



Guidance for Assessment Accommodations

DATE

School Year 2025–2026

ABSTRACT

Amira’s mission is to help educators assess every student equitably and accurately. To support this, the software includes a wide range of accommodations. With choice, however, comes the need for clear guidance on how to select the right options.

This document is designed to walk you step by step through the use of Amira’s accommodations. The guidance is organized according to IEP and Section 504 categories, making it easier to identify and apply the supports most relevant to each student.

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Accommodation Approach

Amira offers a robust set of accommodations to ensure every student can be accurately assessed. Because the program is voice-based, many students who struggle with traditional testing find Amira more accessible. In addition, Amira provides multiple formats—including non-verbal, paper-and-pencil, and Braille versions—along with flexible administration options. Combined with strong support for Spanish-speaking students, these features create opportunities for virtually every child to receive a fair and meaningful assessment.

It is important to note, however, that accommodations must not compromise the fundamental purpose of assessment. Amira is designed to determine a student's:

- Level of reading mastery
- Risk for dyslexia
- Need for additional supports or scaffolds beyond Tier 1 instruction

Any accommodation that interferes with Amira's ability to make these determinations, whether required by legislation or instructional policy, does not serve the student's best interest, fails to meet legal standards, and undermines the assessment's effectiveness.

The accommodations outlined in this document have been carefully designed to preserve the validity and reliability of Amira's psychometric results.

Accommodations Guidance

This section outlines how to provide fair and appropriate testing experiences for students taking the Amira ISIP Assessment. Because every learner has unique needs, educators must carefully consider accommodations based on legal frameworks (IEP or Section 504), language proficiency, and professional judgment. The guidance below walks you step-by-step through identifying student classifications, selecting the right assessment format, and applying supports that ensure each student can demonstrate their skills accurately.

Step 1: Determine Accommodation Classification

Refer to your IEP or to your Section 504 process to establish a classification for any student with special needs.

Step 2: Specifically Designated Accommodations

If a student is in one of the following categories, you should assess the student with the designated accommodation in the table below. Otherwise, move onto Step 3.

Classification	Legal Framework	Recommended Accommodation
Visually Impaired	IDEA	Use Amira’s Braille version
Non-Verbal	IDEA	Use Amira’s Non-Verbal version

Step 3: Assessing Multilingual and English Language Learners

This document is not intended to serve as the primary resource for working with Multilingual or English Language Learners (MLLs/ELLs). However, when planning accommodations, it is essential to consider the language of assessment—particularly for universal screening or dyslexia screening.

Amira offers three types of language-based assessments:

- English Reading Assessment (proctored in English)
- Spanish Reading Assessment (proctored in Spanish)
- English Reading Assessment (proctored with Spanish directions)

These assessments should be selected according to the student’s needs.

Classification	Designation	Recommended Accommodation
A Spanish Speaker with difficulty following instructionals in English	ELL	Assess the student in Spanish (or use the Lectura Assessment)
A Spanish Speaker with a preference to speaking and reading in Spanish	ELL	Assess the student in both English and Spanish
A primarily Spanish Speaker whom you wish to assess for English reading skills	ELL	Assess the student in English with Spanish proctoring

Step 4: Proctor-Provided Testing Supports

When determined by a proctor, either through professional judgment or in alignment with a student’s IEP, educators may provide the following accommodations during the student’s assessment.

Supports:	RAN	LNf	NWF	WRF	ORF	Comp
Quiet setting for testing	✓	✓	✓	✓	✓	✓
Small group for testing	✓	✓	✓	✓	✓	✓
Breaks between tasks	✓	✓	✓	✓	✓	✓
Assistive Technology (e.g., hearing aids, glasses)	✓	✓	✓	✓	✓	✓
Enlarged Materials (through screen magnification)	✓	✓	✓	✓	✓	✓
Colored overlays, filters, lighting adjustments	✓	✓	✓	✓	✓	✓
Tracking Device		✓	✓	✓	✓	✓

At this step, determine whether a student should receive an [extended time](#) accommodation for their assessment. Extended time should be provided when specified in the student’s IEP or as outlined in district policy.

Step 5: Preparing Students

If a student is not identified as requiring one of the accommodations listed in Step 2, the recommended process is to first determine whether the student can successfully complete the standard Amira ISIP Assessment.

When a teacher believes that additional preparation is needed, accommodations may include helping the student get ready for the assessment. This preparation can involve any combination of the following:

- Explaining Amira to the student and encouraging them to simply do their best
- Having the student complete a practice tutoring session with Amira
- Providing advance guidance on using the green microphone and how to self-correct ([preparing students](#))

Each assessment begins with Amira’s Ready Module. This onboarding step serves multiple purposes, with a key function being to identify students who may struggle to navigate the standard digital assessment. Amira will guide students through the Ready Module once an assessment has started.

Step 6: Failure in the Ready Module

If a student is unable to complete the Ready Module:

- a. Use the [Teacher Diagnostics](#) to check for any hardware or setup issues
- b. If an issue is identified, correct it and have the student attempt the module again
- c. If no issue is found, proceed to Step 8: Select an Accommodation

Step 7: Success in the Ready Module

If the student successfully completes the Ready Module, allow them to continue with the assessment. The possible outcomes and next steps are outlined below:

Outcome of Student’s Assessment	What to Do Next	Notes & References
Student completes the test and receives a score	Student is finished	No accommodation is needed
Student completes the test, but a Reassess notice appears	Reassess the student	Assess the student in an alternative setting in order to

Outcome of Student's Assessment	What to Do Next	Notes & References
in the Status Widget on the Growth Dashboard		observe the assessment and provide support as appropriate
Student receives a Reassess notice or fails to complete the test twice	Move to Step 8: Select an Accommodation	Select an alternative to the standard digital assessment
Student is unable to complete the test in one sitting	Use Multi-Part Administration	Amira will resume at the last completed task with each new session. Aim to finish at least one section before stopping the student.

Step 8: Select an Accommodation

If a student still does not have a scored assessment at this stage, follow the accommodation pathway. In most cases, this table should not be referenced until Steps 2 through 6 have been completed.

IEP/504 Classification	Legal Framework	Recommended Accommodation
Significant Speech Impairment	IDEA	Administer the Paper & Pencil version
Autism	IDEA	Administer the Paper & Pencil version
Hearing Impairment	IDEA	The student should utilize all assistive devices outlined in their IEP (e.g., hearing aids). If the student is unable to interact, administer either the Paper & Pencil version or the Non-Verbal version .
Orthopedic Impairment	IDEA	Administer the assessment with a proctor providing support for keyboard and mouse inputs. The proctor should

		operate the device according to the student’s verbal instructions.
Attention Deficit Disorder	IDEA	Administer the Paper & Pencil version
Intellectual Disability	IDEA	Administer the Paper & Pencil version
Emotional Disturbance	IDEA	The proctor should remain alongside the student to guide and manage the process. The assessment may be completed in multiple sessions if needed.
Other Section 504 Issues other than Dyslexia, Dyscalculia or Dysgraphia	504	Administer the Paper & Pencil version

If a student does not qualify under any of the listed categories, the proctor should move the student to a quiet testing environment. If needed, allow the student to complete the assessment over [multiple sessions](#).

Step 9: Contact Amira Support

If the student is still unable to complete the Amira ISIP Assessment after Step 8, reach out to Amira Support at support@amiralearning.com.

Implementing Accommodations

Accommodations for Spanish assessment, Spanish proctoring, paper & pencil, braille, nonverbal, and extended time must be configured in [Assessment Settings](#) before an assessment is assigned or an assessment window opens. If an accommodation needs to be added once an assessment has already been assigned, the teacher should unassign the assessment, adjust the settings as needed, then re-assign the assessment.

Spanish Assessment

View a [walkthrough](#).

1. Log into the Teacher Growth Dashboard
2. Navigate to Settings > Assessment Settings
3. Change "Student Language" to "Bilingual"
4. Change "Bilingual Configuration" to "Spanish" or "English & Spanish"

Spanish Proctoring For English Assessment

View a [walkthrough](#).

1. Log into the Teacher Growth Dashboard
2. Navigate to Settings > Assessment Settings
3. Change "Student Language" to "Bilingual"
4. Change "Instructions for English Tasks" to "Spanish"

Paper & Pencil Assessment (English & Spanish)

View [step-by-step instructions](#) and access to assessments and score entry forms.

1. Obtain Approval: Coordinate with school leadership to secure authorization for paper-and-pencil test administration by a school, district, or state leader.
2. Access and Print Assessment: Download and print the correct [grade-level assessment](#)
3. Adjust Student Settings: Update the student's [assessment settings](#) to indicate they will complete the paper-and-pencil version
4. Administer Assessment: Conduct the assessment one-on-one with the student.
5. Record Student Answers: Use the scoring rubric in the Teacher's Assessment PDF to mark each response as correct or incorrect as the student answers.
6. Submit Scores: Enter the student's scores into the appropriate [grade-level form](#)
7. Record Metrics: Amira will calculate the student's metrics; [enter](#) these in the designated system

Braille Assessment

View [step-by-step instructions](#) and access to assessments and score entry forms.

1. Access Braille Forms: Students may use either digital braille files for use with refreshable braille displays, or use an embossed braille booklet.
 - a. Digital Braille Assessment: Download the appropriate grade-level [.BRF file](#)
 - b. Embossed Braille Booklet: [Request](#) an embossed Braille booklet by mail
2. Access and Print Assessment: Download and print the correct [grade-level assessment](#)
3. Adjust Student Settings: Update the student's [assessment settings](#) to indicate they will complete the paper-and-pencil version
4. Administer Assessment: Conduct the assessment one-on-one with the student. The braille form is used for the student portion of the assessment, while the teacher provides instructions and records scores using the paper-and-pencil Assessment PDF.
5. Record Student Answers: Use the scoring rubric in the Teacher's Assessment PDF to mark each response as correct or incorrect as the student answers.
6. Submit Scores: Enter the student's scores into the appropriate [grade-level form](#)
7. Record Metrics: Amira will calculate the student's metrics; [enter](#) these in the designated system

Nonverbal Assessment

View a [walkthrough](#).

1. Log into the Teacher Growth Dashboard
2. Navigate to Settings > Assessment Settings
3. Change "Digital Assessment" to "On - Nonverbal Student"

Extended Time

Administrators: View a [walkthrough](#)

1. Log into the Admin Dashboard
2. Navigate to Assessment Configuration
3. Choose the extended time multiplier to apply to item-level assessment tasks

Teachers: View a [walkthrough](#)

1. Log into the Teacher Growth Dashboard
2. Navigate to Settings > Assessment Settings
3. Change "Extended Time" to "On"

Reassess

View a [walkthrough](#).

1. Log into the Teacher Growth Dashboard
2. Navigate to the ISIP Assess Status widget
3. Click the Calendar icon
4. Locate the student that needs a re-assessment, and click the check box next to their name
5. Click "Schedule"
6. In the pop-up window, confirm all assessment details, then click "Create"

Preparing Students

Provide students with an explicit introduction to Amira using the videos and slide decks provided on the [Teacher Resource Hub](#).

Multi-Part Administration

Allow the student to complete the assessment in multiple sessions by logging out after finishing a task. When the student logs back in, Amira will resume at the last completed task. Whenever possible, encourage the student to finish at least one full section before ending a session.

Removing Tasks

District administrators have the ability to configure the tasks for the assessment. Use this [walkthrough](#) to view the Administrator Assessment Configuration tool.

Frequently Asked Questions

1. What should you do if a student receives a score that you believe is not valid?

If your state has a formal irregularity process in place, follow that procedure. If not, readminister the assessment using either the Digital or Paper format. For a digital re-administration, launch an On-Demand Assessment and select “Benchmark”. The new assessment will automatically replace the student’s previous score.

2. Who should take the Nonverbal Assessment?

This accommodation is designed for students with speech/language disabilities, selective mutism, English learners in early stages of language acquisition, or other circumstances where verbal responses are not appropriate or possible, based on the student’s IEP/504 plan. In this version of the assessment key components cannot be measured, therefore it is not strictly equivalent to the core version. However, the assessment will still generate a Risk Index Score and an ISIP Scale Score that can be used for screening and reporting purposes for the small number of students for which this is an appropriate accommodation. Only students with a Non-Verbal IEP should be given this assessment.

3. Which tasks are in the Nonverbal Assessment?

The assessment includes phonological/phonemic awareness, spelling, vocabulary, and reading comprehension tasks (depending on grade level) that have been specifically designed or adapted for non-verbal administration.

Available Subtests by Grade Level:

- Kindergarten: Phonological/Phonemic Awareness, Vocabulary
- 1st Grade: Phonological/Phonemic Awareness, Spelling, Vocabulary
- 2nd Grade: Phonological/Phonemic Awareness, Spelling, Vocabulary, Reading Comprehension
- 3rd–6th Grade: Spelling, Reading Comprehension, Vocabulary
- 7th–8th Grade: Spelling, Reading Comprehension

Task Types	PreK	K	1	2	3	4	5	6	7	8
Phonological Awareness - Blending	✓	✓	✓	✓						

Task Types	PreK	K	1	2	3	4	5	6	7	8
Spelling			✓	✓	✓	✓	✓	✓	✓	✓
Vocabulary	✓	✓	✓	✓	✓	✓	✓	✓		
Reading Comprehension			✓	✓	✓	✓	✓	✓	✓	✓

4. Which tasks are included in the Paper & Pencil Assessment?

The paper-based assessment is a comprehensive version of the Amira ISIP Assessment, delivered through printed materials and guided by clear, detailed instructions. It includes all required tasks from the Amira default blueprint. Ensuring score comparability between the paper & pencil format and the digital version is a top priority. Regardless of your District configuration, you should use the Paper-Pencil Assessment as designed.

Task Types	PreK	K	1	2	3	4	5	6	7	8
Rapid Automatized Naming	✓	✓	✓	✓	✓					
Letter Naming	✓	✓	✓							
Letter Sounds	✓	✓	✓							
Phoneme Segmentation	✓	✓	✓							
Phonological Awareness - Blending	✓	✓	✓							
Phonological Deletion (Elision)	✓	✓	✓							
Pseudoword Decoding (NWF)			✓	✓	✓	✓	✓			
Spelling		✓	✓	✓	✓	✓	✓	✓	✓	✓
Vocabulary		✓								
Word Decoding/Identification		✓	✓	✓	✓	✓	✓			

Task Types	PreK	K	1	2	3	4	5	6	7	8
Listening Comprehension (Retell)	✓	✓	✓							
Oral Reading Fluency (ORF)		✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Comprehension		✓	✓	✓	✓	✓	✓	✓	✓	✓

5. Which tasks are given Extended Time when this accommodation is enabled?

When the Extended Time accommodation is enabled, it will apply to item-level assessment tasks based on the multiplier selected by the district (1.25x, 1.5x [default], 1.75x).

Extended time will be applied to the following tasks in any grade level:

- Letter Naming
- Letter Sounds
- Phoneme Segmentation
- Phonological Awareness – Blending
- Phonological Deletion/Elision
- Phoneme Substitution
- Nonsense Word Fluency
- Spelling
- Vocabulary
- Word Decoding
- Reading Comprehension

Fluency-based tasks such as Oral Reading Fluency and Rapid Automatized Naming do not receive extended time, because doing so would alter what the task is designed to measure—namely, fluency and automaticity.