



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

Curriculum Associates Guidance Brief | July 2023

# *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* includes many universal accessibility features and supports for numerous accommodations. This document provides detailed descriptions of these features and supports and 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 individualized education plan (IEP) or 504 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.

The following table and footnotes provide 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 [i-Ready accessibility resources are available on i-Ready Central®](#).

# *i-Ready's* Accessibility Supports and Accommodations

Universal Supports	Designated Supports	Accommodations
<p>Available to all students, regardless of their disability status or any other type of documented need</p>	<p>Available for use by any student as determined by an educator familiar with the student's characteristics and needs</p>	<p>Available to students in accordance with their IEPs/504 plans</p>
<p><b>Embedded</b></p> <p>Embedded universal supports available within the <i>i-Ready</i> interface that require no additional configuration:</p> <ul style="list-style-type: none"> <li>• Audio support<sup>1</sup></li> <li>• Audio description tracks<sup>2</sup></li> <li>• Keyboard access<sup>3</sup></li> <li>• Calculator*</li> <li>• Color contrast<sup>4</sup></li> <li>• Closed captioning<sup>5</sup></li> <li>• Digital Math Tools<sup>6</sup></li> <li>• Glossary definitions and Spanish translations for academic vocabulary and key terms**</li> <li>• Presentation of material for age-appropriate pedagogy and legibility<sup>7</sup></li> <li>• Scaffolded support (lesson-specific, interactive elements)**</li> </ul>	<p><b>Embedded</b></p> <p>Audio support for Diagnostic items for Mathematics for Grades 6+ are available as a designated support as of September 2021. Educators need to enable this feature. To learn more about designated audio support in our Diagnostic, please refer to the <a href="#">Feature Overview: Audio Support</a>.</p> <p>All other traditionally embedded designated supports are available universally to students in <i>i-Ready</i>, requiring no further configuration by educators.</p>	<p><b>Embedded</b></p> <p>At this time, traditionally embedded accommodations are handled through universal and designated supports or through non-embedded accommodations.</p>
<p><b>Non-embedded</b></p> <p>Non-embedded universal supports outside of the <i>i-Ready</i> interface include:</p> <ul style="list-style-type: none"> <li>• Audio amplification</li> <li>• English dictionary (when appropriate)</li> <li>• Noise buffer (e.g., earmuffs, audio aids)</li> <li>• Scratch paper (i.e., blank paper)</li> <li>• Thesaurus (when appropriate)</li> </ul>	<p><b>Non-embedded</b></p> <p>Educators can make the following non-embedded designated supports available to students outside of the <i>i-Ready</i> interface:</p> <ul style="list-style-type: none"> <li>• Bilingual dictionary</li> <li>• Magnification device<sup>8</sup></li> <li>• Native language translation of directions</li> <li>• Student reads test aloud.</li> </ul>	<p><b>Non-embedded</b></p> <p>Non-embedded accommodations are available to students outside the <i>i-Ready</i> interface:</p> <ul style="list-style-type: none"> <li>• Abacus</li> <li>• Alternate response options</li> <li>• Calculator</li> <li>• Extended time breaks and flexible scheduling</li> <li>• Graphic organizer/reference sheet/checklist</li> <li>• Human reader</li> <li>• Human signer</li> <li>• Multiplication table</li> <li>• Scribe</li> <li>• Screen readers<sup>9</sup></li> <li>• Tactile graphics<sup>10</sup></li> </ul>

\*= *i-Ready Diagnostic* only \*\*= *i-Ready Personalized Instruction* only

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- <sup>1</sup> **Universal audio support** (i.e., pre-recorded human-voiced 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. The Assessment of Spanish Reading includes universal audio support in Phonics items for Grades K–3, Vocabulary items for Grades K–1, Phonological Awareness items for Grades K–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 English Language Arts and Vocabulary items, and Grade K Comprehension items.
- <sup>2</sup> **Audio description tracks:** Students can enable audio description of what is happening visually in the Diagnostic Introductory Videos for Grades 3–5 by selecting the AD button. This is the first in a series of ongoing releases to add audio descriptions to Diagnostic videos.
- <sup>3</sup> **Keyboard access** 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 most Grades 3–5 Phonics and Vocabulary lessons, and in most Grades 3–5 Mathematics lessons. Additional domains and grades will be added on an ongoing basis. Please refer to the [Feature Overview: Keyboard Access](#) to learn about relevant exceptions.
- <sup>4</sup> **Contrast requirements:** In *i-Ready Assessment*, we are compliant with Web Content Accessibility Guidelines (WCAG) 2.0 AA requirements with documented exceptions. All *i-Ready Personalized Instruction* lessons created after July 2019 adhere to WCAG 2.0 AA requirements for contrast. For lessons created before July 2019, we are compliant with WCAG 2.0 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 AA requirements for contrast.
- <sup>5</sup> **Closed captioning** is available on most Diagnostic Interactive Tutorials for Grades K–2, the Diagnostic Introductory Videos for Grades 3+, and in all Diagnostic and Growth Monitoring 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 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> **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, and pacing/engagement controls such as chunking of texts, and “slow down” timers.
- <sup>8</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>9</sup> **Screen-reader support is available for all Grades 3–8 Comprehension lessons in English.** 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*, *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. When taking these assessments in Spanish, screen-reader users will encounter some screen-reader labels and announcements in English. 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>10</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.

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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 IEPs or 504 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: Coverage/Exceptions)

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. [These and other i-Ready accessibility resources are available on i-Ready Central.](#)

## 1.4: Universal Audio Support

The *i-Ready Assessment of Spanish Reading* includes universal audio support spoken by native Spanish speakers for some domains and grades. This includes some audio that is played automatically and some audio that students can choose to play on demand. All audio can be replayed by pressing corresponding audio buttons.

**Universal audio support is available in the *i-Ready Assessment of Spanish Reading* in the following item grades and domains:**

Item Grades/ Domains	Phonological Awareness	Phonics	Vocabulary	Comprehension
K	Yes	Yes	Yes	Yes
1	Yes	Yes	Yes	No
2	N/A	Yes	No	No
3	N/A	Yes	No	No
4	N/A	N/A	No	No
5	N/A	N/A	No	No
6	N/A	N/A	No	No

## 1.5: *i-Ready Assessment of Spanish Reading* and WCAG

As of April 2023, the *i-Ready Assessment of Spanish Reading* meets most WCAG 2.0 Level AA criteria with documented exceptions and meets many WCAG 2.1 Level AA criteria with documented exceptions. Appendix 1 of this document provides detailed information about coverage and exceptions. 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 detail).\*
- **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 1). 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

In spring 2023, Curriculum Associates will be testing the usability of the *i-Ready Assessment of Spanish Reading* with refreshable Braille displays using the Braille Sense U2 from HIMS, Inc. As noted above, we have the *i-Ready Assessment of Spanish Reading* with JAWS, NVDA, and VoiceOver, and each of these screen readers can be used with some 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 AA color-contrast requirements for text against background with documented exceptions and WCAG 2.1 AA color-contrast requirements in some places for non-text elements against a background (see Appendix 1: Coverage/Exceptions 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: Exceptions) 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

## 3.1 : General Guidance

Items in the *i-Ready Assessment of Spanish Reading* in audio-dependent domains (i.e., Phonics and Phonological Awareness) may not be appropriate for some students who are deaf or hard of hearing. For students who are working above Grade K for whom audio-dependent domains are deemed inappropriate, we do recommend having a proctor sit with the student and answer any items that are audio dependent and ignore the scores for those domains. Then, the students can access the Vocabulary and Comprehension domains. We recognize that this manual solution is not optimal, and we are committed to investigating a better experience. For students who are not working above Grade K, where comprehension is also measured via audio, the *i-Ready Assessment of Spanish Reading* may not be appropriate.

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 or 504 plan available for the student.



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

Although *i-Ready* cannot be used as a diagnostic tool to identify students with dyslexia, the *i-Ready Dyslexia Screener* combines the *i-Ready Diagnostic* with a one-on-one, task-based system to screen for potential risk factors for dyslexia. The *i-Ready Dyslexia Screener* is designed for students who are fluent in English. For students who take the Assessment of Spanish Reading, this usually means they are fluent in English and enrolled in a dual-language or bilingual instructional setting. The *i-Ready Dyslexia Screener* should not be administered to native speakers of Spanish who are in the process of learning and developing English skills.

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 have 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 or 504 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 in 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. Additionally, the *i-Ready Assessment of Spanish Reading* has not been evaluated for use with students with severe cognitive disabilities who are nonverbal. 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 many item types include interactivity. Because of the interactive nature of these items, there are no paper versions available.

# Appendices

## Appendix 1: Coverage/Exceptions

See information on known documented exceptions for various universal accessibility- and accommodations-related features available in the *i-Ready Assessment of Spanish Reading* below.

### **Audio Descriptions**

Not applicable (no video content)

### **Universal Audio Support**

Universal audio support grade/domain coverage is detailed in Section 1.4.

### **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 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 **Esc 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 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 **Ctrl + Alt** and rotating the wheel 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.

*Further information about the Magnifier feature in Windows is available [here](#).*

## 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 **Apple® menu > 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 macOS® User Guide contains guidance on enabling Zoom appearance and controls options.*

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

- iPads
- Chromebooks

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# Appendix 3: Keyboard Commands for Common Screen Readers

Screen reader users who use JAWS, NVDA, or VoiceOver applications 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](#) is 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 Safari browser.
2. Click on **Safari** menu.
3. Select **Preferences**.
4. Select **Advanced** tab.
5. Select checkbox next to “**Press tab to highlight each item on a webpage.**”

