recorded in the DRC INSIGHT Portal.

Table 2: Non-Embedded Universal Tools

Non Embedded Universal Tools	Description
Graph Paper	Optional resource for students in grades 6-8. While not necessary for grades 3-5, these students may also be provided graph paper to use as scratch paper. Graph paper must be collected and securely disposed of immediately after each testing session. The graph paper should be plain graph paper and must also be free of axis lines, points, numbers, and/or letters. Graph paper is provided for students to create organized sketches of points, lines, and/or shapes to solve mathematical problems in grades 6-8. There is no need for a consistent requirement in graph paper size; however, the recommendation is the 1/4-inch graph paper.
Scratch Paper	Required resource for all students in all content areas to allow students to take notes, make computations, sketch, or plan responses. May be plain or lined (i.e., must not contain any graphic organizers). Scratch paper used by students is secure test material and all scratch paper must be collected and securely disposed of immediately after the testing session. **Alternate scratch paper options:** • Individual white boards are permitted during testing in place of scratch paper. The whiteboards must be completely cleared of all information prior to and after each test session. Administrators are responsible for ensuring proper use and clearing. • Tracing paper is permitted during testing. If used, the tracing paper is considered secure testing materials and must collected and securely disposed of immediately after the testing session.

Section II: Designated Supports

This section describes the designated supports currently available for the Forward Exam. 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 the student's classroom instruction**. They are either provided as part of the online testing system (embedded) or separate from it (non-embedded). Students should have time to practice using the supports with the Forward Exam Practice Test prior to actual testing.

ALL designated supports must be entered into the DRC INSIGHT Portal prior to printing test tickets and test administration. See the *DRC INSIGHT Portal Guide* for instructions about entering accommodations and supports into the DRC INSIGHT Portal.
- Test tickets will have an abbreviation next to "accommodations" on the student's test ticket if the support was entered prior to printing tickets and the support will be available during testing.
- Test tickets printed prior to having supports entered into the DRC INSIGHT Portal will not have an abbreviation appear next to "accommodations" on the ticket and the supports will **NOT** be available during testing.
- 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.

Embedded Designated Supports

Table 3 describes the embedded designated supports that may be selected for a student in the DRC INSIGHT Portal prior to printing the test ticket.

Table 3: Embedded Designated Supports

Embedded Designated Supports	Code on Test Ticket	Description	Guidance
Color Choices	CC	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 benefit from this support. Color supports should be informed by evidence that color selections meet the student's needs.

Embedded Designated Supports	Code on Test Ticket	Description	Guidance
Contrasting Color	CTC	Using color combinations that are in opposite positions on the color wheel, the font and background colors change according to the combination selected.	Students with attention difficulties, visual impairments, or other print disabilities may benefit from this support. Color supports should be informed by evidence that color selections meet the student's needs.
Reverse Contrast	RC	All colors on the test page are displayed in the reverse (negative) color.	Students with attention difficulties, visual impairments, or other print disabilities may benefit from this support. Color supports should be informed by evidence that color selections meet the student's needs.
Masking	MSK	Allows the student to cover up (mask) content that may be distracting, enabling the student to focus their attention more easily on a specific part of the screen. Masked areas are re-sizeable and moveable on the item page.	Students with attention difficulties, visual impairments, or other print disabilities may wish to mask content that may be distracting during the assessment.
Stacked Translation (Spanish) with English Text-to-Speech	STE	Stacked Spanish translation is available as a designated support for students on mathematics, science, and social studies assessments. Stacked translation presents students with a complete Spanish translation of all test content together with the original English text.	For students whose primary language is Spanish and who use dual language supports in the classroom, the use of the stacked translation designated support may be appropriate. When this support is assigned, the computer (text-to-speech) will only read the English content on the exam to the student. **The Spanish content on the test form will not be read to the student.** Students who require the computer to read the Spanish content should use the Stacked Translation (Spanish) with Spanish Text-to-Speech designated support. Students who use Stacked Translation with English TTS will need headphones unless tested individually in a separate setting. **NOTE:** Translation is not permitted during ELA as the ELA test is designed to measure the student's knowledge of the English language.

Embedded Designated Supports	Code on Test Ticket	Description	Guidance
Stacked Translation (Spanish) with Spanish Text-to-Speech	STS	Stacked Spanish translation is available as a designated support for students on mathematics, science, and social studies assessments. Stacked translation presents students with a complete Spanish translation of all test content together with the original English text.	For students whose primary language is Spanish and who use dual language supports in the classroom, the use of the stacked translation designated support may be appropriate. When this support is assigned, the computer (text-to-speech) will only read the Spanish content on the exam to the student. The TTS uses a very neutral, international dialect that is probably closest to the Mexican, Peruvian, or Ecuadorian media standard. **The English content on the test form will not be read to the student.** Students who require the computer to read the English content should use the Stacked Translation (Spanish) with English Text-to-Speech designated support. Students who use Stacked Translation with Spanish TTS will need headphones unless tested individually in a separate setting. **NOTE:** Translation is not permitted during ELA as the ELA test is designed to measure the student's knowledge of the English language.
Text-to-Speech (TTS)		TTS is listed as a Universal Tool on the Forward Exam (see page 5). TTS is available for all students including those with IEP or 504 plans.	

Non-Embedded Designated Supports

Table 4 describes the non-embedded designated supports that may be selected for a student in the DRC INSIGHT Portal prior to printing the test ticket. Non-embedded designated supports are provided locally and **may be provided to students who regularly use a similar support as part of their classroom instruction.** All non-embedded supports need to be entered into the DRC INSIGHT Portal for reporting purposes.

Table 4: Non-Embedded Designated Supports

Non Embedded Designated Supports	Code on Test Ticket	Description	Guidance
Hearing Assistive Technology	HATS	The student adjusts the volume control beyond the computer built-in settings using non-embedded devices.	Students who are hard of hearing may use hearing assistive technology (e.g., FM System, loop system) to increase the volume provided in the assessment system. Use of this resource may require a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security.
Word-to-Word Bilingual Dictionary	BD	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 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. http://dpi.wi.gov/assessment/forward/accommodations
Color Overlay	CO	A transparent colored sheet that is placed over a page of text or is affixed to a computer screen.	Provides assistance to students who normally use this support when reading to reduce visual stress.

Non Embedded Designated Supports	Code on Test Ticket	Description	Guidance
Magnification	MAG	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. Allows greater magnification than provided by the embedded universal magnifier tool. Utilizing a larger monitor is the online equivalent to "large print". Third -party magnification software can be used with Windows or Mac devices but not Chromebooks.	Students accustomed to viewing enlarged text or graphics, or navigation buttons may need magnification to view content. This support may also 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. Third-party screen magnification software (such as MAGic or ZoomText) may lead to some pixilation at high magnification levels due to the way magnification is achieved by the third-party software. Do not activate screen readers if using third party screen magnification, as they are not compatible.
Noise Buffers	NB	Ear mufflers (e.g., noise cancelling headphones) and/or white noise used to block external sounds.	Student (not groups of students) wears equipment to reduce environmental noises. Students may be provided with noise buffers if regularly used in the classroom. Students who use white noise will need headphones unless tested individually in a separate setting.

Non Embedded Designated Supports	Code on Test Ticket	Description	Guidance
Read Aloud (Human Reader) in English **(Not allowed for the passages in the ELA Reading Session.)**	RA	Read Aloud (human reader) 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.	The majority of students who require text read to them should use the TTS (computer voice) universal tool, to ensure students are provided a standardized support across the state. **This includes students who have IEP or 504 plans.** Human readers (Read Aloud designated support) are ONLY permitted in cases where students cannot manage to work with the computer audio voice (e.g., some students with autism, hearing impairments). Read Aloud (human reader) is allowed as a designated support for all grades in mathematics, science, social studies, and English language arts (ELA) as appropriate (not allowed for the passages in the ELA Reading Session). It is provided only in the English language. Read Aloud (human reader) is intended only for students who may need assistance accessing the assessment. Students should use a similar support on a regular basis in the classroom. Allowing Read Aloud (human reader) for all students is **not** a proper use of this support. Students receiving the Read Aloud designated support will need to be tested individually in a separate setting. **NOTE:** Read Aloud and text-to-speech (TTS) are mutually exclusive and should not be used together, because they are the same support provided in different formats (computer read vs. human read). Both supports provide the information auditorily. *Read Aloud* (human reader) *Guidelines and Confidentiality Forms* are available on the Forward Exam Accommodations and Supports webpage: http://dpi.wi.gov/assessment/forward/accommodations.

Non Embedded Designated Supports	Code on Test Ticket	Description	Guidance
Read Aloud (Human Reader) in Spanish **(Not allowed for ELA.)**	RAS	Read Aloud (human reader) in Spanish allows the student to listen to Spanish translation (stacked) test information displayed on the screen read to them by a qualified human reader in Spanish. Words and numbers, test directions, questions, answer choices, and other information is read aloud in Spanish by a human reader and can be repeated as necessary.	The majority of students who require text read to them in Spanish should use the Stacked Translation (Spanish) with Spanish TTS (computer voice) designated support, to ensure these students are provided a standardized support across the state. **This includes students who have IEP or 504 plans.** Human readers (Read Aloud designated support) are ONLY permitted in cases where students cannot manage to work with the computer audio voice (e.g., some students with autism, hearing impairments). Read Aloud (human reader) 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. Read Aloud in Spanish is intended only for students who may need assistance accessing the assessment. Students should use a similar support on a regular basis in the classroom. Students receiving the Read Aloud (human reader) in Spanish designated support will need to be tested individually in a separate setting. Spanish Translation (stacked) may now be assigned with either English or Spanish TTS (computer voice) by content area. Refer to Spanish Translation (stacked) with Spanish TTS for more information. **NOTE:** Translation is not permitted during ELA as the ELA test is designed to measure the student's knowledge of the English language. See Appendix D for an EL supports decision tree. *Read Aloud* (human reader) *Guidelines and Confidentiality Forms* are available on the Forward Exam Accommodations and Supports webpage: http://dpi.wi.gov/assessment/forward/accommodations.

Non Embedded Designated Supports	Code on Test Ticket	Description	Guidance
Scribe	SC	Students dictate their responses to a human who records verbatim what they dictate.	Students who have a significant motor disability, processing difficulties, sensory issues (e.g., students with autism who cannot work with a monitor/keyboard), or who have had a recent injury (e.g., broken arm, concussion) that make it difficult to provide responses directly, 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 the short-write items. The short-write items must be scribed in English. The student must dictate their response exactly as it is to be written. Before assigning this support, review the *Scribing Guidelines*, available on the Forward Exam Accommodations and Supports webpage at http://dpi.wi.gov/assessment/forward/accommodations. **NOTE**: The use of a scribe can be stressful to a student who does not normally use this support, especially during the writing portion of the exam. Discuss the scribing process with the student ahead of time, as some students may opt to go without it if possible.
Separate Setting	SS	Test location is altered so that the student is tested in a setting different from that made available for most students.	Students who are easily distracted or who may distract others may need an alternate location for their assessment (e.g., behavior differences, Read Aloud). It is permissible to have multiple students, who are assigned separate setting, testing in the same room depending on the reason for the alternate setting and their individual needs.

Non Embedded Designated Supports	Code on Test Ticket	Description	Guidance
Small Group Translation	SGT	Ensures all students receive the same test form allowing the test administrator to translate the exam in a language other than Spanish, to a small group at one time. SGT may be used for all mathematics, science, and social studies assessments. **For ELA assessments, only the test directions may be translated/interpreted.**	This support allows a translator/interpreter to read the test aloud to a small group of students (up to four) 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.** For more information, please review the *Translator/Interpreter Guidelines and Qualifications* document available on the Forward Exam Accommodations and Supports webpage at https://dpi.wi.gov/assessment/forward/accommodations. Translators/Interpreters should use the *Guidelines for Read Aloud* (human reader) to assist in the translation/interpretation. Translators/Interpreters are required to complete the *Read Aloud* (human reader) *Confidentiality Agreement Form* prior to test administration. Small Group Translation will appear on the student's test ticket next to accommodations as SGT. **NOTE:** The use of SGT needs to be used in conjunction with the TI (Translator/Interpreter) and separate setting designated supports. See EL supports decision tree in Appendix D. For Spanish speakers, refer to the Stacked Translation designated support.

Non Embedded Designated Supports	Code on Test Ticket	Description	Guidance
Translator/ Interpreter	TI	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.	Students requiring language support in languages other than Spanish may use a Translator/Interpreter on all mathematics, science, and social studies assessments. For ELA assessments, only the test directions may be translated/interpreted. For more information, please review the *Translator/Interpreter Guidelines and Qualifications* document available at on the Forward Exam Accommodations and Supports webpage at https://dpi.wi.gov/assessment/forward/accommodations. Translators/Interpreters should use the *Guidelines for Human Read Aloud* to assist in the translation/interpretation. Translators/Interpreters are required to complete the *Read Aloud Confidentiality Agreement Form* prior to test administration. Translation/Interpretation will appear on the student's test ticket next to accommodations as TI. See EL supports decision tree in Appendix D for more information about assigning EL supports. **NOTE:** If your district cannot find a qualified translator, contact DPI for information about using approved translation software and processes.

Section III: Accommodations

This section describes accommodations currently available for the Forward Exam. 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**. Educator teams make decisions, provide evidence of the student's need for the accommodation, and ensure that it is noted on the student's IEP or 504 plan. Accommodations need to be selected in the DRC INSIGHT Portal for each student prior to printing a test ticket. Students should have time to practice using the accommodations with the Forward Exam Practice Test prior to actual testing.

All accommodations must be entered into the DRC INSIGHT Portal prior to printing test tickets. See the *DRC INSIGHT Portal Guide* for instructions on entering accommodations and supports into the DRC INSIGHT Portal.
- 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 the DRC INSIGHT Portal will not have an abbreviation appear next to "accommodations" on the ticket and the accommodations will **NOT** be available during testing.
- 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.

Embedded Accommodations

Table 5 describes the embedded accommodations that may be selected for a student in the DRC INSIGHT Portal, as specified in an IEP or 504 plan, prior to printing the test ticket.

Table 5: Embedded Accommodations

Embedded Accommodations	Code on Test Ticket	Description	Guidance
Video Sign Language (VSL) **(Not allowed for the passages in the ELA Reading Session.)**	VSL (ASL)	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 the passages in the ELA Reading Session). The pre-recorded VSL allows for standardization and consistency in administration of the sign language accommodation.	Students who are deaf or hard of hearing and who typically use ASL may utilize this accommodation when accessing audio and text-based content in the assessment. In-person sign interpretation services or direct communication of the test content in sign language is **not** an allowable accommodation and invalidates the assessment. A sign language interpreter is allowed to sign scripted directions from the test administration manual that proctors read to students prior to testing.
Text-To-Speech (TTS)	TTS is listed as a Universal Tool on the Forward Exam (see page 5). TTS is available for all students including those with IEP or 504 plans.		

Non-Embedded Accommodations

Table 6 describes the non-embedded accommodations that may be selected for a student in the DRC INSIGHT Portal, as specified in an IEP or 504 plan, prior to printing student test tickets. With the exception of braille (BRL) and print-on-demand (POD), all non-embedded accommodations should be provided locally. All non-embedded accommodations need to be selected in the DRC INSIGHT Portal for reporting purposes.

Table 6: Non-Embedded Accommodations

Non-Embedded Accommodations	Code on Test Ticket	Description	Guidance
Abacus	AB	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 in place of using scratch paper.
Alternate Response Options	ARO	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 Forward Exam Practice Test.

Non Embedded Accommodations	Code on Test Ticket	Description	Guidance
Braille	BRL	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 the DRC INSIGHT Portal, DACs must order printed braille tests using the "additional materials" request page in the DRC INSIGHT Portal. 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. For Braille administration instructions refer to the *Test Administration Manual*. The printed test must be treated as secure testing material. See the *Test Administration Manual* on the Forward Exam Resources webpage for more information on the braille process including test security procedures. http://dpi.wi.gov/assessment/forward/resources. **NOTE:** Braille Practice Tests are available on request from the test vendor. Please contact your DAC to request these materials.
Calculator	NEC	A calculator that is considered 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. Calculators provided online in the Forward Exam by grade level for calculator-allowed items only: • For grade 6, a basic four-function calculator is required. • For grades 7 and 8, a scientific calculator with exponents, trigonometry, and logarithmic functionalities is required. All other students must use the online calculator provided in the assessment.

Non Embedded Accommodations	Code on Test Ticket	Description	Guidance
Multiplication Table (Allowed for grades 4 and above.)	MT	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 documentation in the student's IEP. *The Multiplication Table* is available on the Forward Exam Accommodations and Supports webpage at http://dpi.wi.gov/assessment/forward/accommodations.
Print-on-Demand	POD	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, zoom or magnification not large enough for a student with significant visual impairments) where a student's condition prevents him or her from accessing test material online. Access to printed items/stimuli should not be assigned based 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. 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.
			There is a special protocol for requesting a print-on-demand accommodation. If a student requires print-on-demand, the DAC must submit a request for *Print-on-demand Accommodation Approval Form* located at http://dpi.wi.gov/assessment/forms.
			DPI will review the request, and if approved, activate the process. If approved, the accommodation must be selected in the DRC INSIGHT Portal for the student prior to printing test tickets.

Non Embedded Accommodations	Code on Test Ticket	Description	Guidance
Read Aloud (Reading Passages for Visually Impaired) **(Including the passages in the ELA Reading Session.)**	RAP	Read Aloud (human reader) accommodation allows a visually impaired student to listen via a qualified human reader to ELA test information displayed on the screen, including test directions, questions, answer choices and the passages in the **ELA Reading Session** can be repeated as necessary.	This accommodation is only available to a student with visual impairments who is **receiving instruction in contracted braille but is not yet proficient**. Read Aloud (human reader) is available as an accommodation for students whose need is documented in an IEP or 504 plan and **have met all five criteria on the *Request for Read Aloud Accommodation* for the Forward Exam**. **There is a special protocol for requesting the Read Aloud (human reader) accommodation.** If a student requires the Read Aloud (human reader) accommodation, the DAC must submit a *Request for the Read Aloud Accommodation Approval Form* located at http://dpi.wi.gov/assessment/forms. DPI will review the request and if approved, activate the process. If approved, the accommodation must then be selected in the DRC INSIGHT Portal for the student prior to printing test tickets. Students who do not meet these criteria but require Read Aloud (human reader) should use the Read Aloud designated support including those who have IEP or 504 plans. *Read Aloud* (human reader) *Guidelines and Confidentiality Forms* are available on the Forward Exam Accommodations and Supports webpage: http://dpi.wi.gov/assessment/forward/accommodations.
Text-to-Speech (TTS)	TTS is listed as a Universal Tool on the Forward Exam (see page 5). This tool is available to all students including those with IEP or 504 plans.		

Accessibility Rules – Options that are Mutually Exclusive

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

ELA:
- Video Sign Language (VSL) [VSL (ASL)] - Note that Text-to-Speech (TTS) does not work with the VSL form.
- Print-on-Demand [POD]
- Braille [BRL]

Mathematics, Science, and Social Studies:
- Video Sign Language (VSL) [VSL (ASL)] - Note that Text-to-Speech (TTS) does not work with the VSL form.
- Print-on-Demand [POD]
- Braille [BRL]

NOTE: Text-to-Speech (TTS) and Read Aloud are mutually exclusive and should not be used together because 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).

Request for Accommodation

Any accommodation or support not in *The Accessibility Guide* must be approved by DPI prior to use during the Forward Exam. DPI staff will determine whether the requested accessibility option impacts the validity of the test results and/or the construct the test is intended to measure. See Appendix A.

Appendix A - Accommodation Request Forms

All forms are available at https://dpi.wi.gov/assessment/forms#accom.

- Forward Exam Guidelines for the Administration of Read Aloud (human reader) Accommodation to Visually Impaired Students for the Forward Exam

- Forward Exam Request for Accommodation Form

- Forward Exam Request for Print-on-Demand Accommodation Form

- Forward Exam Request for Read Aloud Accommodation Form

Appendix B - List of Accessibility Resources

Available on the Forward Exam Accommodations and Supports webpage
https://dpi.wi.gov/assessment/forward/accommodations.

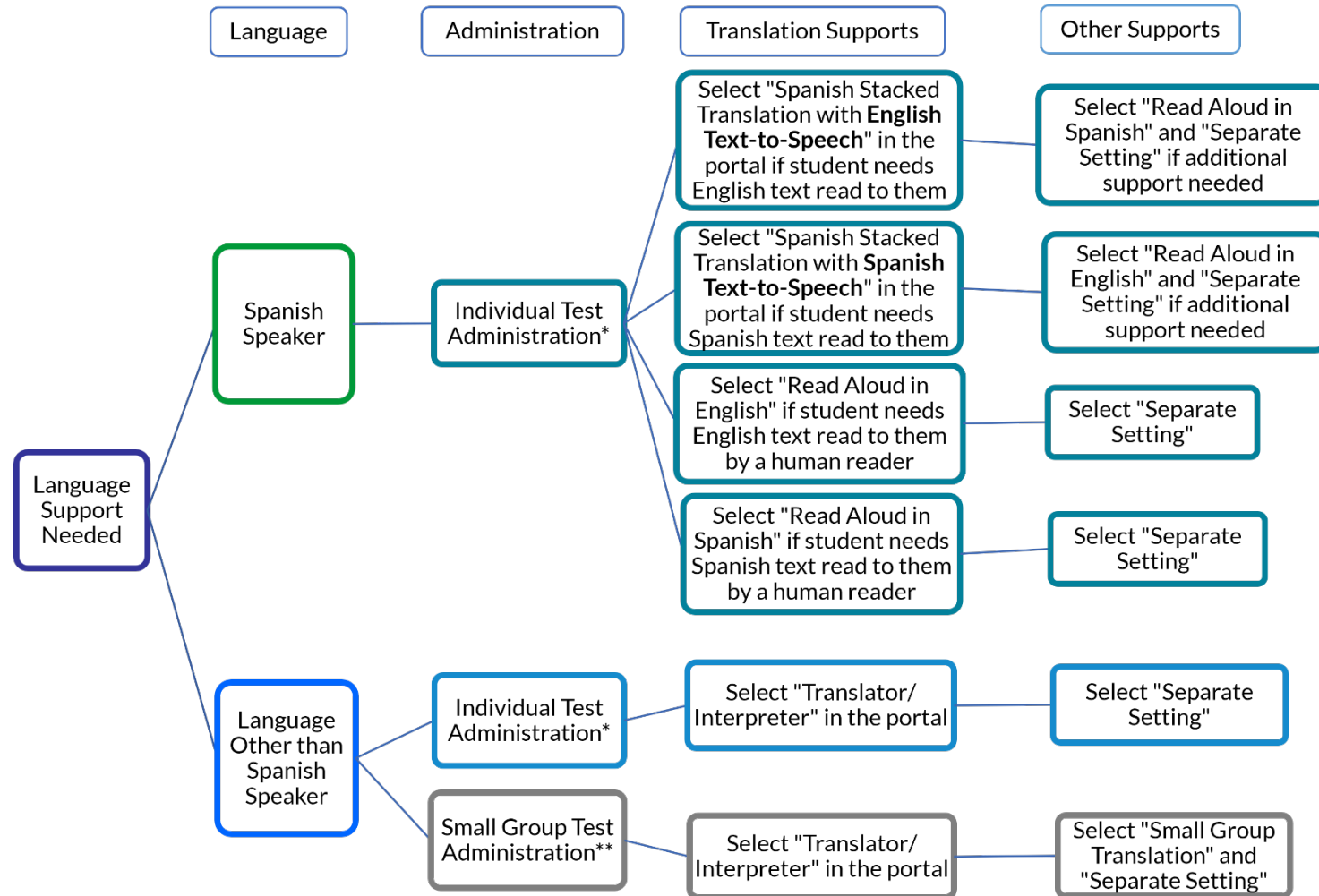| Resource/Training Material	Description
Accessibility Guide	Provides information about universal tools, designated supports, and accommodations that are available for those students who need them during the administration of the Forward Exam. This guide also provides descriptions and guidelines for each accessibility feature.
Accessibility Training	Provides training on accessibility features, including their descriptions and policies for use.
Multiplication Table	This Non-embedded Accommodation is available only for grades 4-8.
Read Aloud Guidelines	This document outlines the qualifications, guidelines, and procedures required for a test reader. Test readers must sign the Read Aloud Agreement to Maintain Confidentiality prior to administration. Completed agreement forms are retained by the DAC/SAC.
Scribe Guidelines	This document outlines the qualifications, guidelines and procedures when using a scribe.
Translator/Interpreter Guidelines	This document outlines the qualifications, guidelines, and procedures required when using a Translator/Interpreter.
Word-to-Word Bilingual Dictionaries	This document provides a list of allowable bilingual dictionaries.

Appendix C - Accessibility Codes

Code	Description	Accommodation / Designated Support	Embedded / Non-Embedded
CC	Color Choices	Designated Support	Embedded
CTC	Contrasting Color	Designated Support	Embedded
RC	Reverse Contrast	Designated Support	Embedded
MSK	Masking	Designated Support	Embedded
STE	Stacked Translation (Spanish) with English Text-to-Speech	Designated Support	Embedded
STS	Stacked Translation (Spanish) with Spanish Text-to-Speech	Designated Support	Embedded
BD	Word-to-Word Bilingual Dictionary	Designated Support	Non-Embedded
CO	Color Overlay	Designated Support	Non-Embedded
HATS	Hearing Assistive Technology	Designated Support	Non-Embedded
MAG	Magnification	Designated Support	Non-Embedded
NB	Noise Buffers	Designated Support	Non-Embedded
RA	Read Aloud (Human Reader) in English	Designated Support	Non-Embedded
RAS	Read Aloud (Human Reader) in Spanish	Designated Support	Non-Embedded
SC	Scribe	Designated Support	Non-Embedded
SS	Separate Setting	Designated Support	Non-Embedded
SGT	Small Group Translation	Designated Support	Non-Embedded
TI	Translator / Interpreter	Designated Support	Non-Embedded
VSL (ASL)	Video Sign Language	Accommodation	Embedded
AB	Abacus	Accommodation	Non-Embedded
ARO	Alternate Response Options	Accommodation	Non-Embedded

Code	Description	Accommodation / Designated Support	Embedded / Non Embedded
BRL	Braille	Accommodation	Non-Embedded
NEC	Calculator	Accommodation	Non-Embedded
MT	Multiplication Table	Accommodation	Non-Embedded
POD	Print-on-Demand	Accommodation	Non-Embedded
RAP	Read Aloud (Reading Passages for Visually Impaired)	Accommodation	Non-Embedded

Appendix D - Decision Tree to Assist in Selection of Supports for English Learners

Reminder: Only select supports the student needs and uses regularly in the classroom.

Language	Administration	Translation Supports	Other Supports

Language Support Needed

Spanish Speaker → **Individual Test Administration*** →

- Select "Spanish Stacked Translation with **English Text-to-Speech**" in the portal if student needs English text read to them → Select "Read Aloud in Spanish" and "Separate Setting" if additional support needed
- Select "Spanish Stacked Translation with **Spanish Text-to-Speech**" in the portal if student needs Spanish text read to them → Select "Read Aloud in English" and "Separate Setting" if additional support needed
- Select "Read Aloud in English" if student needs English text read to them by a human reader → Select "Separate Setting"
- Select "Read Aloud in Spanish" if student needs Spanish text read to them by a human reader → Select "Separate Setting"

Language Other than Spanish Speaker →

- **Individual Test Administration*** → Select "Translator/Interpreter" in the portal → Select "Separate Setting"
- **Small Group Test Administration**** → Select "Translator/Interpreter" in the portal → Select "Small Group Translation" and "Separate Setting"

* Individual Test Administration – Single student in a classroom testing environment with other students, a separate setting, or a one-on-one administration based on student needs or supports.

** Small Group Test Administration – Group of up to four students testing at the same time in one location to facilitate the reading of the test aloud by a translator/interpreter in a shared language.

Appendix E – Text-to-Speech (TTS) vs. Read Aloud Designated Support vs. Read Aloud Accommodation

TTS Univeral Tool
(Computer Voice)

Available for all content areas.

Read by the computer.

As reading ability is being tested in ELA Reading Session, TTS **will not read the reading passages** in the ELA Reading Session but will read all directions, questions and answer options.

May be used by any student including those with an IEP or 504 plan.

Should be used for the majority of students requiring text read to them, to ensure students are provided a standardized support across the state.

Read Aloud Designated Support
(Human Reader)

Available for all content areas.

Read by a human reader.

As reading ability is being tested in ELA Reading Session, a human reader **cannot be used for the reading passages** in the ELA Reading Session but may be used for all directions, questions and answer options.

May be provided to any student with a documented need including those with and IEP or 504 plan.

Should only be used by students who have difficulties with theTTS computer voice, such as students with autism, hearing difficulties, etc.

Read Aloud Accommodation
(Reading Passages for Visually Impaired)

Only available for ELA (includes ELA Reading Session).

Read by human reader.

In addition to reading all directions, questions and answer options, it allows the reading of the reading passages in ELA Reading Session.

May ONLY be provided to a **student with visual impairments who is learning braille but not yet proficient** and whose need is documented in an IEP or 504 plan, with **prior approval from DPI via request form**.