



i-Ready Diagnostic **Universal Accessibility Features and Accommodations Guidance**

Curriculum Associates Guidance Brief | June 9, 2020

This document is intended for educators.

Families – if you have questions about how to support your student using the information in this document, please contact your student’s teacher or education team.

i-Ready Diagnostic’s Universal Accessibility Features and Accommodations Guidance

Curriculum Associates Guidance Brief | October 2019

Guidance Overview

The *i-Ready Diagnostic* includes many Universal Accessibility Features and also supports numerous accommodation processes, including Universal Audio, Screen Readers, and Tests Read.

The guidance in this document applies to the English version of the *i-Ready Diagnostic* assessment.

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Section 1: Background

1.1: The Curriculum Associates Commitment

Curriculum Associates fundamentally believes that all students deserve access to high-quality, equitable educational materials, regardless of disability, cultural background, or special needs. As such, we are dedicated to creating products that are fair and accessible to the widest population of students.

1.2: Universal Accessibility Features vs. Features That Support Accommodations

In the *i-Ready Diagnostic*, Universal Accessibility Features are available to all students and do not require that an educator intervene to enable these features. Conversely, there are processes and tools in *i-Ready Diagnostic* that are used to support students who require accommodations. Although all students have access to Universal Accessibility Features, there are some features of *i-Ready Diagnostic* that are designed to be available only to those students with IEPs or 504 plans that stipulate the use of the accommodations process or tool. As with other accommodations, the decision as to which accommodations a student receives are generally made by IEP teams and other educators within the school. 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 these accommodations.

1.3: *i-Ready Diagnostic* and WCAG

As of the beginning of the 2019–2020 school year, *i-Ready Diagnostic* and *i-Ready Growth Monitoring* meet the Level AA standard under the Web Content Accessibility Guidelines (WCAG 2.0), with documented exceptions. Appendix 4 of this document provides detailed information about these exceptions. Further information on *i-Ready's* WCAG documentation is available from an *i-Ready* account manager, and further information about WCAG is available [here](#).

Section 2: Universal Accessibility Features

The *i-Ready Diagnostic* has a variety of Universal Accessibility Features available to all students. Many are detailed below, and an additional FAQ is available [here](#) on *i-Ready Central*[®].

2.1: Presentation of Material

i-Ready Diagnostic has many Universal Accessibility Features built into the program to assist students who may have visual accessibility needs. These are designed for use by all students and may help address the needs of students with specific accommodations stipulated in their IEP or 504 plans. Although these features may help students with IEPs or 504 plans, they will likely be found by districts to be insufficient in fully addressing students' accommodations requirements. These features include:

- All *i-Ready Diagnostic* items and passages presented in a large, easily legible format on the computer screen
- Only one assessment item on screen at a time
- Large, bold, student-friendly font
- Many items with audio support (described in greater detail below)
- Directions for the items, if not self-evident regardless of language ability, are either read aloud or demonstrated visually. The use of clear, concise, and chronological directions ensure all students understand the questions as intended.
- *i-Ready* employs physical cues such as pointing or facial expressions from on-screen characters, symbolic cues such as pictures and icons, and auditory cues such as asking a question.
- Universal Keyboard Navigation is available with documented exceptions to assist in the navigation of the system (see "Appendix 4: Exceptions" for more detail).

- Closed Captioning is available for some Introductory Videos (see “Appendix 4: Exceptions” for more detail).

2.2: Universal Audio Support

The *i-Ready Diagnostic* has universally accessible audio support available for certain items (details follow). These supports are available to all students regardless of IEP or 504 plan requirements and are directly embedded in the *i-Ready* system. They do not require enabling by an educator and do not require additional hardware or software (beyond a standard computer speaker or headphones). When audio support is available, the audio may be played as many times as a student needs. The embedded audio supports in the *i-Ready Diagnostic* cannot be slowed or accelerated, and they do not interpret alternative text for user interface features and test item elements. Therefore, they may not be sufficient for students who require specific auditory accommodations. Please note that these universally accessible audio supports are available in the following contexts:

- **Mathematics:** All Mathematics items in Grades K–5 have universally accessible human-voiced audio support.
- **Reading:**
 - All **High-Frequency Words, Phonics, and Phonological Awareness** items have universally accessible human-voiced audio that is required for answering the items. In *i-Ready*, High-Frequency Words items are associated with Grades K–2, Phonics items are associated with Grades K–3, and Phonological Awareness items are associated with Grades K–1, although students in higher grades may experience these items if the Diagnostic adapts downward to deliver these items to students.
 - For **Vocabulary** items, there is human-voiced audio support for Grades K and 1. There is human-voiced audio support for a select set of items in Grade 2.
 - **Reading Comprehension** items in Grade K have human-voiced audio support. There is some human-voiced audio support for comprehension items in Grade 1, and no human-voiced audio support in Grade 2 and above.

Section 3: Accommodation Features and Processes for Students Who Are Blind or Visually Impaired

3.1: General Guidance

The *i-Ready Diagnostic* supports a wide range of industry-standard accommodation tools for students who are blind or visually impaired. In addition to these supported technologies, which are detailed below, there are also additional 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"–27" screens seem to be the most common).
- Increased DPI from standard 100% to something larger—This maintains the aspect ratio but just 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.
- Third-party screen magnification software (MAGic®, ZoomText, etc.)—This may provide the custom tools to adjust the settings to suit the needs of the individual.
- Use of a third-party screen reader (such as JAWS® or VoiceOver)

The *i-Ready Diagnostic* test is still valid if someone reads the reading passages aloud to the student being tested. We recommend that when using *i-Ready* with students with visual impairments, the students have someone who can help them through the assessment. The student would listen to audio where available and the helper would read aloud any questions and answer choices that do not have audio support (not all questions have audio components).

Below is more detailed guidance for students who are blind or visually impaired.

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3.2: *i-Ready Diagnostic's* Embedded Alternative Text

The user interface elements and test item images used in the *i-Ready Diagnostic* have been enhanced with alternative text for students with visual impairments and for other students who may find the information helpful. This alternative text provides the information that students will need to answer the related questions if they cannot see the images. This text does not appear on screen visually. It can be read using the screen reader software that students already use to access their computers through text-to-speech, such as JAWS, NVDA, or VoiceOver.

For additional details on *i-Ready Diagnostic's* implementation of alternative text, see “Appendix 1: Characters, Formats, and Tactile Graphics Used in *i-Ready Diagnostic* Alternative Text”.

3.3: Screen Readers

The *i-Ready Diagnostic* in English is compatible with select screen readers with documented exceptions as detailed in “Appendix 4, Exceptions.” This compatibility began with the start of the 2019–2020 school year and is designed to provide students with greater independence in taking the *i-Ready Diagnostic*, but some students may continue to require additional assistance from educators, including those students who encounter items with graphics or videos that are required in order to respond to the item.

Screen Readers and Sections of *i-Ready*

Screen Readers can be used by students to respond to most items, the primary exception being items with some visual stimuli, such as complicated graphs and tables. *i-Ready's* “Brain Breaks” include spoken audio with captions that can be turned on or off.

Screen Readers Tested with *i-Ready Diagnostic*

- The JAWS screen reader software works with Windows® (best used with Chrome™) and requires purchasing a license. You can purchase the license [here](#).
- The following screen reader software is available for both Windows and Mac® at no additional cost:
 - Windows (best used with Firefox®):
 - [NVDA](#)
 - [MathPlayer](#)
 - (MathPlayer is required to read any math formatted as MathML using NVDA. As of the start of the 2019–2020 school year, students may encounter this type of math in Grades 1 and up.)
 - Mac (best used with Safari®):
 - [VoiceOver](#)
 -

For more information about these screen readers, see:

- [Surfing the Internet with JAWS](#)
- [NVDA User Guide](#)
- [VoiceOver Getting Started](#)

For information on supported keyboard navigation options for each screen reader, see “Appendix 2: Keyboard Commands for Common Screen Readers.”

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Mac® OS is a registered trademark of Apple, Inc.

MathPlayer™ is a licensed trademark of Design Science.

Firefox® is a registered trademark of the Mozilla Foundation.

Recommended Screen Reader Skills by Grade

Students may encounter the following types of content in the alternative text: tables, headings, lists, MathML, and dialog boxes. For additional information on MathML, see “Appendix: *i-Ready Diagnostic*—Math Markup Language.” The table below outlines which screen reader skills will be helpful, by grade level.

Grades	Skills
K and up	Read item-by-item, forward and backward.
1 and up	Use tables with a screen reader.
2 and up	Use headings and lists with a screen reader. Understand long descriptions presented as headings followed by the description.
3 and up (Math only)	Read simple math expressions that are coded as MathML.
4 and up (Math only)	Read and navigate grouped expressions coded as MathML.

Can a screen reader be used for meeting the accommodation requirement of ensuring students have an oral presentation of the material on their tests?

Curriculum Associates can provide a video sample of what the screen reader looks and sounds like, so educators can decide for themselves whether this could be used in place of an oral presentation. In most cases, a screen reader can provide greater independence to a student taking the Diagnostic, but an educator will still need to provide guidance to students for some questions, including those that are heavily dependent on graphics. Likewise, Curriculum Associates can provide guidance on piloting a screen reader with a school’s account to determine whether the account’s selected screen reader is sufficiently compatible with *i-Ready* to be used in place of an oral presentation. The screen reader allows users (whose vision loss prevents them from seeing screen content) to read screen content including text, images, tables with HTML markup, and navigational elements like buttons.

What level of guidance can an educator provide students who are taking the Diagnostic with a screen reader?

Students who are comfortable using screener readers will likely be able to independently take most parts of the Diagnostic without the assistance of an educator. However, some test questions—including those that are heavily dependent on graphics—may require assistance from an educator to ensure the student understands the graphic being displayed on the screen. For these items, educators can assist the student by verbally describing the item or providing the graphic through a raised-media format.

Is the screen reader compatible with all of the domains measured by the *i-Ready Diagnostic*?

Please note that for items in the High-Frequency Words and Phonological Awareness domains, while there is human-voiced audio support that is required for all items, there are quite a few items and stimuli that are audio only, and a screen reader will not be able to read the audio. Additionally, the items in High-Frequency Words and Phonological Awareness require that a student listen to the Diagnostic’s embedded audio to be answered, and if the text is read aloud in High-Frequency Words, then the item will not be assessing whether students know the intended construct. For example, in High-Frequency Words, the stem may say, “Read the word; find the word you read” and there may

be three answer options, all of which are audio choices. However, if the indicated text is read aloud, the student will not be assessed on whether they recognized the word from the text, but rather simply if they can match the word that was read to them with the audio.

In these instances, we recommend having the proctor go in and answer one item correctly, one item incorrectly, alternating through the test, and then ignore the scores for those domains. Then, the students can access the remaining domains. In all cases, we continue to recommend that a student's IEP or 504 plan be followed.

3.4: Refreshable Braille Displays

Curriculum Associates has not tested the validity and usability of the *i-Ready Diagnostic* or *i-Ready Instruction* with refreshable Braille displays; however, the *i-Ready Diagnostic* has been tested with JAWS, VoiceOver, and NVDA using speech. Each of these screen readers can also be used with some refreshable Braille displays. For students who are learning Braille, educators may wish to consider using this type of Braille output for those questions that test a student's ability to match a written word with a spoken representation of that word.

Educators should refer to documentation on the student's screen reader and refreshable Braille display before determining if the accommodation is appropriate for the student. Keep in mind that *i-Ready Diagnostic* provides test content to screen readers as text, HTML, and MathML. NVDA and JAWS can be set up to convert MathML to Nemeth Braille on a Braille display.

3.5: Text-to-Speech Browser Extensions

Although some extensions, such as Chrome's "Snap to Read," may be able to read aloud the alternative text in *i-Ready Diagnostic*, Curriculum Associates has not tested the validity and usability of the *i-Ready Diagnostic* or *i-Ready Instruction* with any text-to-speech extension. Use of these extensions is not recommended at this time.

3.6: Tests Read Accommodation

Curriculum Associates recommends teachers or aides read aloud passages, question stems, and the associated response options when using *i-Ready* with students with visual impairments.* The student would listen to audio when available, and the helper would read aloud any questions and answer choices that do not have audio support (not all questions have audio components).

We would note that reading aloud portions that do not have audio support could be problematic as the items were not field tested in this manner. For example, test questions from the High-Frequency Words domain would be a place where it would not be appropriate to read aloud any words, as measurement of this domain requires that students click on the correct audio for the word.

*Assistants and others supporting student testing need to maintain a neutral voice when reading aloud to the student during test administration. They 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.

3.7: Color Contrast

The *i-Ready Diagnostic* now meets the majority of Level AA standards under the Web Content Accessibility Guidelines (WCAG 2.0) with the documented exceptions detailed in "Appendix 4: Exceptions". Examples of specific improvements that will benefit students with color blindness include:

- Meeting the WCAG 2.0 AA color contrast requirements for text against background with documented exceptions—see "Appendix 4: 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
- Supporting the use of browser plug-ins or extensions that improve color perception across webpages

However, there are documented exceptions (see “Appendix 4: Exceptions”) that may impact some students with color vision deficiency, including the color contrast of the “selected” and “hover” states of answer choices. 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).

Therefore, depending upon the severity of a student’s disability, we’d recommend that schools have an adult initially sit with the student to monitor difficulty to ensure there are no issues that would impact the results of the test.

Section 4: Accommodations Features and Processes for Students Who Are Deaf or Hard of Hearing

4.1: General Guidance

Currently, we do recommend the use of the *i-Ready Diagnostic* for Mathematics with students who are deaf or hard of hearing who can read. All of the audio is optional in the *Diagnostic for Mathematics*.

For the *Diagnostic for Reading*, if the student is able to hear an adult reading the question aloud, we recommend that a teacher or aide sit with the student and read aloud the portions of the question for which audio is provided. This would not invalidate the test; however, reading questions that do not have audio support is not suggested by Curriculum Associates as it will undermine the validity of the resulting test scores.

Students who are deaf or hard of hearing may have the test directions signed to them. Signing the passages, questions, and response options for the students is also not suggested by Curriculum Associates, as it will undermine the validity of the resulting test scores.

For students who are above Grade K, for Phonics, Phonological Awareness, and High-Frequency Words—all of which are audio-dependent—we recommend having the proctor go in and answer one item correctly, one item incorrectly, alternating through the test, and then ignore the scores for those domains. Then, the students can access the Vocabulary and Comprehension domains. However, for students who are not working above Grade K, where comprehension is measured via audio, the *Diagnostic* may not be appropriate.

In all cases, we continue to recommend that a student’s IEP or 504 plan be followed.

Section 5: Accommodations Features and Processes for Students with Learning Disabilities or Differences Such as Dyslexia

Although *i-Ready Diagnostic* and *i-Ready Instruction* were not specifically designed for students with dyslexia, both incorporate numerous elements that can help identify and support students with dyslexia. However *i-Ready* should not be used as a diagnostic tool to identify students with dyslexia by itself. *i-Ready Diagnostic* provides detailed information on students’ overall and domain-specific ability levels with an assessment that adheres to universal design principles including maximum legibility, readability, and appropriate audio and visual supports. For more information about how *i-Ready* can help identify and support students with Dyslexia, download [this whitepaper](#).

Section 6: Additional Optional Changes to How Test Questions Are Presented

Some additional testing accommodations may be appropriate for individual students. Below are supported accommodations for *i-Ready* assessments that can be implemented for ensuring the least impact on the validity of the inferences that can be made from test scores. These options should be considered based on individual student needs and any IEP or 504 plan available for the student.

- **Read text portions of Mathematics items aloud to students when audio support is not embedded or when audio pacing needs to be adjusted for a student*.**
- **Read Comprehension items aloud to students with visual impairments*.** The text may be read by a proctor as needed for students with visual impairments even though audio support is not provided for Comprehension items at Grade Level 1 and up because students are measured on their ability to understand what they read independently.
- **Use visual magnification devices.**
- **Use auditory amplification devices, hearing aids, noise buffers, etc.**

*Scribes, assistants, and others supporting student testing 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.

Section 7: *i-Ready Diagnostic* and Students with Severe Cognitive Disabilities

The degree to which Students with Severe Cognitive Disabilities (those students eligible for their states' Alternate Assessments, also known as "1% Assessments") may be adequately assessed by, or benefit from, *i-Ready Diagnostic* depends greatly on an individual student's disabilities, proficiencies, and the target use of the *i-Ready Diagnostic* for these students. For example, educators may find usefulness in administering *i-Ready Diagnostic* to some Students with Severe Cognitive Disabilities for the purposes of understanding these students' foundational skills. The *i-Ready Diagnostic* does not currently have an "Alternate Assessment" version built on Alternate Achievement Standards (commonly known as "AAS"). Additionally, *i-Ready Diagnostic* has not been evaluated for use with Students with Severe Cognitive Disabilities who are non-verbal.

Appendices

Appendix 1: Characters, Formats, and Tactile Graphics Used in *i-Ready Diagnostic Alternative Text*

The table below lists characters and formats that students may encounter while using a screen reader that relies on alternative text. If your student’s preferred combination of screen reader, voice selection, browser, and settings does not read these as you would like, most screen readers will allow you to customize the pronunciation specifically. For example:

- **JAWS:** With JAWS running, Press **Insert + F2** to open the list of JAWS managers. Select the Dictionary Manager from the list. You can also bypass the list of managers and open the Dictionary Manager at any time by pressing **Insert + D**.
- **NVDA:** With NVDA running, Press **Insert (or customized NVDA key) N** > Choose **Preferences** > Choose **Speech Dictionaries**.
- **VoiceOver:** With VoiceOver running, press **Control + Option (or customized VoiceOver key) F8** > Choose **Speech** > Choose **Pronunciation**. Remember to use the function key (**Fn**) to activate **F8** if needed.

Character (Symbol)	Grade	Usage	Example Pronunciation: VoiceOver/Safari with Default Settings	Example Pronunciation: NVDA/Firefox with Default Settings (using the eSpeak NG synthesizer that is packaged with NVDA)
-	K and higher (Math only)	Minus	“minus”	“minus”
pt	Grade 4	Pint	“point”	“p” “t”
oz	Grades 3–5	Ounces, sometimes used to test understanding of the abbreviation	“ounce”	“oz”
lb	Grades 3–5	Pounds, sometimes used to test understanding of the abbreviation	“pound”	“l” “b”
4:15	Grade 1	Time of day, sometimes used to test reading time from a digital source	“Four fifteen”	“Four colon fifteen”

Tactile Graphics

In some cases, the alternative text suggests that a tactile graphic or physical manipulative may be helpful or is needed.

Appendix 2: Keyboard Commands for Common Screen Readers

The following list of keyboard commands can be used as a quick reference guide for screen reader users who use JAWS, NVDA, or VoiceOver applications to navigate accessible areas of our products, such as the *i-Ready Diagnostic* or the *Ready Classroom Mathematics Student Bookshelf*.

JAWS for Windows Keyboard Shortcuts—Best Used with Chrome Browser

Reading and Navigation: General Keyboard Shortcuts

Command	Description
Tab	Goes to next interactive element (e.g., button or link)
Shift + Tab	Goes to prior interactive element (e.g., button or link)
Left Arrow	Says prior character
Right Arrow	Says next character
Up Arrow	Says prior line
Down Arrow	Says next line
Enter	Opens links
Enter or Space Bar	Selects or opens interactive element (e.g., button)
T	Goes to next table
Shift + T	Goes to prior table
Ctrl + Alt + Right Arrow, Down Arrow, Left Arrow, or Up Arrow	Navigates table cells
G	Goes to next graphic
Shift + G	Goes to prior graphic

An additional reference can be found [here](#).

NVDA for Windows Keyboard Shortcut—Best Used with Firefox Browser

Please note that some keyboard shortcuts require using the NVDA modifier key. By default, both the Numpad Insert key and the Extended Insert key are set as NVDA modifier keys, but users can designate the Caps Lock key as an additional NVDA modifier key.

In the table below, the assumption is that the Insert key is being used as the NVDA modifier key. If you have changed your settings, you may need to substitute the Caps Lock key in the place of the Insert key.

Reading and Navigation: General Keyboard Shortcuts

Command	Description
Control + Alt + N	Turns NVDA on
Insert + Q	Turns NVDA off
Tab	Goes to next link or interactive element (e.g., button)
Shift + Tab	Goes to prior link or interactive element (e.g., button)
Left Arrow	Says prior character
Right Arrow	Says next character
Up Arrow	Reads prior item
Down Arrow	Reads next item
Enter	Opens links
Enter or Space Bar	Selects or opens interactive element (e.g., button)
T	Goes to next table
Shift + T	Goes to prior table
Ctrl + Alt + Down Arrow, Up Arrow, Left Arrow, or Right Arrow	Navigates table cells

G	Goes to next graphic
Shift + G	Goes to prior graphic

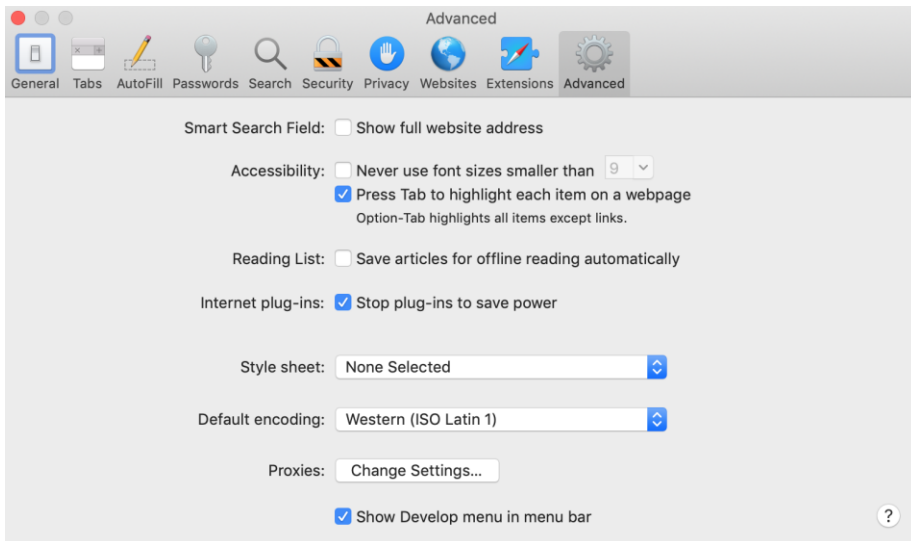
An additional reference can be found [here](#).

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 use by students who rely on keyboard access, or to set up a Mac to try keyboard access as your students will experience it, enable keyboard accessibility in the following two places.

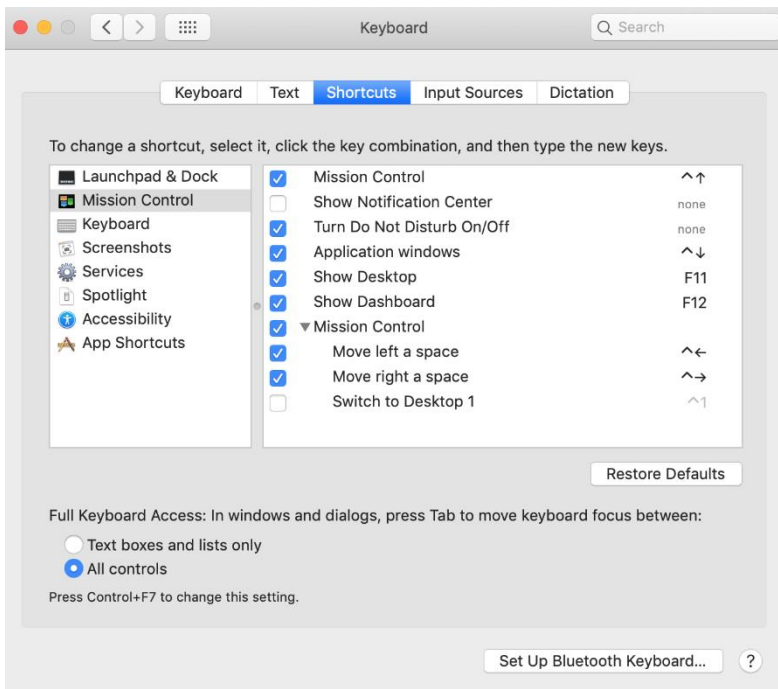
How to Enable Tabbing for Keyboard Navigation in Safari

1. Open Safari Browser.
2. Click on Safari Menu.
3. Select Preferences.
4. Select Advanced Tab.
5. Select checkbox “Press Tab to highlight each item on a webpage.”



How to Enable Tabbing for Keyboard Navigation in System Preferences

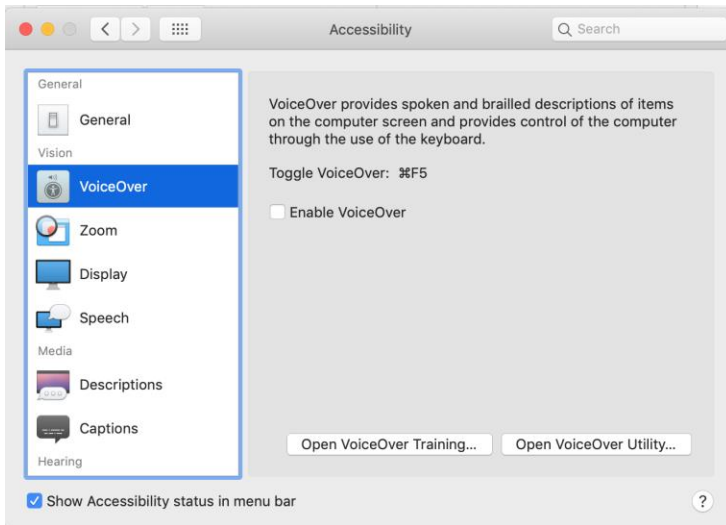
1. Open System Preferences.
2. Select Keyboard.
3. Select Shortcuts tab.
4. See Full Keyboard Access section at the bottom and ensure that “All controls” radio button is selected.



Enabling VoiceOver on Mac

1. Navigate to System Preferences.
2. Select Accessibility.
3. Open the VoiceOver section.
4. Select checkbox for “Enable VoiceOver” to turn on VoiceOver or unselect checkbox to turn it off.

Hint: You can also use **Command + F5** shortcut to turn VoiceOver on or off.



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 following table.

Command	Description
Command + F5	Starts or stops VoiceOver
Control + Option	VoiceOver Activation keys (or VO keys)

Tab	Navigates to next interactive element (e.g., button or link)
Shift + Tab	Goes to prior interactive element (e.g., button or link)
VO + Right Arrow	Reads next item
VO + Left Arrow	Reads previous item
Enter or Space Bar	Selects or opens interactive element (e.g., button)
VO + Command + T	Goes to next table
Shift + VO + Command + T	Goes to prior table
VO + Command + G	Goes to next graphic
Shift + VO + Command + G	Goes to prior graphic

An additional reference can be found [here](#).

Appendix 3: i-Ready Diagnostic—Math Markup Language

How to Read MathML in NVDA with Firefox and MathPlayer

- To enter math, use **Insert + Alt + M**.
- To explore in more detail, use **Down Arrow**.
- To explore in less detail, use **Up Arrow**.
- When Math content is encountered, the full equation will be read.
- To go to previous or next item/segment, use **Left Arrow** or **Right Arrow**.
- To exit math, press **Escape**.

How to Read MathML in JAWS with Chrome

- To enter math, use **Press Space** or **Enter** while on the math.
- To explore in more detail, use **Down Arrow**.
- To explore in less detail, use **Up Arrow**.
- When Math content is encountered, the full equation will be read.
- To go to previous or next item/segment, use **Left Arrow** or **Right Arrow**.
- To exit math, press **Escape** or **Alt F4**.

How to Read MathML in VoiceOver with Safari

Math navigation is the same as the default navigation:

- To explore in more detail, use **Control Option** (or customized VoiceOver key) **Shift + Down Arrow**.
- To explore in less detail, use **Control Option** (or customized VoiceOver key) **Shift + Up Arrow**.
- To go to previous or next item, use **Control Option** (or customized VoiceOver key) **Left Arrow** or **Right Arrow**.

Appendix 4: Exceptions

The following are the documented exceptions for various universal accessibility- and accommodations-related features.

Keyboard Navigation

- Available for the system overall and supported in the following item types: multiple choice, calculator, hundreds chart, ELA passages, and image counting items
- Limited keyboard access available for drag-and-drop items

- Exceptions: Items with special math tools like the ruler, protractor, short answer, counters, base 10, coordinate grid, unit square, and unit cube—highlight text and reorder ELA items as well as game breaks and intro tutorials for Grades K–2

Closed Captioning

- Available in Introductory Videos for Grades 3 and up and in brain breaks for all grade levels
- Exceptions: Introductory Videos for Grades K–2 and items containing video or audio

Screen Reader Support

- If relying on keyboard access, see the information on Keyboard Navigation above.
- Available in the *i-Ready Diagnostics* for Mathematics and Reading, in English
- Limited support available for the *i-Ready Diagnostic* for Mathematics in Spanish
- Exceptions: items with pulldown menus and game breaks

Color Contrast for Text

- Text on buttons in their default unselected state, question text, and answer text meets WCAG 2.0 Level AA requirements.
- Exceptions: secondary text colors, such as tooltips for ruler and protractor, and selected answers

Further information on *i-Ready's* WCAG documentation is available from an *i-Ready* account manager as well as [here](#).