

myIGDIs Early Literacy Accommodations Guide

Guidance for students with disabilities

The myIGDIs Early Literacy assessments are composed of five subtests that represent three domains of early literacy and language. Each subtest has been developed as a proxy for each domain: Picture Naming (Vocabulary), Rhyming, and Alliteration (Phonological Awareness), Which One Doesn't Belong (Comprehension), and Sound Identification (Alphabet Knowledge). Administration is straightforward and easy to navigate for all measures, however in some specific instances, accommodations are allowed.

As a general framework, myIGDIs Early Literacy provide guidance on the stopping criteria in each task. These criteria were designed to identify students who the test may provide invalid scores and where accommodations are not likely a meaningful contributor to the testing interaction. The tasks are designed such that each student interacts with two demonstration items, designed to simply illustrate the nature of the task, followed by two trial samples that are designed to scaffold responses so that the child understands the nature of the test-taking interaction. For each measure, if the child can successfully navigate the sample items, they are ready for test item delivery (see the Test Administration Manual, pg. 7, and within each subtest for more information on subtest specific prompts).

While the myIGDIs Early Literacy measures were designed with accessibility in mind, all tasks are not uniformly accessible to all students. As a result, we provide information on each subtest's allowable practices, accommodations, and modifications. We describe allowable practices as those that are designed to scaffold and support testing interactions and are within the limits of standardization. Accommodations are described as those practices and tools allowed to support standardized administration and modifications are potential practices and tools that may be useful in assessing student abilities but are not allowed within standardized testing protocols.

Picture Naming

Allowable Practices:

- Examiners may provide praise that aligns with effort rather than correct or incorrect responses.
- Examiners may engage the student in conversation to support verbal responses before the testing period.
- Examiners can discern correct responses if the child responds with a speech impediment, provided they are knowledgeable of the child's speech impediment. For example, if the examiner is aware that the child is unable to produce the hard "r" sound, and instead uses a soft "w" sound, the word "rabbit" (said as "wabbit") would be scored as correct.

Accommodations: None. Students must be able to verbalize responses and visually respond to the stimuli. Any child with a disability or challenge that compromises these behaviors should not be testing on the Picture Naming task.

Modifications: Given that modifications do not produce standardized results, a series of approaches may be warranted to test the limits of the tools. It is important to note that if any of these strategies are used, scores cannot be included in group level summary statistics and individual scores cannot be compared to benchmark metrics.

- Deaf and hard of hearing students may benefit from auditory devices or interpreters.
- Responses may be scored based on sign language responses.

Rhyming

Allowable Practices:

- Examiners may provide praise that aligns with effort rather than correct or incorrect responses.
- Examiners may engage the student in conversation to support verbal responses before the testing period.
- Examiners may reduce and fade out the scaffolding of item names if the examiner determines that the child is capable of the cognitive load of all image words (usually indicated by the child responding before the examiner gets through all scaffolded pairs).
- Examiners can discern correct responses if the child responds with a speech impediment, provided that they are knowledgeable of the child's speech impediment. For example, if the examiner is aware that the child is unable to produce the hard "r" sound, and instead uses a soft "w" sound, the word "rat" (said as "wat") would be scored as correct if the child was trying to rhyme "rat" and "hat."

Accommodations: Accommodations can be provided in Rhyming for visually-impaired students because Rhyming is an auditory task. As a result, visually impaired students can:

- Respond orally to all items.
- Receive the prompts without the first round of item image labels. Instead the examiner may advance directly to the next prompt (example: Which two rhyme? Is it ...).

Modifications: Given that modifications do not produce standardized results, a series of approaches may be warranted to test the limits of the tools. It is important to note that if any of these strategies are used, scores cannot be included in group level summary statistics and individual scores cannot be compared to cut score metrics.

- Hard of hearing students may benefit from auditory devices or interpreters.
- Responses may be scored based on sign language responses for hard of hearing students with limited hearing (However, the test should not be administered to deaf students).
- For students who use eye gaze or AAC device responses, selection images may be represented, however, the images should be mirrored as closely as possible to the item visual stimuli.

Sound Identification (Sound ID)

Allowable Practices:

- Examiners may provide praise that aligns with effort rather than correct or incorrect responses.
- Examiners may engage the student in conversation to support verbal responses before the testing period.

Accommodations: None. Sound Identification requires a pairing of visual and auditory stimuli. Therefore, both senses are required for successful administration. Therefore, this task should not be given to students who have either visual or deaf and hard of hearing impairments.

Modifications: Given that modifications do not produce standardized results, a series of approaches may be warranted to test the limits of the tools. It is important to note that if any of these strategies are used, scores cannot be included in group level summary statistics and individual scores cannot be compared to cut score metrics.

- For students who use eye gaze or AAC devices, response selections should be provided on the student's communication device and the images of letters should be mirrored as closely as possible to the item visual stimuli.

Which One Doesn't Belong (WODB)

Allowable Practices:

- Examiners may provide praise that aligns with effort rather than correct or incorrect responses.
- Examiners may engage the student in conversation to support verbal responses before the testing period.
- Examiners can discern correct responses if the child responds with a speech impediment, provided that they are knowledgeable of the child's speech impediment. For example, if the examiner is aware that the child is unable to produce the hard "r" sound, and instead uses a soft "w" sound, the word "red" (said as "wed") would be scored as correct if the child identified red as the image that doesn't belong in the series and it was correct.

Accommodations: None. Students must be able to verbalize responses and visually respond to the stimuli. Any child with a disability or challenge that compromises these behaviors should not be testing on the Which One Doesn't Belong task.

Modifications: Given that modifications do not produce standardized results, a series of approaches may be warranted to test the limits of the tools. It is important to note that if any of these strategies are used, scores cannot be included in group level summary statistics and individual scores cannot be compared to cut score metrics.

- Hard of hearing students may benefit from auditory devices or interpreters.
- Responses may be scored based on sign language responses.
- For students who use eye gaze or AAC device responses, selection images may be represented. However, the images should be mirrored as closely as possible to the item visual stimuli.

Alliteration

Allowable Practices:

- Examiners may provide praise that aligns with effort rather than correct or incorrect responses.
- Examiners may engage the student in conversation to support verbal responses before the testing period.

Accommodations: Accommodations can be provided in Alliteration for visually impaired students because Alliteration is an auditory task. As a result, visually impaired students can:

- Respond orally to all items.

Modifications: Given that modifications do not produce standardized results, a series of approaches may be warranted to test the limits of the tools. It is important to note that if any of these strategies are used, scores cannot be included in group level summary statistics and individual scores cannot be compared to cut score metrics.

- Hard of hearing students may benefit from auditory devices or interpreters.
- Responses may be scored based on sign language responses for hard of hearing students with limited hearing. (However, the test should not be administered to deaf students).
- For students who use eye gaze or AAC device responses, selection images may be represented. However, the images should be mirrored as closely as possible to the item visual stimuli.