



*i-Ready Assessment of Spanish Reading*  
(Grades 7 and 8) Universal Accessibility  
Features and Accommodations

Curriculum Associates Guidance Brief | November 2025

# *i-Ready Assessment of Spanish Reading* Universal Accessibility Features and Accommodations Guidance

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# Section 1: Overview

The *i-Ready Assessment of Spanish Reading* for Grades 7 and 8 includes many universal accessibility features and supports for numerous accommodations. This document provides detailed descriptions of these features and supports along with guidance for educators on effective implementation with students.

Before reviewing specific accessibility guidance, some general information about the *i-Ready Assessment of Spanish Reading* needs to be considered. The assessment can be used with any student receiving instruction in Spanish or Spanish-speaking English Learners.

Please let your *i-Ready* Partner Success Manager know if you have any questions about appropriate student populations for the Assessment of Spanish Reading.

## 1.1: The Curriculum Associates Commitment

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 students with disabilities. 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 continual improvement approach to accessibility that ensures we're always improving and learning.

## 1.2: Accessibility Supports and Accommodations

In the *i-Ready Assessment of Spanish Reading*, universal accessibility features are available to all students and do not require an educator to enable these features.

Conversely, there are processes and tools in the *i-Ready Assessment of Spanish Reading* that are only used to support students who require accommodations. Accommodations are usually mandated supports provided as a part of a student's IEP, 504, and/or English Learner plan. IEP teams and other educators within the school determine which accommodations a student receives. Although Curriculum Associates provides guidance on how to implement various accommodations, it is up to educators who work with individual students to determine which accommodations are needed and how to correctly implement them.

Please refer to the table and footnotes on the next pages for an overview of *i-Ready's* current accessibility supports and accommodations. The footnotes contain details about coverage in the *i-Ready Assessment of Spanish Reading*. Other product-specific accessibility guidance documentation can be found on the [i-Ready Accessibility and Accommodations Resource Hub](#).

# i-Ready's Accessibility Supports and Accommodations

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
<b>Embedded</b> Embedded universal supports available within the <i>i-Ready</i> interface that require no additional configuration: <ul style="list-style-type: none"> <li>• <i>Audio support</i><sup>1</sup></li> <li>• <i>Audio descriptions</i><sup>2</sup></li> <li>• <i>Keyboard navigation</i><sup>3</sup></li> <li>• <i>Calculator</i><sup>*</sup></li> <li>• <i>Color contrast</i><sup>4</sup></li> <li>• <i>Closed captioning</i><sup>5</sup></li> <li>• <i>Digital Math Tools</i><sup>6</sup></li> <li>• <i>Glossary definitions and Spanish translations for academic vocabulary and key terms</i><sup>7</sup></li> <li>• <i>Presentation of material for age-appropriate pedagogy and legibility</i><sup>8</sup></li> <li>• <i>Reflow</i><sup>9</sup></li> <li>• <i>Scaffolded support (i.e., lesson-specific, interactive elements)</i><sup>**</sup></li> </ul>	<b>Embedded</b> Audio support is available for the Diagnostic for Mathematics Grades 6+ items and for Diagnostic for Reading items where universal audio support is not available. In both Reading and Mathematics, audio support is available as either a designated support or an accommodation. <sup>10</sup>  Educators need to enable this feature. To learn more about audio support in <i>i-Ready Diagnostic</i> , please refer to the <a href="#">Feature Overview: Audio Support</a> .	<b>Embedded</b> Audio support is available for the Diagnostic for Mathematics Grades 6+ items and for Diagnostic for Reading items where universal audio support is not available. In both Reading and Mathematics, audio support is available as either a designated support or an accommodation. <sup>10</sup>  Educators need to enable this feature. To learn more about audio support in <i>i-Ready Diagnostic</i> , please refer to the <a href="#">Feature Overview: Audio Support</a> .  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.*
<b>Non-Embedded</b> Non-embedded universal supports outside of the <i>i-Ready</i> interface include: <ul style="list-style-type: none"> <li>• <i>Audio amplification</i></li> <li>• <i>English dictionary (when appropriate)</i></li> <li>• <i>Noise buffer (e.g., earmuffs, audio aids)</i></li> <li>• <i>Scratch paper (i.e., blank paper)</i></li> <li>• <i>Thesaurus (when appropriate)</i></li> </ul>	<b>Non-Embedded</b> Educators can make the following non-embedded designated supports available to students outside of the <i>i-Ready</i> interface: <ul style="list-style-type: none"> <li>• <i>Bilingual word-for-word dictionary</i></li> <li>• <i>Magnification device</i><sup>11</sup></li> <li>• <i>Native-language translation of directions</i></li> <li>• <i>Student reads test aloud.</i></li> </ul>	<b>Non-Embedded</b> Non-embedded accommodations are available to students outside of the <i>i-Ready</i> interface: <ul style="list-style-type: none"> <li>• <i>Abacus</i></li> <li>• <i>Alternate response options</i></li> <li>• <i>Calculator</i></li> <li>• <i>Extended time breaks and flexible scheduling</i></li> <li>• <i>Graphic organizer/reference sheet/checklist</i></li> <li>• <i>Human reader</i></li> <li>• <i>Human signer</i></li> <li>• <i>Multiplication table</i></li> <li>• <i>Scribe</i></li> <li>• <i>Screen readers</i><sup>12</sup></li> <li>• <i>Tactile graphics</i><sup>13</sup></li> </ul>

\*i-Ready Diagnostic only \*\*i-Ready Personalized Instruction only (Includes i-Ready Pro lessons)

- <sup>1</sup> **Universal audio support** (i.e., editorially vetted audio of text) is currently available in *i-Ready Personalized Instruction* either automatically or on demand by pressing audio buttons to support most of the text on screen across lessons. *i-Ready Evaluación Diagnóstica de lectura en español* includes universal audio support in Phonics items for Grades K–3, Vocabulary items for Grades K and 1, Phonological Awareness items for Grades K and 1, and Comprehension items for Grade K. In the other *i-Ready* assessments (not including Standards Mastery), audio support is provided for Grades K–5 Mathematics items, Grades K–3 Foundational Skills and Vocabulary items, and Grade K Comprehension items.
- <sup>2</sup> **Audio descriptions:** Students can enable audio descriptions of what is happening visually in the Diagnostic Introductory Videos for Grades 3–5, in tool tutorials for Grades 6–12, and in passage videos by selecting the AD button. Audio descriptions are available in Introductory Videos for Grades 3–5 and tool tutorials for all grades in *Evaluación Diagnóstica de lectura*. This is part of a series of ongoing releases to add audio descriptions to Diagnostic videos. Audio descriptions are also available in all Reading Comprehension lessons for Grades 3–8 in which screen-reader support is available.
- <sup>3</sup> **Keyboard navigation** is currently available with documented exceptions in *i-Ready* assessments. In *i-Ready Personalized Instruction*, it is available in all Grades K–8 Comprehension lessons, in all Grades 3–5 Phonics and Vocabulary lessons, in Spanish Grades K and 1 Phonological Awareness lessons, in most Grades 3–5 Mathematics lessons, and in Grades 6–8 Mathematics lessons. Keyboard navigation is also available in *i-Ready Pro* lessons in Grades 6–8. Additional domains and grades will be added on an ongoing basis. Please refer to the [Feature Overview: Keyboard Navigation](#) to learn about relevant exceptions.
- <sup>4</sup> **Contrast requirements:** In *i-Ready Assessment*, we are compliant with WCAG 2.0 Level AA requirements with documented exceptions. All *i-Ready Personalized Instruction* lessons created after July 2019 adhere to WCAG 2.0 Level AA requirements for contrast. For lessons created before July 2019, we are compliant with WCAG 2.0 Level AA contrast in many places, but the exceptions have not been extensively documented. For the majority of lessons, global lesson navigation controls (i.e., buttons for backward/forward, pause, settings, and the progress bar) now adhere to WCAG 2.1 Level AA requirements for contrast. In *i-Ready Pro's* Essential Lessons, backward/forward buttons aren't used.
- <sup>5</sup> **Closed captioning** is available on all Diagnostic interactive and non-interactive tutorials for Grades K–2, the tutorials and Diagnostic Introductory Videos for Grades 3+, and in all Diagnostic, Growth Monitoring, and *Evaluación Diagnóstica de lectura* videos embedded in passages. In *i-Ready Personalized Instruction*, closed captioning is available in English for English lessons and in Spanish for Spanish lessons. 100 percent of My Path lessons for Grades K–8 and *i-Ready Pro* lessons for Grades 6–8 have closed captioning and/or text on screen. A small percentage of extra lessons (i.e., lessons that can be assigned by teachers but never show in the automated My Path queues) will still have closed-captioning exceptions. To learn more, please refer to the [Feature Overview: Closed Captioning](#).
- <sup>6</sup> **Digital Math Tools** are available on specific items or lessons.
- <sup>7</sup> **Glossary definitions and Spanish translations** for academic vocabulary and key terms are available in *i-Ready Personalized Instruction* lessons except for *i-Ready Pro* lessons. This feature is not available in *i-Ready Assessment*.
- <sup>8</sup> **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.
- <sup>9</sup> **Reflow** applies to *i-Ready Standards Mastery*, *i-Ready Pro's* Essential Lessons, and *i-Ready Pro's* Elevate Lessons in Reading.
- <sup>10</sup> 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.
- <sup>11</sup> We have not tested the use of third-party built-in operating system **magnification software** extensively for compatibility across browser platform combinations. Educators may find the following documents helpful: [For PCs](#) | [For Macs®](#) | [For iPads®](#) | [For Chromebooks™](#)
- <sup>12</sup> **Screen-reader support** is available for all Comprehension lessons in English for Grades 3–8, in Vocabulary Context Clue lessons in English for Grades 3–5, in all *i-Ready Pro's* Essential Lessons in Grades 6–8, and in *i-Ready Pro's* Elevate Lessons in Reading for Grades 6–8. Please reference additional [information about i-Ready Personalized Instruction screen-reader support](#) and refreshable braille displays. In most *i-Ready* assessments, screen readers can be used to respond to most items with documented exceptions. In *i-Ready Diagnostic*, *Evaluación Diagnóstica de lectura*, *i-Ready Standards Mastery*, and *i-Ready Growth Monitoring*, exceptions include some tech-enhanced item types, and students may require additional assistance when they encounter items with complicated visual stimuli such as graphs and figures. In *i-Ready Standards Mastery*, alt text is now available in the majority of items with images or graphics. In the *i-Ready Assessment of Spanish Reading*, alt text is available where needed.
- <sup>13</sup> There are some instances when a student may request or require a **tactile graphic** to access a test item enhanced by alt text. Because the *i-Ready Diagnostic* is a computer-adaptive assessment, notification about the need for a tactile graphic cannot be provided to teachers before the assessment is administered. This [guidance brief](#) offers information about how to create tactile graphics on demand. We are actively engaged with the American Printing House for the Blind (APH) to improve our delivery of tactile graphics to support students who are blind or have low vision.

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## 1.3: Presentation of Material

As indicated above, the *i-Ready Assessment of Spanish Reading* has many universal accessibility features built into the program to help address the needs of students with specific accommodations stipulated in their IEP, 504, and/or English Learner plans. These features include:

- A large, easily legible format for all items and passages
- Large, student-friendly fonts
- Clear and concise directions
- Universal keyboard navigation (with documented exceptions—see details in [Appendix 1](#))

The documents [i-Ready Accessibility and Accommodations Update](#) and the [FAQ: What accessibility features are available in i-Ready Assessment, and how can they be enabled?](#) include additional information. A complete set of *i-Ready Assessment* accessibility resources are available on the [i-Ready Accessibility and Accommodations Resource Hub](#).

## 1.4: *i-Ready Assessment of Spanish Reading* (Grades 7 and 8) and WCAG

The *i-Ready Assessment of Spanish Reading* aims to meet most WCAG 2.0 Level AA criteria with documented exceptions and many WCAG 2.1 Level AA criteria with documented exceptions. [Appendix 1](#) of this document provides information on coverage and exceptions within the Assessment of Spanish Reading. Further information on *i-Ready's* WCAG documentation is available from your *i-Ready* Partner Success Manager, and [further information about WCAG is available from the W3C® Web Accessibility Initiative](#).

# Section 2: Accommodations Features and Processes for Students Who Are Blind or Have Low Vision

## 2.1: General Guidance

The *i-Ready Assessment of Spanish Reading* supports some industry-standard accommodation tools for students who are blind or have low vision, and these supports will be expanded moving forward. For students who are blind or have low vision, a proctor may read the text and describe other on-screen material such as images as needed. In addition to the supported technologies detailed below, there are other options available that may meet the needs of some students without the use of additional technology or process changes. The following options could be helpful for students:

- **A larger monitor (or dual monitors)**—The size that works best will depend on the individual (24-inch to 27-inch screens seem to be the most common).
- **Increased DPI (i.e., dots per inch) from standard 100% to something larger**—This maintains the aspect ratio but makes everything very large (some trial and error may be needed to find what works best).
- **Built-in “magnify” option in the operating system**—With larger monitors, this can prove useful to some students to reduce scrolling (see [Appendix 2](#) for more details).\*
- **Third-party screen magnification software (MAGic®, ZoomText® Magnifier, etc.)**—This type of software may provide the custom tools to adjust the settings to suit the needs of the individual.\*

\*Please note that Curriculum Associates has not extensively tested the third-party and operating system solutions across all supported browsers and platforms, and we cannot make any claims to their reliability and usability with the *i-Ready Assessment of Spanish Reading*.

## 2.2: Screen Readers

The *i-Ready Assessment of Spanish Reading* has been tested with select screen-reader combinations (JAWS® on Chrome™, NVDA on Firefox® and VoiceOver on Safari®). In the *i-Ready Assessment of Spanish Reading*, screen readers can be used to respond to most items with documented exceptions (as outlined in [Appendix 3](#)). That said, our testing found, and broader research has confirmed, that there are limits to screen readers operating in a multilingual environment such as the *i-Ready Assessment of Spanish Reading*. Therefore, students may find inaccuracies in the screen reader’s pronunciation of some Spanish words.

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## 2.3: Refreshable Braille Displays

The *i-Ready Assessment of Spanish Reading* has been tested with JAWS, NVDA, and VoiceOver with specific browser combinations. Each of the screen readers that have been tested can also be used with some refreshable braille displays. However, we have not extensively tested the validity and usability of the Assessment for Spanish Reading with refreshable braille displays.

## 2.4: Color Contrast/Visual Design

Examples of features that will benefit students who have low vision and/or have color blindness include:

- Meeting the WCAG 2.0 Level AA color-contrast requirements for text against background with documented exceptions and WCAG 2.1 Level AA color-contrast requirements in some places for non-text elements against a background. (See [Appendix 1](#) for more details.)
- Minimizing the use of colors that would cause problems for students with color blindness, particularly those with red–green color blindness
- Presenting items in a large, easily legible format specifically chosen for its readability

However, there are documented exceptions (see [Appendix 1](#)) that may impact some students. Additionally, we are evaluating approaches to meet the expectations of the WCAG 2.1 Level AA standards, which extend the color-contrast requirement to technical artwork (e.g., bar graphs, charts, icons).

# Section 3: Accommodations Features and Processes for Students Who Are Deaf or Hard of Hearing

There are no instances of audio in the *i-Ready Assessment of Spanish Reading*. Students who are deaf or hard of hearing may have the test directions signed to them. However, signing the questions and response options for the students is not recommended by Curriculum Associates, as it may undermine the validity of the resulting test scores.

The use of auditory amplification devices, hearing aids, noise buffers, etc. are permitted accommodations for the *i-Ready Assessment of Spanish Reading* that can be considered based on individual student needs and any IEP, 504, and/or English Learner plan available for the student.



## Section 4: Accommodations Features and Processes for Students with Learning Disabilities or Differences Such as Dyslexia

The Early Literacy and Dyslexia Risk Screener from *i-Ready* combines the *i-Ready Diagnostic* for Reading with a one-on-one task-based system to screen for potential risk factors for dyslexia. The Early Literacy and Dyslexia Risk Screener is designed for students who are fluent in English. In contrast, the Assessment of Spanish Reading is intended for students in Grades 7 and 8 receiving reading instruction in Spanish and those who are developing English proficiency. These students are often enrolled in dual-language, bilingual, or Spanish-language instructional settings and the Assessment of Spanish Reading can serve as an appropriate tool for assessing reading development. For more information, please reference this assessment brief [Considerations for Screening English Learners for Reading Difficulties in English](#).

Many states have detailed requirements for dyslexia screening. Although *i-Ready* offers Literacy Tasks in Spanish, these tasks alone have not been validated at this time for identifying students with risk factors for dyslexia, but they may provide useful information about a student's risk profile. For more information about how *i-Ready* can help identify and support students in your state, please contact your partner success manager.

For students who have been identified as exhibiting risk factors for dyslexia or have received a formal diagnosis of dyslexia, the *i-Ready Assessment* suite has some relevant characteristics to help those students demonstrate their reading and mathematics proficiency on these assessments. Many of the assessments in the *i-Ready Assessment* suite engage students' auditory, visual, and kinesthetic pathways through multiple approaches, which can be beneficial to students with dyslexia or risk factors for dyslexia. Some of the ways these assessments meet students' multisensory needs include:

- Tech-enhanced item types. These assessments include many innovative item types that involve kinesthetic engagement and leverage the value of a digital online assessment platform. Innovative item types include:
  - Drag-and-drop
  - Dropdown
  - Text highlighting
- Audio and visual. The assessments have universal accessibility features that address audio and visual sensory needs and are available to all students.
- Attentional anchors. For students who require support for the stamina of their auditory, visual, or cognitive attention, the assessment incorporates additional multisensory stimuli to anchor student attention, including:
  - Supporting images
  - Multimedia elements

## Section 5: Text-to-Speech and Test-Read/ Read-Aloud Accommodations

### 5.1: Text-to-Speech

Although some third-party browser extensions may be able to read aloud some portions of the text in the *i-Ready Assessment of Spanish Reading*, use of these extensions is not recommended at this time, as initial testing for validity and usability has shown a high degree of variance based on the item type, extension, browser, hardware, etc.

### 5.2: Test-Read/Read-Aloud Accommodations

Test-read/read-aloud accommodations may be appropriate for individual students. This option should be considered based on individual student needs and any IEP, 504, and/or English Learner plan available for the student. When it is appropriate, reading aloud question stems and the associated response answer choices of reading items can be implemented for ensuring the least impact on the validity of the inferences that can be made from test scores.

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.

Reading aloud other content, especially passages, will impact validity and inferences that can be made from the test scores, as the items were not field tested in this manner. Districts should carefully review students' individual plans when making decisions about the provision of this (and all) accommodation(s) and should consider which accommodations were provided when interpreting scores.

## Section 6: *i-Ready Assessment of Spanish Reading* and Students with Severe Cognitive Disabilities

The *i-Ready Assessment of Spanish Reading* does not currently have an Alternate Assessment version built on Alternate Achievement Standards (commonly known as AAS). Additionally, the *i-Ready Assessment of Spanish Reading* has not been evaluated for use with students with severe cognitive disabilities who are nonspeaking. We encourage teachers to review the *i-Ready Assessment of Spanish Reading* to evaluate if it would be appropriate for use by each student.

## Section 7: *i-Ready Assessment of Spanish Reading* and Print/Paper-and-Pencil Accommodations

The *i-Ready Assessment of Spanish Reading* items are technologically enhanced and include interactivity within many item types. Because of the interactive nature of these items, paper versions are not available.

# Appendices

## Appendix 1: Coverage/Exceptions

We will release an external conformance report when it becomes available in fall 2025. Until that time, the following information captures our understanding of coverage and exceptions within the *i-Ready Assessment of Spanish Reading*:

### **Audio Descriptions**

Not applicable (no video content)

### **Closed Captioning**

Not applicable (no video content)

### **Keyboard Navigation**

Exceptions include:

- The “highlight question” item type is currently not supported by keyboard navigation.

### **Screen-Reader Support**

Exceptions include:

- Drag-and-drop and highlight question types
- Some labels may not be translated from English to Spanish.

### **Color Contrast for Text (Using WCAG 2.0 Level AA Requirements for Minimum Contrast)**

Exceptions may include:

- Text embedded in images or graphics within an item may not meet WCAG 2.0 Level AA requirements for minimum contrast.

### **Graphs and Charts**

Exceptions include:

- Some graphs and charts may not all meet WCAG 2.1 Level AA standards.

# Appendix 2: Using Magnification Features in Desktop Computers

Magnifier makes part or all of a screen bigger so students can see words and images better.

## Enabling Magnifier in Windows

### Turning Magnifier On and Off:

- **To turn Magnifier on:** Press the **Windows logo key** and the **plus sign (+)** on the keyboard.
- **To turn Magnifier off:** Press the **Windows logo key** and the **Escape key**.
- **To turn Magnifier on and off using touch or a mouse:** Select the **Start** button, then select **Settings > Ease of Access > Magnifier**, and switch on the toggle under **Turn on Magnifier**.

You can also turn off Magnifier by selecting the **Close** button on the Magnifier toolbar.

### Zoom In and Out and Use of Magnifier Views

When Magnifier is on, zoom in and out by pressing the **Windows logo key** and the **plus sign (+)** or **Windows logo key** and the **minus sign (-)**.

You can also zoom in and out using the mouse by pressing **Control + Alt** and scrolling on your mouse.

You can use Magnifier in three different views: full screen, lens, or docked. To change views, use the **Views** menu on the Magnifier toolbar.

- **Full-screen view** magnifies the entire screen. You won't be able to see the whole screen at the same time, but you'll see parts of it as you move around.
- **Lens view** is like moving a magnifying glass around the screen. You can change the size of the lens in Magnifier settings.
- **Docked view** works on the desktop. In this view, Magnifier is anchored to your screen. As you move around the screen, parts of the screen are magnified in the docking area even though the main part of the screen is unchanged.

More information about the Magnifier feature in Windows is available on the [Use Magnifier to Make Things on the Screen Easier to See page](#).

## Enabling Zoom on the Mac

If items on the screen are too small, you can zoom in to make content larger and easier to see. You can zoom in on the entire screen or a portion of the screen.

1. To set zoom options, choose **System Preferences > Accessibility > Zoom**.
2. Enable either of the following options:
  - To zoom with keyboard shortcuts, select "Use keyboard shortcuts to zoom."
  - To zoom with your mouse or trackpad, select "Use scroll gesture with modifier keys to zoom."
3. Decide where the magnified content appears with the "Zoom style" popup menu. You can display the magnified content in a window near the mouse cursor by selecting the picture-in-picture option (which allows users to zoom in on a small section while still viewing the entire screen). You also can display it on the entire screen by selecting full screen.

The [Mac User Guide](#) contains guidance on enabling Zoom appearance and control options.

Additional information on built-in operating system Zoom controls for iPads and Chromebooks can also be found at the links below:

- [iPads](#)
- [Chromebooks](#)

# Appendix 3: Keyboard Commands for Common Screen Readers

Screen-reader users who use JAWS, NVDA, or VoiceOver to navigate accessible areas of the *i-Ready Assessment of Spanish Reading* can use the information below for relevant keyboard shortcuts.

## JAWS for Windows Keyboard Shortcuts—Best Used with Chrome Browser

Screen-reader users may reference [information on JAWS keyboard shortcuts](#).

## NVDA for Windows Keyboard Shortcuts—Best Used with Firefox Browser

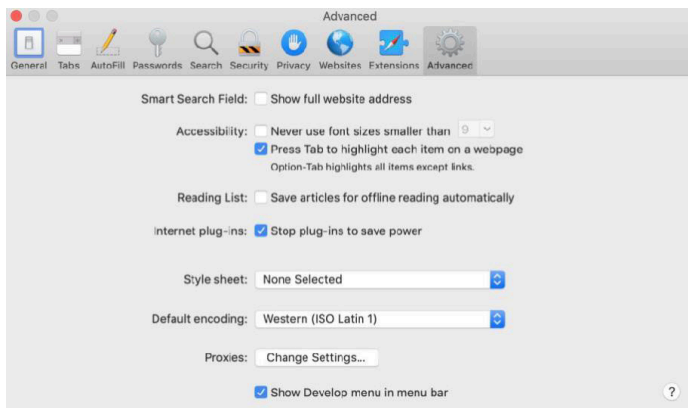
Please note that some keyboard shortcuts require using the NVDA modifier key. Additional information about the NVDA modifier key and keyboard shortcuts in NVDA are available in the [NVDA User Guide](#).

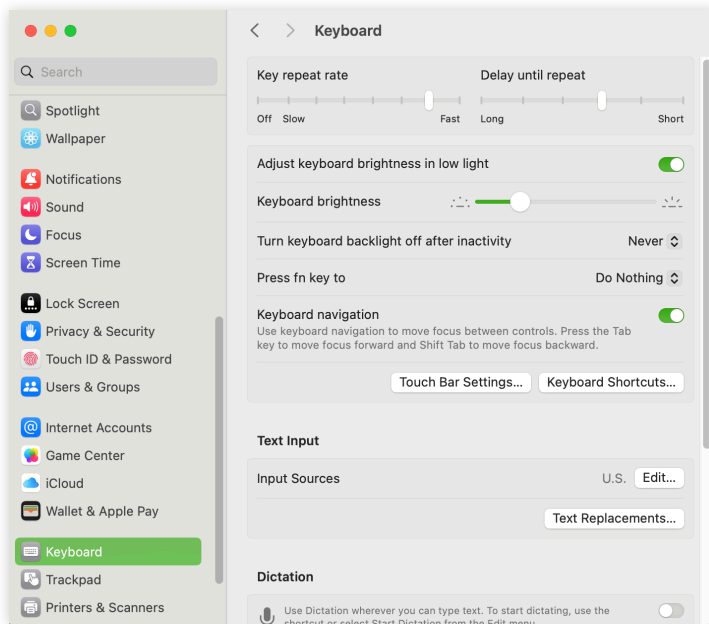
## VoiceOver for Mac Keyboard Shortcuts—Best Used with Safari Browser

Please note that keyboard accessibility is NOT enabled by default on a Mac. To set up a Mac for students who rely on keyboard access, or to set up a Mac to try keyboard access as your students will experience it, keyboard accessibility can be enabled as follows:

### How to Enable Tabbing for Keyboard Navigation in Safari:

1. Open the Safari browser.
2. Click on the **Safari** menu.
3. Select **Preferences**.
4. Select the **Advanced** tab.
5. Select the checkbox next to “**Press Tab to highlight each item on a webpage.**”





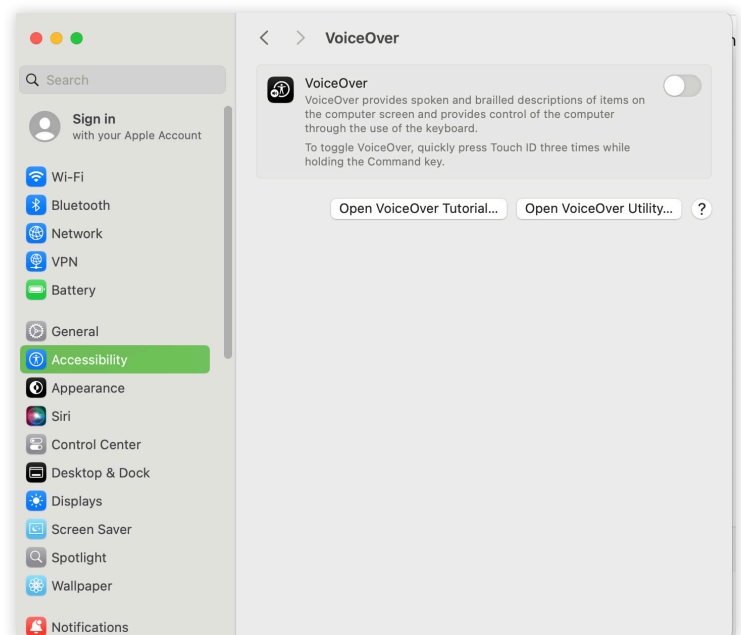
## How to Enable Tabbing for Keyboard Navigation in System Preferences:

1. Open System Preferences.
2. Select **Keyboard**.
3. Toggle on “Keyboard navigation: Use keyboard navigation to move focus between controls. Press the Tab key to move focus forward and Shift Tab to move focus backward.”
4. [The Mac User Guide provides additional information.](#)

## How to Enable VoiceOver on Mac:

1. Open System Preferences.
2. Select **Accessibility**.
3. Select **VoiceOver**.
4. Toggle on “VoiceOver.”

**Hint:** You can also use **Command + F5** to turn VoiceOver on or off. Additionally, on newer MacBooks with Touch ID®, you can turn VoiceOver on or off by holding the Command key while triple-pressing Touch ID. [Additional information about the Accessibility Options panel on Mac is available here.](#)



## Reading and Navigation—General Keyboard Shortcuts

Please note that VoiceOver uses the **Control + Option** keys before each command. The combination is referred to as **VO** in the keyboard shortcuts, which can be found in [this guide to VoiceOver commands and gestures](#).