i-Ready Inform™ Tactile Graphics Finder Guidance

Curriculum Associates Guidance Brief | July 2026

i-Ready Inform Tactile Graphics Finder Guidance

Table of Contents

This guidance is for informational purposes only and does not constitute legal or compliance advice.
© 2026 Curriculum Associates, LLC. All rights reserved. | 07/26 0K | 3931334

Section 1: Overview

*i-Ready Inform** (all subjects) and Growth Monitoring include user interface elements and test item images, including some complex graphics, that have been enhanced with alt text. Alternative text provides users who are blind or have low vision with the nature or contents of an image that they cannot see. This text does not appear on screen visually. It is read using supported screen-reader software (e.g., JAWS®, NVDA, and VoiceOver).**

There are some instances when a student may request or require a tactile graphic to access a test item enhanced by alt text. Because *i-Ready Inform* is a computer-adaptive assessment, each student's next item is selected in the moment based on their performance on previous items. Therefore, notification about the need for a tactile graphic cannot be provided to teachers before the assessment is administered. The *i-Ready Inform* Tactile Graphics Finder, created by Curriculum Associates in partnership with the American Printing House for the Blind (APH), provides students who are blind or have low vision (B/LV) access to tactile graphics content customized to support *i-Ready Inform*'s adaptive assessment. This will allow educators to provide students with standardized, ready-to-emboss tactile materials on demand. Given the critical role visual information plays in mathematical learning, such as graphs, diagrams, charts, and geometric figures, most tactile content available relates to *i-Ready Inform* for Mathematics items.

1.1: 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. 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.

1.2: Partnership with the American Printing House for the Blind (APH)

After interviewing many teachers of the visually impaired (TVIs) and students on the challenges they faced in providing and accessing tactile supports for *i-Ready Inform*, Curriculum Associates recognized the need for a scalable and on-demand solution. We partnered with the American Printing House for the Blind (APH) to develop a new approach to tactile graphics that supports access to grade-level content in digital assessments and leverages the benefit of computer-adaptive testing. Over an 18-month collaboration, teams from both organizations worked to create the *i-Ready Inform* Tactile Graphics Finder: a custom library of tactile graphics aligned to thousands of *i-Ready Inform* items, ranging in complexity across domains and grade levels.

While the *i-Ready Inform* Tactile Graphics Finder is available for use with embossable printers for the 2026–2027 school year, we intentionally built the custom library with an eventual goal to support the Monarch braille display. We are currently working on developing the Monarch app for use in schools in the future as part of our ongoing commitment to accessibility and usability.

To learn more about our partnership with APH, check out our blog post "How Tactile Graphics Are Transforming Assessment Accessibility" and our whitepaper *Touching the Future: Building Inclusive Assessments with Tactile Graphics and Integrated Technology*.

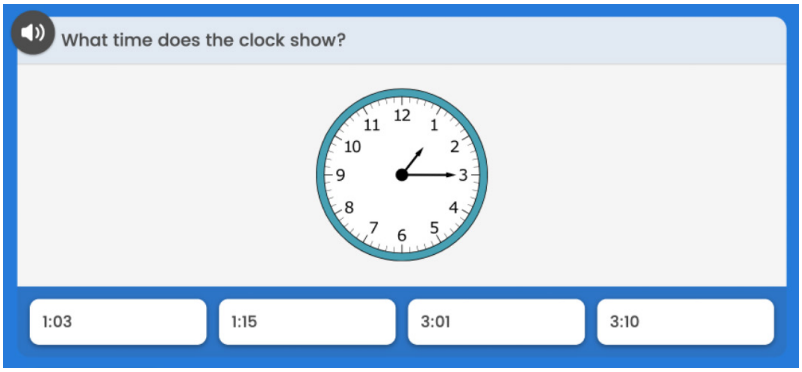
**i-Ready Inform*™ is the new name for the adaptive assessment previously named "*i-Ready Diagnostic*."
JAWS® is a registered trademark of Freedom Scientific, Inc.
**For more information on screen-reader support, please refer to Section 2.2 of the *i-Ready Inform* Accessibility Guidance document.

This guidance is for informational purposes only and does not constitute legal or compliance advice.
© 2026 Curriculum Associates, LLC. All rights reserved. | 07/26 0K | 3931334

Section 2: Types of Alt Text and Tactile Graphics in *i-Ready Inform*

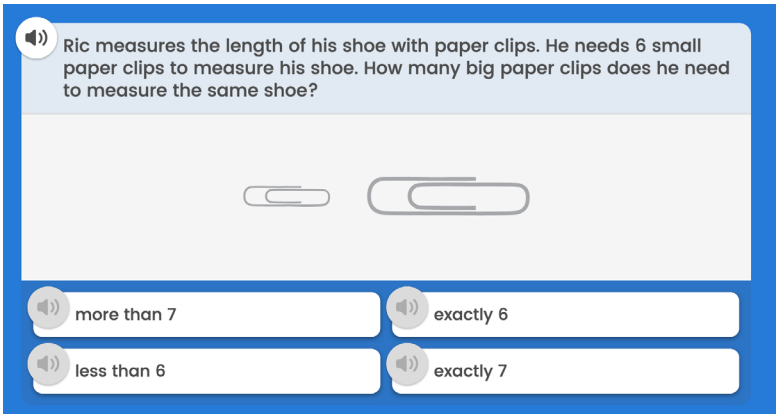
Many items in *i-Ready Inform* include images as stimuli. When the images are necessary to answer the question, they include descriptive alternative text. When images are considered decorative or not necessary to answer the question, they do not contain alt text and are coded as silent to screen readers. Before beginning the assessment, familiarize the student with the three types of alt text they may encounter while taking their assessment.

1. Alt text that fully describes the image



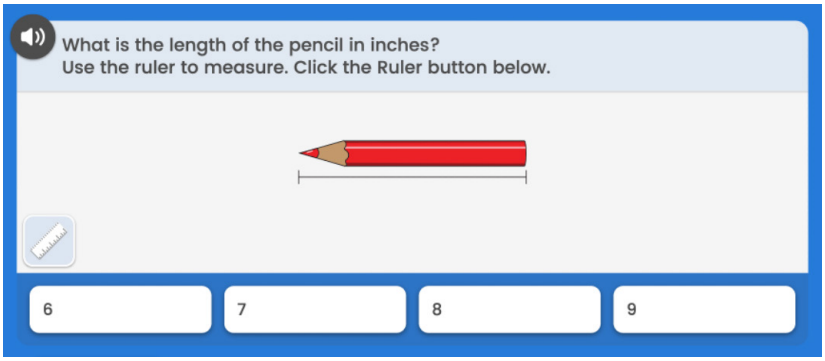
Alt text: The clock. The short hand points between 1 and 2. The long hand points to 3.

2. Alt text that fully describes the image but suggests that a tactile graphic may help to convey the spatial relationships in the image. In this case, the student may request the tactile graphic.



Alt text: A small paper clip next to a big paper clip. A tactile graphic may help with this question.

3. Alt text that requires a tactile graphic. In this case, the image requires students to interpret spatial relationships, and an image description would hint at or give away the correct answer. The student will need a tactile graphic to answer the question.



Alt text: A colored pencil and a line that is the same length as the pencil. Ask your teacher for a tactile graphic.

Note: Images are not final and are subject to change.

This guidance is for informational purposes only and does not constitute legal or compliance advice.
© 2026 Curriculum Associates, LLC. All rights reserved. | 07/26 0K | 3931334

Section 3: Overview of Tactile Graphics Finder

3.1: Overview

Tactile graphics use raised lines and surfaces, often with braille labels, to provide access to images and graphs to students who cannot access them visually, for example, students who are blind or have low vision.

Some *i-Ready Inform* questions—including those that are heavily dependent on complex graphics—will require an educator to supply the student with a tactile graphic. In these cases, the alternative text for the image will direct the student to ask their teacher for a tactile graphic. Downloadable tactile graphics, which can be printed on a braille embosser, can be accessed in the ***i-Ready Inform* Tactile Graphics Finder**.

3.2: Preparing to Use Tactile Graphics Finder

To ensure a valid and usable assessment experience for students who require a tactile graphic, we highly recommend preparing the following information and items prior to using the Tactile Graphics Finder during test administration:

- Which students will need tactile graphics*
- The braille type and language needed for each student in accordance with their specific IEP or 504 plan
- A braille embosser**, including:
  - Knowledge of its supported file types
  - Paired computer
  - Embosser braille paper (11.5" x 11")***
  - Someone familiar with braille and using an embosser

*It should not be assumed that a student who is blind or has low vision automatically requires access to tactile graphics. Reading and interpreting tactile graphics is a learned skill students need prior specialized instruction in and, therefore, *i-Ready Inform* should not be their first and only exposure to tactile graphics. Always check a student's IEP or 504 plan to determine whether a student requires tactile graphics.

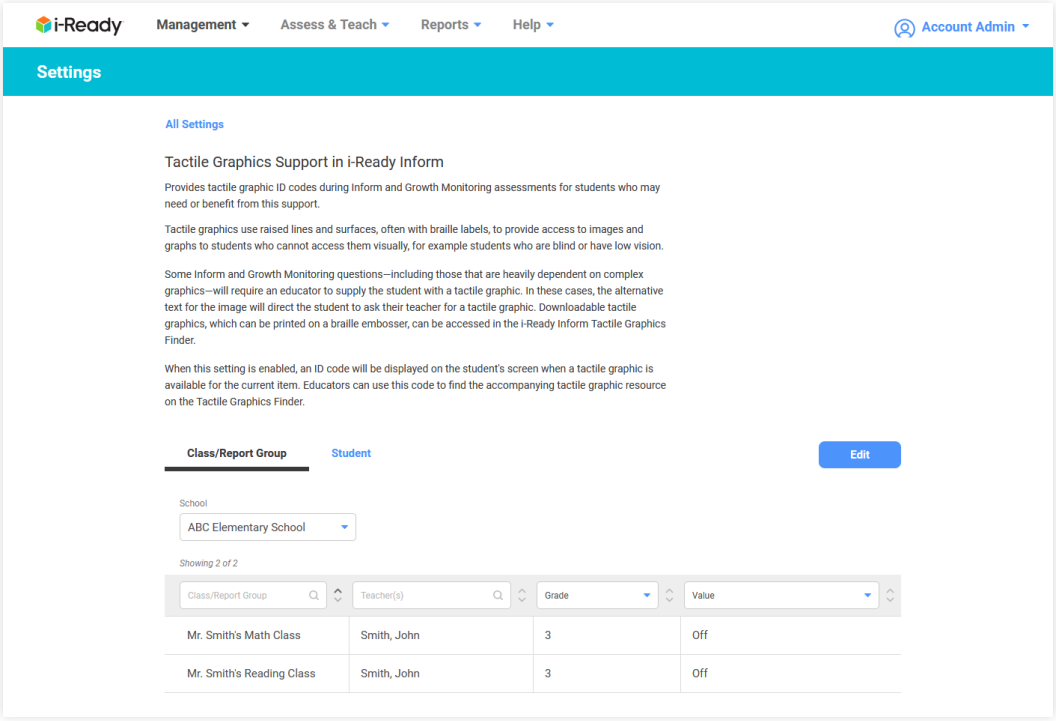
**See Section 5.1 for information on using federal quota funds to procure a braille embosser.

***While some graphics can be printed on standard letter size paper (8.5" x 11"), most will require larger paper (11.5" x 11") to prevent distortion of the graphic.

This guidance is for informational purposes only and does not constitute legal or compliance advice.
© 2026 Curriculum Associates, LLC. All rights reserved. | 07/26 0K | 3931334

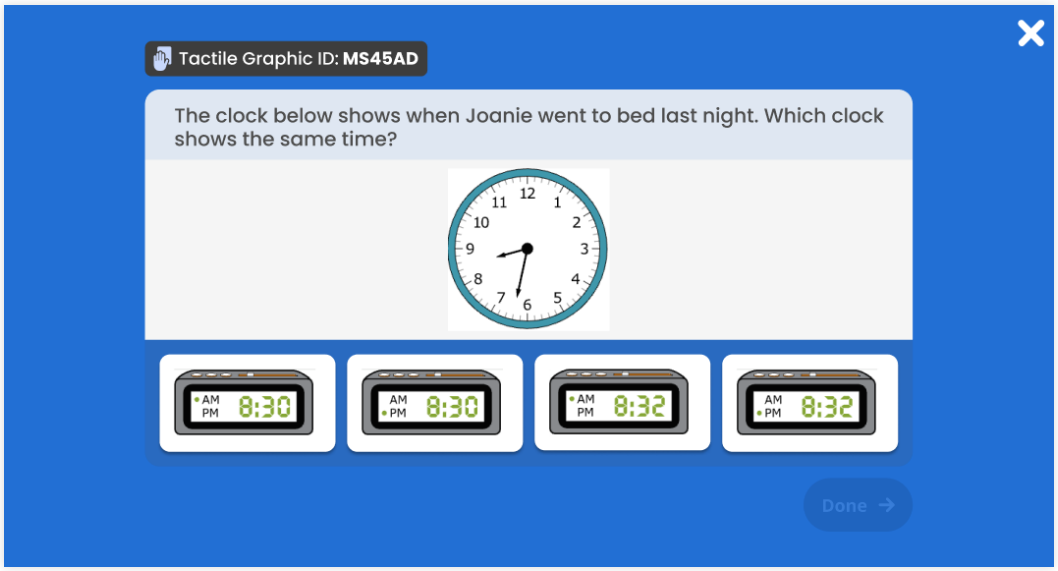
3.3: Enabling Tactile Graphics Support

Tactile Graphics Support is intended for students with documented needs, such as an IEP or 504 plan; it must be turned on/off by educators with permissions to edit *i-Ready Inform* settings via a student setting titled "Tactile Graphics Support in *i-Ready Inform*" on the educator dashboard (pictured below). Tactile Graphics Support can be enabled at the class, Report Group, or student level.



Districts should carefully review students' individual plans when making decisions about the provision of this (and all) accommodation(s). Districts can work with their partner success manager to communicate setting preferences.

When Tactile Graphics Support is enabled, an identifier (ID) code will be displayed on the screen when a tactile graphic is available for the current item. Educators can use this code to find the accompanying tactile graphic resource on the Tactile Graphics Finder. If the setting is not turned on for a student, the alt text will still direct the student to ask their teacher for a tactile graphic, but the ID code will not be displayed on the screen.



This guidance is for informational purposes only and does not constitute legal or compliance advice.
© 2026 Curriculum Associates, LLC. All rights reserved. | 07/26 0K | 3931334

3.4: Enablement FAQs

Can I only enable Tactile Graphics Support by student, or can I do it by class or school?

Educators with permissions to edit *i-Ready Inform* settings will be able to enable this setting at the class, Report Group, or student level.

Will all educators be able to edit the Tactile Graphics Setting for their students?

Educators with the appropriate Teacher permissions (i.e., All Assessment and Inform) will be able to edit 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.

How will a TVI or aide proctoring the assessment access the Tactile Graphics Finder?

To access the Tactile Graphics Finder, a TVI or aide must be rostered and have an enrollment in a Class or Report Group with access to *i-Ready Inform*. If a TVI or aide is not permitted to enroll in a Class, districts can instead enroll them in a Report Group with just the students who have the Tactile Graphics Support setting enabled.

Does the Tactile Graphics Support setting remain on for subsequent administrations of *i-Ready Inform* 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 will need to be set, presumably based on that student's IEP or 504 plan accommodations that year.

Could Tactile Graphics Support impact test duration?

Due to the time required to download and emboss a tactile graphic, students with this accommodation may take longer on the applicable items than students without the accommodation. By providing on-demand embossable tactile graphic files, we aim to reduce wait times for students who otherwise might need to wait for their educator to manually create a tactile support. As we continue to develop this feature, we are working toward the future goal of supporting the Monarch braille display, which will further reduce the time required to deliver tactile supports to students.

Does reporting reflect whether Tactile Graphics Support was enabled?

The Student Settings export and *i-Ready Inform* Results export will indicate if the Tactile Graphics Support setting was enabled in the platform for a student, but *i-Ready* will not track or indicate whether a tactile graphic was embossed and provided to the student, or if the student used the support.

Can Tactile Graphics Support be turned on for an in-progress Inform assessment?

Please note that students will not have access to Tactile Graphics Support if the setting is turned on while *i-Ready Inform* is in progress. To enable or disable this support for a student while their test is already in progress, an educator can reset or cancel and reassign the in-progress assessment. If an *i-Ready Inform* assessment is assigned but not yet started when the Tactile Graphics Support is enabled, students will have access to the support without requiring cancelling or resetting.

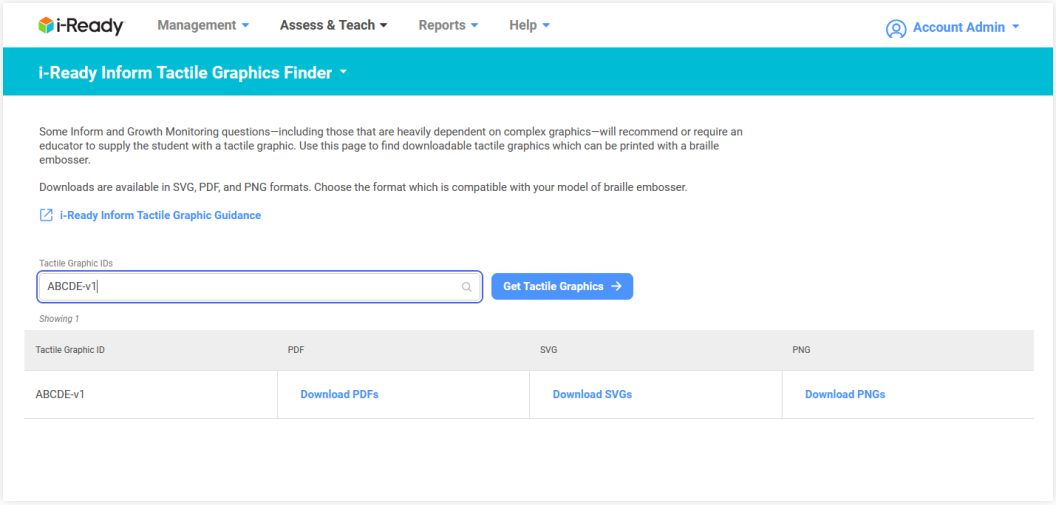
This guidance is for informational purposes only and does not constitute legal or compliance advice.
© 2026 Curriculum Associates, LLC. All rights reserved. | 07/26 0K | 3931334

Section 4: Using the Tactile Graphics Finder

4.1: Choosing a Tactile Graphic

Using the Tactile Graphic ID code displayed on the *i-Ready Inform* test item, locate the corresponding Tactile Graphic in the correct file type via the Tactile Graphics Finder.

1. Navigate to Tactile Graphics Finder under "Assess & Teach."
2. Search by Tactile Graphic ID Code.
3. Select file type (e.g., PDF, SVG, or PNG).
4. Download ZIP file (includes all tactile graphics in that file type in every braille type available for that item).
5. Select folder with braille type needed.



4.2: Digital File Types Available

Downloadable tactile graphics are available in PDF, SVG, and PNG formats. The correct file type for a tactile graphic depends on which digital file format is compatible with your model of braille embosser and the braille type required by a student's IEP or 504 plan.

This guidance is for informational purposes only and does not constitute legal or compliance advice.
© 2026 Curriculum Associates, LLC. All rights reserved. | 07/26 0K | 3931334

4.3: Braille Types Available

The braille types listed below are available in the Tactile Graphics Finder to accommodate the range of braille codes a student may need. Educators should always refer to a student's IEP or 504 plan to identify the appropriate braille code for an individual student.

- **Unified English Braille Code (UEB):** A uniform braille code to display literary content in English-speaking countries
  - **Contracted:** A short-form braille that utilizes part and whole word contractions to display braille more efficiently in fewer cells
  - **Uncontracted:** A letter-for-letter representation of braille for early and emerging braille readers
- **Nemeth:** A specialized braille code for mathematical and scientific notation
- **English**
- **Spanish:** Spanish braille files utilize UEB with foreign language indicators. Nemeth Math code is also available for Spanish files. Following the rules of Braille Authority of North America, all Spanish braille is displayed in uncontracted braille.
  - There is full parity of English and Spanish braille in *i-Ready Inform*.
  - Downloaded ZIP files will include both the English and Spanish tactile graphic files when available.

Some braille types may not be available for every item due to the nature of the content included. For example, an image that does not have braille on it does not require the same level of granularity, so there may not be contracted or uncontracted versions of the file. Other examples include:

- A Reading item will not have Nemeth available.
- An item without any labels or Math will just have the tactile ID code (no UEB, Nemeth, Contracted, Uncontracted, or language-type).

Please note that the braille files in the Tactile Graphics Finder cannot be edited. Once downloaded, proceed to embossing.

This guidance is for informational purposes only and does not constitute legal or compliance advice.
© 2026 Curriculum Associates, LLC. All rights reserved. | 07/26 0K | 3931334

Section 5: Embossing Tactile Graphics

5.1: Braille Embossers

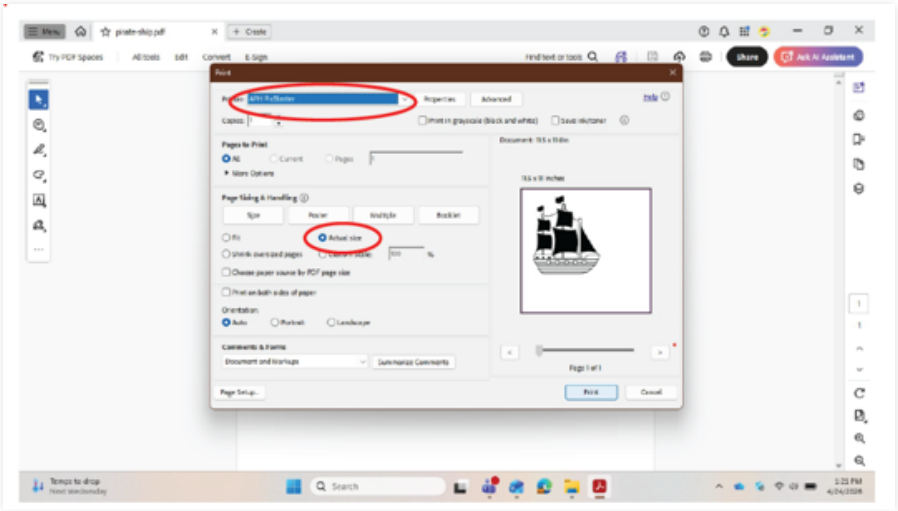
Braille embossers are specialized printers that create embossed braille and tactile graphics. While embossers are available from a variety of companies in the United States, TVIs may use designated government funding through the quota system to purchase instructional materials and devices, like an embosser, from APH at aph.org.

5.2: Printing the Tactile Graphics

Some steps to emboss a tactile graphic may look slightly different depending on the settings and model of your embosser. For instance, the downloaded braille file may open in different viewing programs, such as Adobe® Acrobat Reader®, Microsoft Word®, or a program specific to your embosser or computer. This is expected and will produce the same outcome.

When the file opens, select "File" and then "Print," similar to printing a Word document. Select your embosser from the dropdown menu. You will also need to check your document settings to ensure the image will emboss at full size. To optimize your embossing, additional settings can be changed within the "Print" menu.

Technical Considerations



If embossing produces small or distorted images, or images across two pages, return to the Print menu. After ensuring the embosser is selected in the dropdown menu, check under Page Sizing to ensure "Actual Size" is selected.

If you are embossing multiple pages or graphics at once, check the Print menu to ensure that printing on both sides of the paper is not selected.

The APH Customer Service team can provide support with navigating digital file types and using APH-supported embossers. For more information, please visit aph.org. For specific technical support on printing with other embosser models, contact the embosser manufacturer.

Adobe® Acrobat Reader® is a registered trademark of Adobe Systems Inc. in the United States and/or other countries. Microsoft Word® is a registered trademark of Microsoft Corporation.

This guidance is for informational purposes only and does not constitute legal or compliance advice.
© 2026 Curriculum Associates, LLC. All rights reserved. | 07/26 0K | 3931334

Section 6: Frequently Asked Questions

Please review the following question and answer section for more information on implementation and testing fidelity considerations.

Why does the order of the multiple-choice options printed not match the order on the screen?

Each *i-Ready Inform* answer choice has an aria label that reads "Option A/B/C/ or D." Answer choice order in *i-Ready Inform* is randomized for every student as they work through the adaptive assessment. Since answer choices are randomized, the first answer choice will not always be Option A and so on. Students may get answer choices in any order, for example: Option C, Option A, Option B, then Option D. The label of each file allows you to accurately match the image with the correct tactile graphic for that answer choice. It is important to ensure the printed multiple-choice options match the on-screen multiple-choice options to preserve the validity of the construct being measured.

Can I use dual media throughout the assessment (i.e., tactile graphics for some items, and large print for others)?

Yes. Using dual media throughout the assessment has no impact on validity. For items that indicate a tactile graphic is required, we strongly recommend providing your student with a tactile graphic. For items that indicate a tactile graphic is recommended, we recommend using the support that is most appropriate for an individual student on a specific test item. As always, educators should refer to a student's IEP or 504 plan, and/or other documented needs when making decisions around the provision of accommodations.

Can I provide my student with a manipulative instead of a tactile graphic?

Some students may have an accommodation in their IEP, 504, or other educational plan that allows use of manipulatives during their assessment. Some items which require or recommend tactiles may also be appropriate to support with a manipulative. In such cases, educators should provide the most appropriate support in the context of the students' individual needs and their IEP, 504, or other educational plan.

Why does some alt text say a tactile is "recommended" or "may be helpful" versus required?

Some items have alt text that fully describes the image, but a tactile graphic may help to convey the spatial relationships in the image. In this case, an item's alt text will indicate that a tactile graphic may help with this question. For other items, the image requires students to interpret spatial relationships, and alt text would hint at or give away the correct answer; therefore, a tactile graphic is required for a student to answer the question. In this case, the item's alt text will direct the student to ask their teacher for a tactile graphic. For examples of the specific language students will encounter, please see Section 2.

My student speaks Spanish. Should I give them the Spanish braille file type?

Educators should provide students with the braille file type specified in the individual student's IEP, 504, or other educational plan.

Why do the tactile graphic ID codes end with a v1 or v2?

As test items are updated, the corresponding tactile graphics may also require an update. When this occurs, we also update the version number on both the ID code and the new versions of the downloadable files. Please note the version of an ID code when you use the Tactile Graphics Finder to ensure you are downloading the correct version of the test item for your student.

What should I do with printed tactile graphics after test administration?

For test security purposes, we expect districts to destroy the embossed tactiles and delete the downloaded ZIP files once a student's test administration has concluded.

This guidance is for informational purposes only and does not constitute legal or compliance advice.
© 2026 Curriculum Associates, LLC. All rights reserved. | 07/26 0K | 3931334

Do you support the Monarch braille display?

While the *i-Ready Inform* Tactile Graphics Finder is available for use with embossable printers for the 2026–2027 school year, we intentionally built the custom library with an eventual goal of supporting the Monarch braille display. We are currently working on developing the Monarch app for use in schools in the future as part of our ongoing commitment to accessibility and usability.

If I don't have an embosser, how do I create tactile graphics for my students?

Please see Section 5.1 for information on using federal quota funds to procure a braille embosser. If you are unable to procure an embosser before implementation, see our Creating On-Demand Tactile Graphics Guidance document for more information.

This guidance is for informational purposes only and does not constitute legal or compliance advice.
© 2026 Curriculum Associates, LLC. All rights reserved. | 07/26 0K | 3931334