

Administering the iReady Diagnostic to Student Groups: English Learners, IEP, and 504

As a diagnostic tool, iReady asks students to demonstrate their abilities *without assistance or accommodation*, in a manner that is not high stakes. The goal of this undertaking is to determine students' true capabilities in each content area, reading and math.

Accessibility Features and Accommodations

iReady Diagnostic embeds several forms of automated support (no special administration protocol is required on the part of the teacher), that are particularly helpful to learners in need of support including, English learners and students with IEPs or 504 plans. Below are acceptable accommodations for iReady assessments that can be implemented without impacting the validity of the assessment or providing students direct assistance in understanding or solving test items.

- **Audio support** is provided for some Math questions and for some Reading questions. In Math for grades K–5, all questions have optional sound to ensure the test is assessing math skills, not reading skills. Sound is provided with reading questions that test students' foundational skills. When a question has audio support, you will see an audio button.
- The **audio, visual, and tactile components** of the program help distractible students stay focused. These elements also provide multiple modalities of learning.
- All iReady Diagnostic items and passages are presented in a **large, easily legible format** on the computer screen. There is only **one item on the screen** at a time and the **bold font** is large and friendly.
- The diagnostic assessment may be **stopped and started as needed** to allow students needing extra time to finish. The diagnostic is **untimed** and can be administered at time(s) of day that are most beneficial for a student and over multiple test sessions.
- **Directions are either read aloud**, demonstrated visually, or generally self-evident, regardless of language abilities.
- Use of clear, concise, and chronological directions build student understanding.
- The program employs **physical cues** such as pointing or facial expressions, symbolic cues such as pictures and icons, and auditory cues, such as asking a question.
- **Closed Captioning** – Students will be able to view closed captioning for key *pre-recorded* media. Students need to click on the CC button to activate. If CC is not present, closed captioning is not available.
- **Calculators are not allowed**, as this can lead to an inaccurate representation of a student's math calculation ability.
- For students who cannot control a mouse to take the online diagnostic, iReady can work with third party software, such as TOBII communicator. Contact your AT resource teacher to discuss how support and coaching may be provided to support administration in the home for the student and parents.
- For students who are blind/visually impaired or deaf/hard of hearing, staff should consider if iReady administration will render valid/reliable results. If not, consideration should be given for another measure.
 - While audio support is not provided for comprehension items at grade 1 and beyond, for students who are blind/visually impaired, a proctor may read the text and enter student responses. [Note: If a proctor reads the test items, the resulting score will not be reflective of the student's ability to read independently.]
 - For students who are deaf/hard of hearing, a sign language interpreter may sign to student when audio is available for directions and for test items.
- For additional information on iReady Diagnostic Universal Accessibility Features and Accommodations Guidance, visit: <https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:3ef94d4-cb16-4854-8618-b5db9c148549#pageNum=1>



Considerations for English Learners

- All English learners in grades K through 8 should participate in the iReady assessments, reading and math.
- Based on individual student need, consider administering the assessment in a small group setting in order to provide multiple breaks and/or to schedule multiple testing sessions.
- Encourage English learners with native language literacy skills to utilize a word-to-word bilingual dictionary.
- For additional information on using iReady with English learners, visit: <https://iReadycentral.com/articles/english-learners/>

Preparing to Administer the Diagnostic Assessment



Prior to test day, make sure you have:

- Confirmed dates/times with adults who may be providing proctoring or accommodation assistance.
- Considered putting students who require multiple breaks into a separate group and/or scheduled them for multiple testing sessions.
- Materials for students who finish early (e.g. specific materials posted in Google Classroom or Choice board posted in Google Classroom with materials)

On Test Day, make sure students:



- Know how to login via ClassLink
- Have scrap paper and pencils for Math assessment
- Know what to do if they finish before the rest of the class

For Students Who Need Additional Time

- The average time to complete each assessment is 45 – 60 minutes per content.
- If a student is still working after 90 minutes, have the student check the “My Progress Bar” to determine how much of the assessment remains. If a student is at 95% complete, allow the student to finish. Otherwise, have the student stop and schedule a time on another day for the student to finish.
- Students can check their progress in the My Progress bar when they log back in to finish the diagnostic.



Items with Audio Support

Audio buttons look like this at first.  When hovered over, they look like this. 

When the cursor hovers over an audio button, the button will play audio prompts for students. Students do not have to click audio buttons to hear sound.

Diagnostic Domains That Have Sound

Reading	Question Grade Level(s)	Reason for Sound
Reading Comprehension	K	To assess listening comprehension
Phonological Awareness	K-1	This domain typically is taught in earlier grades, where audio and visual prompts are helpful in assessing a student.
Phonics	K-3	This domain typically is taught in earlier grades, where sound may be necessary to support learning.
High-Frequency Words	K-3	This domain typically is taught in earlier grades, where sound may be necessary to support learning.
Vocabulary	K-2	It is important to assess vocabulary knowledge independently of decoding ability.
Math	Question Grade Level(s)	Reason for Sound
All Domains	K-5	Audio prompts are utilized to ensure that items are accurately assessing math skills, not reading skills.