

Magnetic Literacy™: Accessibility and Accommodations Update

Curriculum Associates | August 2026

Overview:

To make *Magnetic Literacy* accessible to the widest population of students, we offer a range of accessibility and English learner supports that may also meet the requirements of a number of student accommodations. This accessibility update is designed to provide educators with information about *Magnetic Literacy*'s current accessibility supports, insight into our vision, and plans for future enhancements.

Dedicated to Creating Accessible Experiences

At Curriculum Associates, we believe every student has the potential for educational excellence. That's why we're dedicated to creating accessible materials that maximize usability for people with disabilities and English learners. We strive to ensure that accessibility and accommodation support considerations are incorporated into our product development process from the very beginning, and we've developed a continuous improvement approach to accessibility that ensures we're always improving and learning.

Always Improving

Accessibility opportunities and expectations are continually evolving. To meet the needs of the students and districts we serve, we engage in ongoing work to evaluate and improve our educational tools and resources. We have developed a systematic approach to accessibility that includes:

- Using the Web Content Accessibility Guidelines (WCAG), Universal Design for Learning (UDL) framework guidance from the English Learners Success Forum (ELSF), and the accessibility and accommodations manual of the Council of Chief State School Officers to inform our accessibility efforts
- An internal team of universal access, curriculum, assessment, policy, and research experts who are dedicated to finding new ways for our educational tools and resources to be used by a wide range of learners
- A rigorous review process that involves outside accessibility experts to ensure our thinking and approach reflect established and evolving best practices
- Guidance and feedback from the school districts and educators we serve

In addition to the above, we have enlisted the help of student testers to evaluate the effectiveness of our accessibility enhancements. Our commitment to and work toward increased accessibility is ongoing. All of our accessibility efforts and enhancements are offered to educators at no additional cost as part of Curriculum Associates' Software-as-a-Service (SaaS) model.

Magnetic Literacy Accessibility Supports and Accommodations

The table on the [following page](#) contains information about accessibility features, English learner supports, and support for accommodations in *i-Ready Inform*™** and Student Bookshelf. Supports and accommodations may not be available across all content areas, grades, and products.

*i-Ready Inform™ is the new name for the adaptive assessment previously named "i-Ready Diagnostic."

Embedded *Magnetic Literacy*

Accessibility Supports and Accommodations

This table contains information about accessibility features and support for accommodations in *Magnetic Literacy*. Important footnotes to this table are available on [page 4](#).

Universal Supports	Designated Supports	Accommodations
Available to all students, regardless of their disability status, English proficiency level, or any other type of documented need	Available for use by any student as determined by an educator familiar with the student's characteristics and needs	Available to students in accordance with their IEP, 504, and/or English learner plans
Embedded Embedded universal supports available within the <i>i-Ready</i> interface that require no additional configuration: • Audio support¹ • Audio descriptions² • Keyboard navigation³ • Color contrast⁴ • Closed captioning⁵ • Presentation of material for age-appropriate pedagogy and legibility⁶ • Built-in zoom-in/zoom-out magnification^{7**} • Highlighting and note-taking compatibility^{**} • Multilingual glossary^{**} • Reflow⁸	Embedded Audio support is available for <i>i-Ready Inform</i> for Reading items where universal audio support is not available. Educators need to enable this feature. To learn more about audio support in <i>i-Ready Inform</i>, please refer to the Feature Overview: Audio Support.⁹	Embedded Audio support is available for <i>i-Ready Inform</i> for Reading items where universal audio support is not available. Educators need to enable this feature. To learn more about audio support in <i>i-Ready Inform</i>, please refer to the Feature Overview: Audio Support.⁹ Educators have the ability to manually exempt students who are blind, low vision, deaf, or hard of hearing from foundational reading domains, such as Phonological Awareness, Phonics, and High-Frequency Words, due to the domains' dependence on audio or visual content.* Educators can enable Tactile Graphic Support and use the Tactile Graphic Finder to provide students who are blind or have low vision with access to on-demand tactile graphics.^{10*}

**i-Ready Inform* only

**Student Bookshelf only

Non-Embedded *Magnetic Literacy*

Accessibility Supports and Accommodations

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Available to all students, regardless of their disability status, English proficiency level, or any other type of documented need	Available for use by any student as determined by an educator familiar with the student’s characteristics and needs	Available to students in accordance with their IEP, 504, and/or English learner plans
Non-Embedded Non-embedded universal supports outside of the <i>i-Ready</i> interface include: • Audio amplification • English dictionary (when appropriate) • Noise buffer (e.g., earmuffs, audio aids) • Scratch paper (i.e., blank paper) • Thesaurus (when appropriate) • Student Bookshelf contains scaffolded support (i.e., content-specific, interactive elements).	Non-Embedded Educators can make the following non-embedded designated supports available to students outside of the <i>i-Ready</i> interface: • Bilingual dictionary • Magnification device⁷ • Native-language translation of directions • Student reads test aloud.	Non-Embedded Non-embedded accommodations are available to students outside of the <i>i-Ready</i> interface: • Alternate response options • Extended time breaks and flexible scheduling • Graphic organizer/reference sheet/checklist • Human reader • Human signer • Scribe • Screen readers¹¹

- ¹ **Universal audio support** (i.e., editorially vetted audio of text) is currently available in *i-Ready Inform* for Grades K–3 Foundational Skills and Vocabulary items, Grade K Comprehension items, and the Student Bookshelf with limited exceptions.
- ² **Audio descriptions:** Students can enable audio descriptions of what is happening visually in *i-Ready Inform* Introductory Videos for Grades 3–5 and in passage videos by selecting the AD button. Additional audio descriptions for *i-Ready Inform* videos will be added in ongoing releases.
- ³ **Keyboard navigation** is available with documented exceptions.
- ⁴ **Contrast requirements:** In *i-Ready Inform* and Student Bookshelf, we are compliant with WCAG 2.1 Level AA requirements for minimum contrast with documented exceptions.
- ⁵ **Closed captioning** is available in the Unit Flow & Progression Videos on the Student Bookshelf. Closed captioning is available in all *i-Ready Inform* interactive and non-interactive tutorials for Grades K–2, and the tutorials and *i-Ready Inform* Introductory Videos for Grades 3+.
- ⁶ **Presentation of material for age-appropriate pedagogy and legibility** includes the use of clear, concise, chronological directions, student-friendly fonts, easily legible formatting, graphic organizers, pacing/engagement controls such as chunking of texts, and “slow down” timers.
- ⁷ **A built-in zoom-in/zoom-out magnification tool** is included on the Student Bookshelf. *i-Ready Inform* does not have a built-in magnification tool, however, it supports browser zoom up to 400%. Browser zoom controls can be used to zoom in on content for many items in *i-Ready Inform*. While we have not performed extensive testing with third-party or built-in operating system magnification tools, educators may find the following documents helpful: [For PCs](#) | [For Macs®](#) | [For iPads®](#) | [For Chromebooks™](#)
- ⁸ **Reflex** applies to *i-Ready Inform* and Student Bookshelf.
- ⁹ 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. Educators can enable it for students in the platform. Educators should reference a student’s 504, IEP, and/or English learner plan to determine what accommodations are appropriate and/or use other documented needs to determine what designated supports are appropriate. For both documented supports and accommodations, educators should ensure they are referencing and adhering to their state and district policies around the provision of that support or accommodation. Reports will indicate whether read-aloud support was made available to a student, but *i-Ready* will not track/indicate if it was used as a designated support or an accommodation.
- ¹⁰ **There are some instances when a student may request or require a tactile graphic** to access a test item. Because *i-Ready Inform* is a computer-adaptive assessment, notification about the need for a tactile graphic for specific items cannot be provided in advance. This [guidance brief](#) offers information about how to use the Tactile Graphic Finder, a custom tactile graphic library, to provide students with standardized, ready-to-emboss tactile materials on demand. Please note, while the Tactile Graphic Support setting and Tactile Graphic Finder are embedded in the *i-Ready* interface, embossed tactiles are provided to students as a non-embedded accommodation.
- ¹¹ *i-Ready Inform* and Student Bookshelf have been tested with JAWS®, NVDA, and VoiceOver with specific browser combinations. Reduction of exceptions and improved usability are part of our ongoing work. Educators should refer to documentation on the student’s screen reader before determining if the accommodation is appropriate for the student.

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Chromebook™ is a distinct brand feature of Google, LLC.

JAWS® is a registered trademark of Freedom Scientific, Inc.

Magnetic Literacy and the WCAG

Your partner success manager or educational sales consultant will be happy to provide you with up-to-date information on *Magnetic Literacy* and WCAG. Please contact them for details.

Magnetic Literacy: Always Improving

We have an ongoing plan for *Magnetic Literacy* that is driven by continual evaluation and the application of research-based principles. Our goals for enhanced accessibility supports are outlined below. Please note that these are forecasts of future work. While we always do our best to present accurate information, the planning and content of our accessibility timeline may be subject to change.

UDL

Universal Design for Learning (UDL) is a framework that guides the design of learning environments that are accessible, inclusive, and challenging for every learner, based on scientific insights into how humans learn (CAST, 2024).¹² *Magnetic Literacy* leverages UDL's three principles to provide students and teachers with appropriate options for engagement, representation, and action and expression. The creators of *Magnetic Literacy* designed this program with learner and teacher variability in mind. Throughout program design and creation, teams proactively identified and removed potential barriers to learning and teaching, and embedded scaffolds and research-based supports to ensure that all students can access and engage with grade-level literacy learning.

English/Multilingual Learners

Magnetic Literacy supports multilingual learners in developing language through meaningful engagement with grade-level literacy instruction. The program is intentionally designed to address the diverse strengths and needs of multilingual learners—including newcomers, students with limited or interrupted formal education, and long-term English learners—through an asset-based approach that values students' home languages, cultures, and experiences. Embedded, responsive language supports help teachers increase access to rigorous content while maintaining high expectations and providing equitable opportunities for all students to participate and demonstrate their understanding.

i-Ready Inform

Our top priority is to design and develop our assessments to be free of characteristics that could interfere with students' test-taking experiences. This is essential not only from the perspective of the student but also to ensure that educators are provided with validly obtained assessment data to make informed inferences about student performance.¹³

Assessment Item Development Process

Although educators and students are most likely to notice the *i-Ready* accessibility features used during the administration of an assessment, evidence of our commitment to accessibility begins long before students sit down to take the assessment. Specifically, *i-Ready* assessments are built from the ground up to incorporate key characteristics that make the assessments accessible. Our team incorporates industry-standard design principles throughout every step of the assessment development process.

¹² CAST. (2024). *Universal Design for Learning guidelines version 3.0*. <https://udlguidelines.cast.org>

¹³ AERA, APA, & NCME. (2014). *Standards for education and psychological testing*. American Educational Research Association, American Psychological Association, and National Council on Measurement in Education.

Moving Forward

We are committed to ongoing improvements to accessibility features and accommodations across our assessment products, and accessibility enhancements are released on a rolling basis. These efforts include:

- Usability updates informed by internal and external accessibility and UDL advisors, and our internal Usability Testing team.
- Leveraging the systems already launched for the *i-Ready Inform* Tactile Graphics Finder, we will continue working with the American Printing House for the Blind to build fully interactive tactile experiences via the Monarch refreshable braille display.
- We anticipate *Mosaico: Lectoescritura™ por i-Ready*, our new Spanish core literacy curriculum, will be fully available for school year 2027–2028.

Student Bookshelf

As evidenced by the wide range of supports currently included on the Student Bookshelf (e.g., embedded tools, annotation and text-to-speech features, various ways to navigate content), we're committed to making the student experience as accessible as possible. We continually monitor Student Bookshelf (and all of our products) for opportunities to improve usability for all students.

Contact Us

In everything we do at Curriculum Associates, our award-winning Partner Success team is at the foundation of our success. If your district has any suggestions or product enhancement ideas for how we can improve our accessibility efforts, we would love to hear from you. Please contact your district's partner success manager, and they will be happy to forward your ideas to our product team or answer any questions you have about our existing offerings.

Learn More

Please visit the [Accessibility and Accommodations Resource Hub](#) for more information about *Magnetic Literacy* and all of our products.