



# Accessibility in the *i-Ready Diagnostic*\* and Growth Monitoring

Feature Overview: Audio Support

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\**i-Ready Diagnostic* for Mathematics is included in *i-Ready Classroom Mathematics*.

# Dedicated to Creating an Accessible Experience

We are dedicated to creating products that are fair and accessible to the widest population of students. As part of this effort, our roadmap includes ongoing improvements to online assessment accessibility.

## Assessment Products Covered in This Document

The *i-Ready Diagnostic* (including the *i-Ready Diagnostic* for Mathematics in Spanish) and *i-Ready Growth Monitoring* provide audio support to students. Throughout this document, the term “*i-Ready Diagnostic*” refers to both the *i-Ready Diagnostic* (including the *i-Ready Diagnostic* for Mathematics in Spanish) and *i-Ready Growth Monitoring*. The *i-Ready Diagnostic* for Mathematics is included in *i-Ready Classroom Mathematics*.

## How Does Audio Support in the *i-Ready Diagnostic* Help Students?

Audio support in the *i-Ready Diagnostic* uses professionally recorded, human-voiced audio that is curated by our creative and editorial teams to maximize pedagogical impact of the content. This feature includes:

<b>Universal Audio Support</b>	<b>Designated Audio Support, Test-Read/Read-Aloud Accommodations, and Text-to-Speech Browser Extensions</b>
Available for certain items to all students without system setting or other educator action For details, please reference the Universal Audio Support information on <a href="#">page 6</a> .	Available for Grades 6+ Mathematics items and for Reading items where universal audio is not already available. This is intended for students with documented needs and must be turned on/off by educators via a student setting. For details, please reference the Designated Audio Support, Test-Read/Read-Aloud Accommodations, and Text-to-Speech Browser Extensions information at the bottom of <a href="#">page 6</a> .

Universal and designated audio support can be used for read-aloud/text-to-speech accommodations that comply with the [Universal Design for Learning guidelines](#).

# Availability of Audio Support by Grades and Domains in Diagnostic Items

In the table below:

Item Grade = Designated grade level of the item. Because the test is adaptive, students may encounter items above or below their chronological grade level.

U = Universal Support

DS/A = Designated Support or Accommodation (Due to differences in state and local policies related to audio support, we offer read-aloud support nationally as both a designated support and an accommodation. See [page 6](#) of this document for more information about enabling this support.)

Item Grades/ Domains	Phonological Awareness	Phonics	High- Frequency Words	Vocabulary	Comprehension	Math (All Domains)
K	U	U	U	U	U	U
1	U	U	U	U	U and/or DS/A*†	U
2	N/A	U	U	Partial*	DS/A†	U
3	N/A	U	N/A	DS/A†	DS/A†	U
4	N/A	N/A	N/A	DS/A†	DS/A†	U
5	N/A	N/A	N/A	DS/A†	DS/A†	U
6+	N/A	N/A	N/A	DS/A†	DS/A†	DS/A†

\*Some Grade 1 and Grade 2 passages and items include audio support to provide transitional questions in the bank when students at a Grade 1 or Grade 2 reading level may need support with reading/decoding the written text but are able to comprehend the text when it is read aloud. Other Grade 1 or Grade 2 questions do not include any audio support for when students can read/decode successfully on their own. For Grade 1 or 2 items that don't have universal audio, students with documented needs can access read-aloud support as a designated support or accommodation.

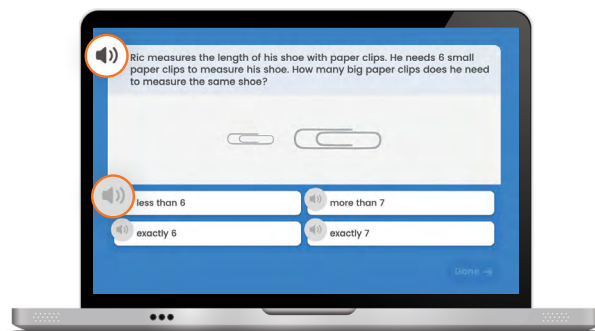
†Read-aloud support is intended for students with documented needs. Due to differences in state and local policies related to audio support, we offer read-aloud support nationally as both a designated support and an accommodation. The Read Aloud option either with or without audio support of reading passages is available in the *i-Ready* platform to be used in accordance with state or local policy.

When provided as a designated support or accommodation, audio support must be turned on/off by educators with permissions to edit Diagnostic settings via a setting titled "Read Aloud" on the educator dashboard. Read Aloud can be enabled at the class, Report Group, or student level. Educators with Teacher (i.e., All Assessment and Diagnostic) permissions will have access to turning on this setting for their students. Similarly, individuals with District Managing Admin, District Admin, School Managing Admin, and School Admin permissions can also edit this setting. Individuals with Teacher (Standard), Teacher (Standards Mastery), District Staff, or School Staff permissions can view but not edit this setting.

## Information on Configuration of Audio Support

When on-demand audio support is available, students may click on an audio button to hear the text of a question and/or answer read aloud.

Details on the configuration of audio support, including when audio plays automatically (i.e., is auto read) and when students can choose to play audio on demand by pressing an audio button, are in the Reading and Mathematics tables on the following pages.



## Configuration of Audio Support for Reading Assessment Content\*

Please note: This table indicates the grade level of items. Because the *i-Ready Diagnostic* is an adaptive assessment, students can receive items outside of their grade level, and this can impact the availability of audio support students receive during testing.

Domain	Item Grade Level	Configuration	Notes
<b>Phonological Awareness</b>	K–1 Items	<ul style="list-style-type: none"> <li>• Questions are auto read.</li> <li>• Answer options are read aloud on demand.</li> </ul>	
<b>Phonics</b>	K–3 Items	<ul style="list-style-type: none"> <li>• Questions are auto read.</li> <li>• Answer options are read aloud on demand.</li> </ul>	
<b>High-Frequency Words</b>	K–2 Items	<ul style="list-style-type: none"> <li>• Questions are auto read.</li> <li>• Answer options are read aloud on demand.</li> </ul>	
<b>Vocabulary</b>	K–1 Items	<ul style="list-style-type: none"> <li>• Questions are auto read.</li> <li>• Answer options are read aloud on demand.</li> </ul>	
	2–12 Items	<ul style="list-style-type: none"> <li>• On-demand audio support is available as a designated support or accommodation.</li> </ul>	Some Grade 2 items follow the rules of Grades K–1, but these items are being phased out over time.
<b>Comprehension</b>	K Items	<ul style="list-style-type: none"> <li>• Reading passage is auto read.</li> <li>• Questions are auto read.</li> <li>• Answer options are read aloud on demand.</li> </ul>	
	1 Items	<ul style="list-style-type: none"> <li>• Some Reading passages are auto read.</li> <li>• Some questions are auto read.</li> <li>• Some answer choices are read aloud on demand.</li> </ul>	The provision of audio support in early Grade 1 items is to allow for transitional questions in the bank for students who are developing the ability to read/decode words in a text but have the capacity to comprehend the concepts if the text is read to them.
	2–12 Items	<ul style="list-style-type: none"> <li>• On-demand audio support is available as a designated support or accommodation.</li> </ul>	Read-aloud support is intended for students with documented needs. Due to differences in state and local policies related to audio support, we offer read-aloud support nationally as both a designated support and an accommodation. <i>i-Ready</i> offers two options for Read Aloud: Partial (directions, question stems, answer choices only) and Full (includes directions, question stems, answer choices plus passages). Educators should choose the option that works in accordance with state/local policies and consider related data implication mentioned on <a href="#">page 7</a> .

Configuration of Audio Support for Mathematics Assessment Content on next page

\*Includes content in the *i-Ready Diagnostic* for Reading and *i-Ready Growth Monitoring*

## Configuration of Audio Support for Mathematics Assessment Content\*\* (All Domains)

Item Grade Level	Configuration	Notes
<b>K–2 Items</b>	<ul style="list-style-type: none"> <li>• Questions are auto read.</li> <li>• Answer options are read aloud on demand.</li> </ul>	<p>Exceptions:</p> <ul style="list-style-type: none"> <li>• Stems and answer options that are numbers, expressions, and equations may not have audio. Because we’re assessing mathematics, students should read numbers, expressions, and equations on their own when they are given in isolation in the questions. Some legacy (i.e., older) questions may still have audio for these kinds of answer options, but we no longer follow this convention.</li> <li>• Text is not read aloud for stems and answer options in which reading the text likely will give away the answer. Example: Which is the same as “three”? A. 1; B. 2; C. 3; D: 4.</li> <li>• Answer choices that are illustrations, tables, or graphs are not read aloud. For screen-reader users, alt text is available for these items.</li> </ul> <p>Exceptions to the “no audio for art” rule in Grade K: Audio for an illustration can be included:</p> <ul style="list-style-type: none"> <li>• To avoid displaying a word that is not easily decodable by early readers, like “squirrel,” with an illustration</li> <li>• For an illustration of an object that may be confused with another object by young students, such as a whole watermelon being mistaken as a green grape</li> </ul>
<b>3–5 Items</b>	<ul style="list-style-type: none"> <li>• Questions are read aloud on demand.</li> <li>• Answer options are read aloud on demand.</li> </ul>	<p>Exceptions:</p> <ul style="list-style-type: none"> <li>• Stems and answer options that are numbers, expressions, and equations may not have audio (same reasoning as for Grades K–2 as noted above). Some legacy (i.e., older) questions may still have audio for these kinds of answer options, but we no longer follow this convention.</li> <li>• Text is not read aloud for stems and answer options in which reading the text likely will give away the answer. Example: Which is the same as “two hundred”? A. 200; B. 2; C. 2,000; D. 20.</li> <li>• Answer choices that are illustrations, tables, or graphs are not read aloud. For screen-reader users, alt text is available for these items.</li> </ul>
<b>6+ Items</b>	On-demand audio support is available as a designated support or accommodation.	Audio exceptions for designated audio support in items for Grades 6+ are the same as in universal audio support for Grades 3–5 (see above).

### Additional General Notes

- All audio support can be interrupted by pressing the escape (esc) key. This was implemented to support screen-reader users who may hear overlapping screen-reader/system audio, but others may find this helpful.
- For Mathematics content, audio support removes the barrier that text—especially in word problems—creates for emerging readers, especially those in Grades K–2. For students in those grades, auto-read questions allow for accurate assessment of Mathematics skills independent from Reading skills. Questions for Grades 3–5 items are played on demand, and students can choose whether to use this tool based on their own self-assessment. This is also true for Grades 6+ items for students who have had designated audio support enabled by an educator.

\*\*Mathematics items referenced here are from the *i-Ready Diagnostic*, *i-Ready Diagnostic for Mathematics in Spanish*, and *i-Ready Growth Monitoring*. The *i-Ready Diagnostic for Mathematics* is included in *i-Ready Classroom Mathematics*.

# Universal Audio Support

The *i-Ready Diagnostic* includes universal audio support for certain items (item grades and domains are detailed in the tables on [pages 4–5](#)). These universal supports are available to all students regardless of IEP, 504, or EL plan requirements and are embedded directly into the *i-Ready* system. Unlike designated audio support or read-aloud accommodations (see information below), universal audio support does not require educator assistance or management. With universal audio support in the *i-Ready Diagnostic*:

- Students can access the feature independently without educators enabling it in the system
- Some audio can be played automatically (i.e., is auto read)
- Some audio can be played on demand so students can pace the flow of information
- Audio buttons can be used to play and replay information
- Audio can be interrupted by pressing the escape (esc) key
- The pace of reading cannot be slowed or accelerated
- Standard computer speakers/headphones are the only extra hardware required

The embedded audio support in the *i-Ready Diagnostic* does not read aloud alternative text for user interface features and test item images. Alternative text is typically intended for students who are blind or who have low vision, and it can only be accessed by using a supported screen-reader/browser combination.

## Designated Audio Support, Test-Read/Read-Aloud Accommodations, and Text-To-Speech

### Enabling Designated Audio Support and Test-Read/Read-Aloud Accommodations

Unlike Universal Audio Support, Designated Audio Support and Test-Read/Read-Aloud Accommodations (“Read Aloud”) are intended for students with documented needs. Read Aloud as a designated support or accommodation is available in Grades 6+ Mathematics items and in Reading items in which universal audio support is not already available.

Read Aloud must be turned on/off by educators with permissions to edit Diagnostic settings via a student setting titled “Read Aloud” on the educator dashboard (pictured to the right). Read Aloud can be enabled at the class, Report Group, or student level.

**Read Aloud**

Enable additional embedded audio support during Diagnostics and Growth Monitoring for students for whom test content should be read aloud.

Read Aloud provides human-voiced, embedded audio on Diagnostic and Growth Monitoring content that does not already have universally available audio support.

The default configuration of this setting is off. When off, students receive audio support only on content with universally available audio support. Additional details on where universal audio is available, and applications of this feature by grade and domain, can be found in [i-Ready accessibility and accommodation documentation](#).

[- Show Less](#)

**District**   **School**   **Class/Report Group**   **Student**

Subject: Reading | School: Almond Elementary | Class: R. Moore – Grade 5, Section 1 | [Edit](#)

Showing 3 of 3   Directions, Questions, Answer Choices, and Passages: 1 | Directions, Questions and Answer Cho1

Student	Student ID	Value
McDonald, Kall	ID: 12456799	Directions, Questions, and Answer Choices
Ruiz, Justina	ID: 23879125	Directions, Questions, Answer Choices, and Passages
Singh, Brian	ID: 13779328	Off

Many IEPs and 504 and EL plans include specific guidance about what parts of an assessment can and cannot be read aloud to a student. This information is critical to individuals who are assisting with or determining a student’s access to Read Aloud. Once an individual student is determined to have a relevant, documented need, the following Read Aloud features/supports can be made available to them via a human reader\* or via embedded, editorially vetted audio:

- Read aloud text portions of Mathematics items
- Partial read aloud of Reading items (directions, question stems, and the associated response answer choices)
- Full read aloud of Reading items (partial read aloud plus passage read aloud)

\*Educators providing accommodations, specifically human read aloud and scribing, need to be neutral in responding to the student during test administration and must not lead a student to a particular item response. Each student’s response must accurately represent their choice in order to ensure valid, reliable assessment results.

Educators may need documentation about the availability of Read Aloud provided to individual students. This table summarizes the availability of such information:

<i>i-Ready</i> Reports Will Indicate	<i>i-Ready</i> Will Not Indicate/Track
<ul style="list-style-type: none"> <li>If Read Aloud was made available</li> <li>The type of Read Aloud that was enabled: <b>partial read aloud</b> (read aloud of directions, questions, answer choices (Q&amp;A)) or <b>full read aloud</b> (directions, questions, answer choices <i>plus</i> passages)</li> </ul>	<ul style="list-style-type: none"> <li>If the student used Read Aloud</li> <li>If Read Aloud was made available as a designated support or as test-read/read-aloud accommodation</li> </ul>

## Important Considerations

When making decisions about the provision of Read Aloud, districts should carefully review students' documented needs and/or individual plans as well as state and local policies related to the provision of supports. Other important considerations include:

### Selecting Designated Audio Support or Read-Aloud Accommodation

Due to differences in state and local policies related to audio support, we offer read-aloud support nationally as both a designated support and an accommodation. It's important to provide supports in accordance with state and local policies.

### Selecting Partial or Full Read-Aloud Support

*i-Ready* offers two options for Read Aloud: Partial (directions, question stems, answer choices only) and Full (directions, question stems, answer choices plus passages). Educators should choose the option that works in accordance with state/local policies and consider related data implications (see below).

## Data Implications

As stated, Read Aloud is intended for students who have a documented need (e.g., designated support, IEP, 504, or EL plan). This ensures that students who require the support can access the assessment. Data considerations include:

- If students have a documented need and are not provided Read Aloud, this may create barriers to their testing experience that artificially deflate the measurement of their proficiency.
- i-Ready Diagnostic* data is designed to inform My Path and other instructional next steps. When planning instructional next steps for students who receive Read Aloud, educators should consider classroom data, other relevant assessment data, and teacher observations to ensure students receive appropriate interventions and instructional supports. This may be particularly important for students who receive full read aloud of reading passages and would benefit from foundational reading skills instruction.
- Read Aloud has not been field tested as a universal support. Enabling Read Aloud for students without a documented need is likely to impact the validity of their results.
- Some students may have different accommodations for state, district, and classroom testing. In these instances, districts should consider the potential implications to the projected proficiency feature.

## District Preferences

Districts can communicate setting preferences to their *i-Ready* Partner Success Manager. The partner success manager can hide the Read Aloud setting across a district or in particular schools. Additionally, partner success managers can control the read-aloud setting separately by subject. For example, a district can hide Read Aloud for Reading while still showing Read Aloud for Mathematics.

## Text-to-Speech Browser Extensions

Although some third-party browser extensions may be able to read aloud some portions of the text in the Diagnostic, the use of these extensions is not recommended at this time, as compatibility and usability show a high degree of variance based on the item type, extension, browser, hardware, etc. For the *i-Ready Diagnostic*, we recommend using the universal audio support and designated audio support or accommodation outlined earlier in lieu of these extensions.



## Audio Support

### **Is designated audio support available for Mathematics items for Grades 6+ in the *i-Ready Diagnostic for Mathematics in Spanish*?**

Yes. All the designated audio support features described here are available in Grades 6+ items in the Spanish and English versions of the *i-Ready Diagnostic for Mathematics*.

### **Can I only enable designated audio support by student, or can I do it by class or school?**

Educators with permissions to edit Diagnostic settings will be able to enable this setting at the class, Report Group, or student level.

### **Does the Read Aloud setting remain for subsequent Diagnostics once it is set?**

Yes. The setting defaults to off, but once it is turned on, it will remain on throughout the academic year unless an educator turns it off. Each academic year it would need to be set, presumably based on that student's IEP, 504, or EL plan accommodations that year.

### **Why am I seeing the option to turn on designated audio support/read aloud for Mathematics items in Grades 6+ when I'm an elementary school administrator/educator?**

Please note that the grades referenced (i.e., Grades 6+) refer to the **designated grade level of the items**, and because the test is adaptive, students may encounter items above or below their chronological grade level. For this reason, this setting can be enabled regardless of chronological grade levels of students in a school.



### **Why are some of my students hearing audio that does not align with the text on the page?**

At this time, if a sentence is split across two pages, the audio will play in its entirety on both pages. In these cases, a student will hear the full audio of the sentence twice, once on the first page and once on the second page that the sentence spans. This only happens in Grades 2+ items with multipage passages and, overall, will more likely be experienced by older students in older grade levels with longer passages. Please note, this will only occur when students have passage read-aloud support enabled. We understand this is not optimal, and we are actively looking into solutions for the future.

### **Could read-aloud support impact test duration?**

Due to the number of audio files and the size of assets that are associated with providing read aloud, these items may take longer to load for students using the read-aloud feature than for students who do not have passage read aloud enabled.

### **Does reporting reflect whether designated audio support/read aloud was enabled?**

Reports will indicate if read-aloud support was enabled for a student, but *i-Ready* will not track or indicate if it was enabled as a designated support or an accommodation, or if the student used the support. Icons will indicate the type of read-aloud support that was enabled: full read aloud (directions, questions, answer choices, and passages ) OR partial read aloud (directions, questions, and answer choices )



## Can designated audio support/read aloud be turned on for an in-progress Diagnostic?

Please note that students will not have access to read-aloud support if the setting is turned on while their Diagnostic is in progress. To enable or disable support for a student whose Diagnostic is already in progress, an educator can use the reset option available on the Diagnostic Results (Student) report (only option for first Diagnostic) or cancel and reassign the test (alternative option for subsequent Diagnostics), ensuring that the read-aloud setting is enabled prior to the student beginning the Diagnostic. If a Diagnostic is assigned but not yet started when designated audio support/accommodation is enabled, students will have access to the support without requiring cancelling or resetting.

## Does content that contains only mathematical characters (e.g., numbers, symbols, and equations, but no words) include audio support?

Generally, in both our Grades K–5 items and Grades 6+ items we do not provide audio for content that solely includes mathematical characters, as the meaning of the numbers and symbols is generally part of what is being assessed. There are some older items in our bank that still include audio for content that contains only mathematical characters. Any mathematical content with text/words will include audio support (either universally for Grades K–5 items or when designated in a student setting for Grades 6+ items).

## Will all educators be able to edit the Read Aloud setting for their students?

Educators with All Assessments or Diagnostic permissions will have access to this setting for their students. Similarly, individuals with District Managing Admin, District Admin, School Managing Admin, and School Admin permissions can also edit this setting. Individuals with Teacher (Standard), Teacher (Standards Mastery), District Staff, or School Staff permissions can view but not edit this setting. This matches our approach to permissions for enabling the *i-Ready Diagnostic* for Mathematics in Spanish.

## Is audio support offered in different languages?

Diagnostic items in English contain English audio support. Items in Spanish contain Spanish audio support.

## Can the universal audio support function be turned off?

At this time, we are not able to offer an option for educators to turn off audio supports for individual students or groups of students. Partner success managers can hide the Read Aloud setting across a district or in particular schools. Please see “District Preferences” on [page 7](#) for more information.



Check out our [Accessibility and Accommodations Resource Hub](#) for up-to-date information.