State Appendix

Supplemental Accessibility Information for the State of Iowa

Six Steps to Customize DLM Accessibility Features for Students with *Visual Impairments/Deaf Blindness*

This section presents a six-step process for IEP teams, general and special education educators, test administrators, and district level assessment staff to use in the selection, administration, and evaluation of the effectiveness of the accessibility features used in the DLM system by students with visual impairments/deaf blindness

- Step 1: Include Eligible Students in the DLM Assessment
    - Responsibility of the Special Education Teacher
- Step 2: Learn About the DLM Accessibility Features: What Does DLM Provide?
    - Responsibility of the Special Education Teacher and Teacher of the Visually Impaired (TVI)
- Step 3: Discuss and Select Appropriate Supports and Tools: Considerations for IEP Teams
    - Including the Teacher of the Visually Impaired (TVI)
- Step 4: Selecting and Viewing Supports in the KITE System
    - Responsibility of the Special Education Teacher
- Step 5: Prepare for the Assessment: Using the Chosen Accessibility Features
    - Joint effort between para educator, Teacher of the Visually Impaired (TVI)
- Step 6: Evaluate the Accessibility Features Used After the Assessment
    - Joint effort between para educator, Teacher of the Visually Impaired (TVI)

Teachers of students with visual impairments will collaborate with their TVI and IEP team on the use of the SLK and SAM Assessments for additional assessment.

Guidance on Use of Translation

If IEP teams cannot determine what language the student is stronger in- either the student's native language or English, through formal assessment, then IEP teams should defer to the use of language of instruction.