

# Participation Guidelines

for Inclusion of Alaska Students in State  
Assessments

2020 Edition



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# The Purpose of the Participation Guidelines

## REGULATORY GUIDANCE FOR ALASKA DISTRICTS

The Participation Guidelines for Inclusion of Alaska Students in State Assessments (PGs) is designed to help Alaska fulfill its commitment to include all students in state assessments. The Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) requires assessment of all students, including regular education students, students with Individual Education Plans (IEPs), students with Section 504 plans, and students identified as English learners. The Participation Guidelines explains the assessment options available and is subject to change based on revisions to the statewide student assessment system.

Federal and state law requires accommodations (as appropriate) for students with disabilities and for English learners (EL). English learners have been previously referred to as students with limited English proficiency (LEP). For the purposes of this guide, however, the term English learner refers to students currently identified as English learners, not former English learners who may be in monitoring status.

### **Alaska’s Statewide Student Assessment System**

Statewide student assessment is one component in an effective education system. The purposes of statewide student assessments, specifically, are as follows:

- Ascertain on a school, district, and statewide basis the extent to which children of the state are attaining state standards;
- Produce school, district, and statewide information to facilitate sound decision making by policy makers, parents, educators, and the public; and to
- Provide a basis for instructional improvement.

Accommodations for the following required state assessments are addressed in this booklet:

1. Performance Evaluation for Alaska’s Schools (PEAKS)
2. Alaska Science Assessment
3. Alternate Assessment (DLM)
4. English Language Proficiency Assessment (ACCESS for ELLs)
5. Alternate English Language Proficiency Assessment (Alternate ACCESS for ELLs)
6. National Assessment of Educational Progress (NAEP)

Accommodations for the Alaska Developmental Profile for kindergarten students with disabilities or who are English learners are addressed in the *Alaska Developmental Profile Implementation Guide* available on the [ADP webpage](http://education.alaska.gov/assessments/developmental) (education.alaska.gov/assessments/developmental).

For detailed instructions on the use of accommodations for assessment, refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* available on the [DEED Accommodations webpage](http://education.alaska.gov/assessment/accommodations) (education.alaska.gov/assessment/accommodations).

# Introduction to Participation in Assessments and to Student Supports

## PARTICIPATION

Statewide system of Student Assessment includes all required statewide assessments. Students participate in these assessments according to criteria for each assessment. This document provides regulatory guidance for both the comprehensive system of student assessment and each assessment within that system. It is essential to provide an experience for each student that results in a fair and accurate measurement of progress and achievement.

This document explains the accommodation options available for each assessment for a student with a disability and the decisions that must be made by the student's IEP or Section 504 team. These decisions include choosing which assessments the student is eligible to participate in and which accommodations are most appropriate to provide to the student in order to get an accurate measure of what the student knows and is able to do. This document also explains the linguistic supports, or accommodations, available for each assessment for a student who is an English learner.

## STUDENT SUPPORTS

The Alaska Comprehensive System of Student Assessment is built on a foundation of accessibility for all students, including students with disabilities and English learners, but not limited to those groups. The validity of the assessment results depends upon all students having appropriate accessibility and/or accommodation supports when needed, based on the constructs being measured in the assessment.

## UNIVERSAL TOOLS

Universal tools are supports or preferences that are available to **all** students taking the computer-based or paper-based PEAKS, Alaska Science Assessment, ACCESS for ELLs, and Alternate ACCESS for ELLs. Universal tools are available at all times and their use is based on student choice, need and preference.

Universal tools for computer-based assessments, such as a highlighter or screen magnification, are embedded within the test engine. There are also Universal tools that are provided outside of the test engine, such as scratch paper. These tools do not alter the test "construct" (what the assessment is measuring) or change the reliability or validity of the assessment. Universal tools do not change score interpretation.

## ACCOMMODATIONS

Accommodations are practices and procedures that provide equitable access to grade-level content during instruction and assessment without altering the validity of the assessment scores, score interpretation, reliability, or security of the assessment. Accommodations must be made available to students with disabilities on an Individualized Education Program (IEP) or Section 504 Plan, students with transitory impairments, and English learners as documented in student files.

All accommodations must be documented in the student's IEP, 504, EL, or Transitory Impairment plan. This includes accommodations that are universal tools. Documenting the student's need ensures the accommodations will be provided in both instruction and assessments. Providing accommodations not in the student's IEP, 504, EL, or Transitory Impairment plan or mis-administering accommodations (e.g., reading aloud

the reading passages) is not allowed. Accommodations must be administered according to the guidelines of the assessment.

Accommodations should not be used on state assessments unless they have been a regular part of instruction. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. For example, providing a spell checker for classroom assignments is appropriate; providing a spell checker on an ELA standardized assessment would change what the assessment items are measuring and would compromise the validity of the assessment scores.

### **Accommodations for Students with Disabilities on an IEP or 504 Plan**

It is important for educators to become familiar with state policies regarding accommodations during assessments. Due to the close link between assessment and instruction, the IEP or 504 plan must describe how the accommodations for assessment are provided routinely for classroom instruction. The IEP or 504 team should select appropriate accommodations based on the student's need, and must provide documentation and the rationale for the accommodations in the IEP or 504 plan.

Research shows that an unfamiliar test accommodation given to a student with a disability may negatively impact performance. Accordingly, an IEP or 504 team should be cautious about adding an accommodation shortly before an assessment. In general, a good practice is to make sure an accommodation has been used in the student's regular and/or special education classes for instruction and classroom assessments for at least three months or 90 days before testing. This will ensure that the student has experience with the accommodation and that the accommodation is appropriate for the student.

When accommodations are provided as part of a computer-based assessment, the IEP Team must take care to ensure that students have multiple opportunities to become familiar with the technological aspects of the accommodations. In addition to using the accommodation in instruction, students should have the opportunity to use the computer-based practice tests to practice using the tools and accommodations made available on the computer-based assessments. For more information on how to access the training tools, refer to the resources on the webpage for the specific assessment on the [DEED Assessments homepage](http://education.alaska.gov/assessments) (education.alaska.gov/assessments).

### **Accommodations for English Learners (ELs) for Content Assessments**

According to AAC 34.090(a):

(2) "English learner" means an individual

- (A) who is between 3 and 21 years old;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) who falls into one or more of the following categories of individuals:
  - (i) an individual not born in the United States or whose native language is a language other than English;
  - (ii) an American Indian, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
  - (iii) an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the (i) ability to obtain an achievement level that meets standards, as described in [4 AAC 06.739](#), on the state assessments in English language arts, mathematics, and science under [4 AAC 06.737](#); (ii) ability to successfully achieve in classrooms where the language of instruction is English; or (iii) opportunity to participate fully in society;

All English learners must be formally identified through Alaska’s statewide standardized entrance procedures, which includes a screening assessment to determine that the student’s difficulties in speaking, reading, writing and/or understanding the English language may be sufficient to deny the student the ability to succeed academically. Students currently identified as ELs must participate in statewide academic assessments, and are eligible to receive accommodations as outlined in these guidelines. Formerly identified EL students are not eligible for EL accommodations. These students would be eligible for accommodations based on disabilities, if applicable. For details on the process for identification of EL students, refer to the [Guidance for English Learners \(EL\) Identification, Assessment, and Data Reporting](https://education.alaska.gov/ESEA/TitleIII-A/docs/EL_Identification.docx) (education.alaska.gov/ESEA/TitleIII-A/docs/EL\_Identification.docx).

ELs must be provided reasonable accommodations on state content assessments, to the extent practicable. Accommodations are allowed for students who are ELs when testing for academic content knowledge and skills, but not when testing for English language proficiency.

### **Accommodations for Students with a Transitory Impairment**

Students with a transitory impairment are not regarded as individuals with disabilities because the impairment is transitory and minor. A transitory impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. On a case-by-case basis, where appropriate documentation exists, students who are identified with a transitory impairment may receive accommodations. The need for accommodations must be made by a school committee and documented prior to testing. Copies of this documentation must be kept at the school or district. A sample documentation form is available on the [DEED Accommodations webpage](https://education.alaska.gov/assessments/accommodations) (education.alaska.gov/assessments/accommodations).

### **Modifications**

A modification is a change in the content, format, and/or administration of an assessment that alters what the assessment is designed to measure or the comparability of scores. **A modification makes an assessment invalid.** Modifications are determined based on what the assessment is designed to measure. Educators must become familiar with each assessment in order to prevent invalidation.

## DETERMINING IF AN ADAPTATION IS A MODIFICATION OR ACCOMMODATION

An adaptation is any change from standardized administration provided to a student for testing. Examples might include additional breaks, preferential seating, or a special chair. Most adaptations are common and are listed in the accommodation tables of this document. However, sometimes a student needs an adaptation that is not listed in this resource. Any list of accommodations will be incomplete because of the unique needs of each individual child.

In addition, advances in the technology of adaptive and assistive devices will lead to new accommodations. Accordingly, the accommodations listed in the following tables are examples of acceptable accommodations. When an adaptation for a content assessment is not listed, the student's IEP Team should use the following guidance to determine if the accommodation is appropriate to use for content assessments.

**When evaluating an adaptation that is not included in the accommodations table, an IEP Team or 504 Team should answer the following questions.**

*First, the two threshold questions:*

1. Would the adaptation help the student demonstrate achievement by **reducing the effect of the disability** on the student's performance?
2. Would the student use the adaptation in the classroom, including during regular classroom assessments?

*If the answer to either 1 or 2 is no, then the adaptation is probably not a reasonable or appropriate accommodation for the assessment.*

*If the answer to both is yes, then the next step is to determine whether the adaptation is an accommodation or a modification. To help make this distinction, the IEP or 504 Team should answer the following questions:*

3. Does the adaptation impede the measuring of the skill that is being tested? This question is often difficult to answer, and the following questions might help:
  - a. Would the adaptation give the student an unfair advantage over a student who has the same achievement level, but who is not eligible to use the adaptation?
  - b. Does any research support the conclusion that this adaptation does not alter the ability of the assessment to measure the student's skill level?

*Next, the IEP or 504 Team should consider questions that relate to whether the assessment could still be administered:*

4. Would use of the adaptation cause a breach of test security? Before rejecting an adaptation for security reasons, an IEP or 504 Team member or other school or district official should consult with the department. In special cases, security can be bolstered to accommodate special needs.
5. Would use of the adaptation make it impossible to score? Before rejecting an adaptation because it changes or alters the answer sheet, an IEP or 504 Team member or other school or district official should consult with the department. In many cases, the adaptation may still be allowed if a test administrator can transcribe the student's answers to another test booklet or answer document after the student completes the assessment.

*If the answer to any question 3, 4, or 5 is yes, then the adaptation is a modification, and is **not** allowed on state assessments. The use of a modification on a state assessment results in an invalid score.*

*If the answers to all questions 3, 4, and 5 are no, then the adaptation is an allowable accommodation, and it may be used on regular academic assessments. This is particularly true if research supports the use of the*

*accommodation.*

IEP or 504 Teams, schools, and districts may consult with the department at any time when considering new adaptations, particularly when the adaptation is requested by a parent. In general, most IEP or 504 Teams will be able to resolve issues regarding the proper use of adaptations.

Sometimes, however, a district might determine that the adaptation is a modification while the parent thinks it is an accommodation. If that happens, the parent may request that the district consult with the department first before reaching its decision. The department will issue a non-binding advisory opinion on whether the requested change is an accommodation or a modification.

If a parent requests an adaptation that is declined by the IEP or 504 Team, the district should advise the parent of parental appeal/due process rights, including the right to administrative complaint or mediation. The district should provide notice to the parent in a timely manner, enabling the parent to appeal the decision before the assessment.

If an IEP or 504 Team requests a modification for an assessment, the district should allow the student to take the assessment with the modification if possible. The district must inform the IEP or 504 Team that the modification will make the assessment results invalid and that the assessment will not be scored. A list of examples of modifications that are not allowed are listed in [Appendix A](#).



# Performance Evaluation for Alaska's Schools (PEAKS) and Alaska Science Assessments

The Performance Evaluation for Alaska's Schools (PEAKS) and Alaska Science assessments are designed to measure student growth and achievement. There are three content area assessments: English language arts, mathematics, and science. The assessments measure the Alaska English Language Arts and Mathematics Standards (adopted in 2012) and the Science Grade Level Expectations (adopted in 2006). PEAKS and Alaska Science Assessments are administered to all students in the specified grade levels except those with significant cognitive disabilities who participate in the Alternate assessment program.

Some schools may choose the PEAKS and Alaska Science paper-based test administration option for all students due to a lack of technological capacity or other logistical reasons. Additionally, a paper-based assessment may be chosen for a student by an IEP Team as an accommodation if the student's disability prevents the successful use of a device.

## STUDENT SUPPORTS FOR THE PEAKS AND ALASKA SCIENCE ASSESSMENT

### **Universal Design**

The PEAKS and Alaska Science assessments are designed with the principals of Universal Design. "Universally designed assessments" are developed from the beginning to allow participation of the widest possible range of students and to result in valid inferences about performance for all students who participate in the assessment. As such, universally designed assessments add a dimension of fairness to the testing process. According to the National Research Council (1999), "fairness, like validity, cannot be properly addressed as an afterthought once the test has been developed, administered, and used. It must be confronted throughout the interconnected phases of the testing process, from test design and development to administration, scoring, interpretation, and use" (p. 81). *The Standards for Educational and Psychological Testing* also addresses this need by requiring that "all examinees be given a comparable opportunity to demonstrate their standing on the construct(s) the test is intended to measure. Just treatment also includes such factors as appropriate testing conditions and equal opportunity to become familiar with the test format, practice materials, and so forth. Fairness also requires that all examinees be afforded appropriate testing conditions" (p. 74).

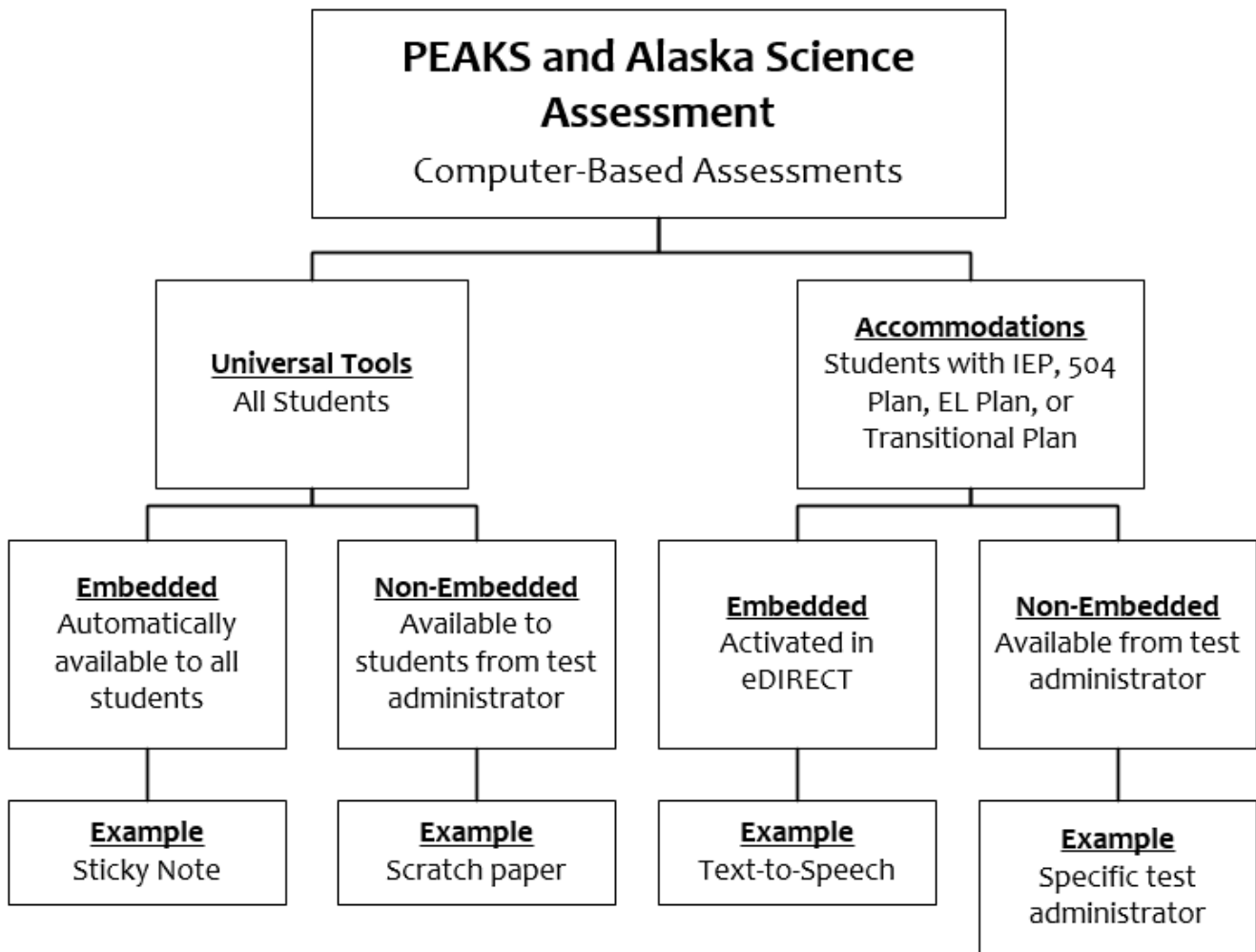
Universally designed assessments are based on the premise that each child in school is a part of the population to be tested and that testing results should not be affected by disability, gender, race, or English language ability. Universally designed assessments are not intended to eliminate individualization, but they may reduce the need for accommodations and various alternative assessments by eliminating access barriers associated with the tests themselves.

# TYPES OF STUDENT SUPPORTS FOR THE PEAKS AND ALASKA SCIENCE COMPUTER-BASED ASSESSMENTS

## Embedded and Non-Embedded Accommodations

Accommodations are provided to students based on the decisions of the IEP Team. Accommodations can be either embedded or non-embedded.

- Non-embedded accommodations are those that are outside of the technology. For example, preferential seating or use of math manipulatives are non-embedded.
- Embedded accommodations are those that are within the test engine. They are activated for an individual student within the DRC INSIGHT Portal.



For detailed information on how to use these supports for students, refer to the [Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessments](https://education.alaska.gov/tls/assessments/accommodations/Handbook-for-the-PG.docx) (education.alaska.gov/tls/assessments/accommodations/Handbook-for-the-PG.docx).

## UNIVERSAL TOOLS FOR PEAKS AND ALASKA SCIENCE ASSESSMENTS

Universal tools are supports or preferences that are available to **all** students taking the PEAKS and Alaska Science computer-based assessments or the paper-based assessments. Universal tools are available at all times and their use is based on student choice, need, and preference. Some Universal tools for computer-based assessments, such as a highlighter or screen magnification, are embedded in the computer testing system; others are outside of the computer testing system, such as scratch paper. These tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Universal tools do not change score interpretation.

**Table 1: Universal Tools for the PEAKS and Alaska Science Assessments**

Available to all students. Embedded within the testing system and/or provided by test administrator. For additional test administration resources on universal tools, refer to the *Test Administration Directions* located on the [PEAKS webpage](http://education.alaska.gov/assessments/peaks) (education.alaska.gov/assessments/peaks), Test Administration tab.

UNIVERSAL TOOL	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Calculators	Available only on select sections on the math content assessment. See <i>Test Administration Directions</i> and <i>Assessment Calculator Policy</i> for specific information.	YES, embedded within the DRC INSIGHT Test Engine	YES
Color Overlay	Changes the background color behind text, graphics, and response areas.	YES, embedded within the DRC INSIGHT Test Engine	YES, students may use a color overlay sheet.
Clarification of technology directions	Student may request clarification of technology directions. See <i>Test Administration Directions</i> for specific information.	YES	N/A
Color Contrast / Reverse Contrast	Student may choose from options to changes background color and text.	YES, embedded within the DRC INSIGHT Test Engine	N/A
Cross-off	Student may cross out/eliminate a multiple-choice answer selection(s).	YES, embedded within the DRC INSIGHT Test Engine	YES
Headphones	Student may wear noise blocking headphones to screen out extraneous sounds. <b>This does not include music devices.</b>	YES	YES
Highlighter	Student may use a highlighter to highlight desired assessment questions or selections.	YES, embedded within the DRC INSIGHT Test Engine	YES

UNIVERSAL TOOL	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Line Guide / Place Markers	A straight edge line used to follow along with each line of text or to help student track items.	YES, embedded within the DRC INSIGHT Test Engine	YES, student may use a device, such as an unmarked ruler.
Magnification	Magnify text or images for better viewing.	YES, student can magnify/enlarge the entire screen, including all text, images, and objects.	YES, student may use devices that magnify text such as a magnifying glass.
Masking	Masking portions of the test to direct attention to uncovered items.	YES, embedded within the DRC INSIGHT Test Engine	YES, student may use blank paper or other unmarked device.
Scratch / Graph Paper	Scratch or graph paper must be securely destroyed after assessment session.	YES	YES
Sticky Note	Creates and places a note (or multiple notes) on the screen in which a student can type a short message for later reference.	YES	N/A

## ACCOMMODATIONS FOR PEAKS AND ALASKA SCIENCE ASSESSMENTS

Accommodations are practices and procedures that provide equitable access during instruction and assessments to students with disabilities and English learners (ELs). Accommodations do not alter the validity of the assessment, score interpretation, reliability, or security of the assessment. Accommodations **must** be made available to students with an IEP or 504 plan, students with transitory impairments, and EL students, as documented in the applicable student plan. If an adaptation not listed below is being considered for a student, follow the guidance in the section “Determining if an Adaptation is a Modification or Accommodation” to determine if the adaptation would be allowed as an accommodation. Table 2 is not an exhaustive list of all allowable accommodations.

Specific test administration requirements to provide the below accommodations can be found in the *Test Administration Directions*. Look for the Test Administration tab on the [PEAKS webpage](http://education.alaska.gov/assessments/peaks) (education.alaska.gov/assessments/peaks).

### Activating Accommodations Embedded In the PEAKS and Alaska Science Assessments

PEAKS and the Alaska Science Assessments are administered using the DRC INSIGHT Test Engine in which embedded accommodations are provided to a student. Embedded accommodations, unlike Universal tools, are only available for students to use when activated by an educator via the DRC INSIGHT Portal prior to testing. It is a local decision to determine who (teacher, special education teacher, site coordinator, etc.) will activate student accommodations.

**Table 2: Accommodations for the PEAKS and Alaska Science Assessments**

For students with disabilities, as documented in an IEP or 504 Plan. Embedded within the testing system and/or provided by test administrator. For additional test administration resources on providing accommodations, refer to the *Test Administration Directions* located on the [PEAKS webpage](http://education.alaska.gov/assessments/peaks) ([education.alaska.gov/assessments/peaks](http://education.alaska.gov/assessments/peaks)), Test Administration tab. For additional resources on determining accommodations, please refer to the *Handbook for the Participation Guidelines* available on the [DEED Accommodations webpage](http://education.alaska.gov/assessments/accommodations) ([education.alaska.gov/assessments/accommodations](http://education.alaska.gov/assessments/accommodations)).

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Adaptive devices, equipment and furniture	Some adaptive devices may require individual test administration as well as a scribe to type or write responses verbatim into the test engine, test booklet, or answer document.	YES	YES
Additional time	Student may take additional time to complete assessments as needed beyond the time typically scheduled for all students.	YES	YES
Allowing alternative responses: <ul style="list-style-type: none"> <li>oral response</li> <li>signing</li> <li>pointing</li> <li>recorded response</li> <li>use of word processor</li> </ul>	A scribe may type responses verbatim into the test engine or write them in the test booklet or answer document.  For use of a word processor, other programs on the computer must be disabled and spelling, grammar check, and other features turned off.	YES	YES
Audio CD for test questions and answer choices	Use of the test-contractor provided audio CD is required if the student’s IEP requires a read aloud accommodation. The CD includes assessment questions and answer choices. A test administrator may administer a ‘read aloud’ accommodation if student’s IEP specifically designates a human read aloud.  <b>Reading of reading passages is not allowed.</b>	N/A See Text-to-Speech.	YES
Human read aloud	A test administrator reads aloud the English language arts, mathematics, and science assessments. <ul style="list-style-type: none"> <li>Questions</li> <li>Answer choices</li> </ul> <b>Reading of reading passages is not allowed.</b>	YES	YES

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Auditory amplification device	Assistive listening devices help amplify sounds, especially with background noise.	YES	YES
Braille	Students may require Braille version of the paper-based assessment. Available in UEB for ELA, math, and science.	N/A	YES
Clarification of test directions: <ul style="list-style-type: none"> <li>• student requests clarification</li> <li>• student restates directions</li> </ul>	A test administrator may provide clarification of assessment directions. <b>This does not apply to assessment questions, answer choices, or embedded directions.</b>	YES	YES
Clarification of embedded test directions: <ul style="list-style-type: none"> <li>• student requests clarification</li> <li>• student restates directions</li> </ul>	A test administrator provides clarification of directions provided within a test item. <b>This does not apply to assessment questions or answer choices.</b>	YES	YES
Flexible scheduling	Students may split a test “part” over multiple days.	YES	YES
Frequent breaks	Students may take breaks as needed.	YES	YES
Graphic organizers	Student can be provided with a blank (no text) graphic organizer template such as a flow chart or story web.	YES	YES
Individual administration	Students may have the test administered individually in a separate location and/or at a different time than their peers.	YES	YES
Large Print	Students may require larger text and graphics.	YES, embedded magnifier within the DRC INSIGHT Test Engine, responsive screen	YES, large print version of the test is 18pt font on 11 x 17 paper

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Math manipulatives	<p>Student use of physical objects for math items.</p> <p>Multiplication tables and number lines may be used on select sections of the math content assessment where calculators are allowed. See <i>Test Administration Directions</i> and the <i>Assessment Calculator Policy</i>.</p> <p>See the <i>Handbook for the Participation Guidelines</i> for list of additional allowable and non-allowable math manipulatives.</p>	YES	YES
Reading, and re-reading, if requested: <ul style="list-style-type: none"> <li>• test directions</li> <li>• embedded directions</li> </ul>	In individual or small-group assessment administrations, a test administrator may read directions.	N/A See Text-to-Speech.	YES
Signing to student: <ul style="list-style-type: none"> <li>• directions</li> <li>• embedded directions</li> <li>• math items</li> <li>• science items</li> <li>• ELA questions &amp; answer choices</li> </ul>	<p>Interpreters must read and sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures of math problems.</p> <p><b>Reading passages may not be signed to the student. This invalidates the assessment.</b></p>	YES	YES
Small group administration	Students may have the test administered in a small group in a separate location and/or at a different time than their peers.	YES	YES
Special pen or non-#2 pencil	Requires transcription of student answers.	N/A	YES
Specific test administrator	For students who need a familiar test administrator.	YES	YES

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Text-to-Speech (TTS) for English language arts, math, and science	Allows students to start, stop, or replay computer audio of the test associated with the content on the screen for all content areas.  <b>Text-to-Speech does NOT read the passages associated with ELA reading items.</b>	YES, embedded within DRC INSIGHT Test Engine	N/A See Audio CD.
Allow student to mark in test booklet	Students may mark answers in test booklet instead of answer document.  Requires transcription of student answers.	N/A	YES
Provide detailed monitoring to ensure student marks responses in correct answer area	Test administrator monitors student responses individually or in small groups.	N/A	YES
Provide student with additional room for writing responses	Requires transcription of student answers.	N/A	YES

**Common instructional supports NOT allowed as accommodations for the PEAKS and Alaska Science assessments:**

The following supports are *not* allowed as accommodations for the PEAKS and Alaska Science assessments because they would change the construct of what is being measured on the assessment. A complete list of modifications is located in [Appendix A](#).

- Calculators on all sections of the test
- Reading aloud the reading passages
- Spell-check



# ACCOMMODATIONS FOR ENGLISH LEARNERS FOR CONTENT ASSESSMENTS

All students identified as English learners must participate in statewide academic assessments. Only **currently identified ELs may receive EL accommodations**. The EL accommodations listed below in Table 3 are the only allowed accommodations for ELs for the PEAKS and Alaska Science computer-based and paper-based assessments.

The research-based EL accommodations in Table 3 are EL-responsive: they have been shown to support ELs linguistically in order to more accurately assess their academic content knowledge. Careful selection of EL-responsive accommodations allows for meaningful participation in content assessments and ensures information obtained from the assessment is an accurate reflection of what the assessment is meant to measure rather than a measure of the students’ English proficiency level. For detailed instructions on the use of EL accommodations, refer to the [Handbook for the Participation Guidelines: Guidance and Tools for the Selection, Administration and Evaluation of Accommodations and Other Student Supports](http://education.alaska.gov/tls/assessments/accommodations/Handbook-for-the-PG.docx) (education.alaska.gov/tls/assessments/accommodations/Handbook-for-the-PG.docx).

Teams of people (teachers, administrators, etc.) who know the educational needs of the EL should make decisions concerning appropriate EL accommodations to be used during statewide content assessments. Teams should include, when available, a teacher or administrator who has specialized training or experience with the instruction of English learners. With a close link between assessment and instruction, the accommodations provided for the assessment should reflect those provided in classroom instruction and assessment. Research shows ELs gain in language acquisition yearly; therefore, accommodations should be reviewed accordingly to reflect growth. Once a decision is made, it is essential to document the accommodations in the student’s file [4 AAC 06.776(b)]. A sample documentation form for EL accommodations is available on the [DEED forms webpage](http://education.alaska.gov/forms) (education.alaska.gov/forms).

**The accommodations listed below are the only allowable accommodations for ELs for content assessments.**

**Table 3: Accommodations for English Learners for Content Assessments**

Accommodations must be documented in the EL student plan. Embedded within the testing system and/or provided by test administrator.

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Text-to-Speech (TTS) for English language arts, math, and science	Allows students to start, stop, or replay computer audio of the test associated with the content on the screen for all content areas.  <b>Text-to-Speech does NOT read the passages associated with ELA reading items.</b>	YES, embedded within DRC INSIGHT Test Engine	N/A  See Audio CD.

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Audio CD	<p>Use of the test-contractor provided audio CD is required if the student's plan requires a read aloud accommodation.</p> <p>The CD includes assessment questions and answer choices. A test administrator may administer a 'read aloud' accommodation if student's plan specifically designates a human read aloud.</p> <p><b>Reading of reading passages is not allowed.</b></p>	N/A See Text-to-Speech.	YES
Administering the test individually or in a small group in a separate location	Students who need additional assistance that may be disruptive to others must take the test in a separate location.	YES	YES
Using a specific test administrator	For students who need a familiar test administrator.	YES	YES
In English or the native language provide written version of written/oral test directions	Written version of test directions must be verbatim of what is provided in the <i>Test Administration Directions</i> .	YES	YES
Read aloud and/or repeat written and/or oral assessment directions, including embedded item directions, in English or the native language	Translation should be an exact translation, as much as possible; additional clarifying ideas or examples are not allowed.	YES	YES
<p>Clarification of test directions in English or the native language:</p> <ul style="list-style-type: none"> <li>• student requests clarification</li> <li>• student restates directions</li> </ul>	Clarification should not provide additional directions or examples.	YES	YES
Provide a published word- to- word bilingual dictionary	<p>Published document must provide word-for-word equivalents in English and native language, and suitable for standardized assessment.</p> <p>Dictionaries that include pictures or word definitions are not allowed.</p> <p>Electronic dictionaries are not allowed.</p>	YES	YES

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Provide the native language word for an unknown word in an assessment item when requested by student	Translation should not include additional words, ideas or examples. <b>Not allowed for reading passages.</b>	YES	YES
Allow the student to respond orally to constructed response items in English for math, and/or science items	Requires a scribe to transcribe verbatim into the test engine or test booklet. <b>Not allowed for English language arts items.</b>	YES	YES
Human read aloud	A test administrator reads aloud the English language arts, mathematics, and science assessments. <ul style="list-style-type: none"> <li>• Questions</li> <li>• Answer choices</li> </ul> <b>Reading of reading passages is not allowed.</b>	YES	YES

Note: EL students with disabilities may be given EL-responsive accommodations as well as accommodations that are afforded all students with disabilities, according to documented student need.

# Alternate Assessment Dynamic Learning Maps (DLM)

## OVERVIEW OF ASSESSMENT OF STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Students with significant cognitive disabilities will have access to, participate in, and make progress in the general education curricula in compliance with the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA; 2004) and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 2015. These students may be precluded from taking regular or substitute course offerings as defined in Alaska regulation 4 AAC 06.078. Alternate assessments designed for these students offer assessments in the same content at the same grade levels as the general content assessments. If a student meets the eligibility criteria, the IEP Team may recommend the alternate assessment for that student. It is expected that only a small number (less than one percent) of all students will be eligible to participate in an alternate assessment. These students may be awarded a certificate of completion or attendance, based on completion of the IEP goals or attendance, rather than a high school diploma. (See [4 AAC 06.790](#) for definitions.)

### **Content Standards and Achievement Standards**

The alternate assessments are based on content standards for English language arts, mathematics, and science called the Alaska-Dynamic Learning Maps (DLM) Essential Elements. The Essential Elements are aligned to Alaska's content standards, but are reduced in complexity, breadth, and depth. The Essential Elements are located on the [DLM website](http://dynamiclearningmaps.org/about/model#essential-elements) ([dynamiclearningmaps.org/about/model#essential-elements](http://dynamiclearningmaps.org/about/model#essential-elements)).

The Alternate Achievement Standards are achievement level descriptors that are different from the achievement standards for the general education assessment. The achievement levels (cut points and descriptors) reflect a different set of academic expectations for students with significant cognitive disabilities.

### **Administering the Alternate Assessment**

District personnel must be trained and qualified in order to administer the Dynamic Learning Maps Alternate Assessment, in accordance with the requirements of [4 AAC 06.761](#).

### **Determining Student Eligibility for the Alternate Assessment**

Eligibility and selection for the alternate assessment is a decision made by the IEP Team members on an annual basis during the IEP meeting. The IEP Team must use the Alternate Assessment Participation Criteria Checklist found in this section to determine if a student is eligible to take the alternate assessment. Decisions made by the IEP Team must be reflected in the student's IEP and kept in the student's special education file.

Parents/guardians must be informed when their child's instruction will be based on content aligned with the Essential Elements rather than regular curricular offerings and their child's achievement measured by the alternate assessment will be based on the Alternate Achievement Standards. The notification must also include how the child's participation in this instruction and in the alternate assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma.

## ALTERNATE ASSESSMENT PARTICIPATION CRITERIA CHECKLIST

### Students with Significant Cognitive Disabilities

Students eligible for the alternate assessment must take the assessment in all the content areas: English language arts, mathematics, and science (if applicable).

Participation in the alternate assessment **requires** a yes answer to **each** of the following questions.

<b>Agree (Yes) or Disagree (No)?</b>  <b>Provide documentation for each</b>	<b>Participation Criterion</b>	<b>Participation Criterion Descriptors</b>
Yes/No	1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.  *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
Yes/No	2. The student is primarily being instructed (or taught) using content aligned to the DLM Essential Elements.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.
Yes/No	3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.

The following are not allowable considerations for determining participation in the alternate assessment:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expect poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education

8. EL status
9. Low reading level/achievement level
10. Anticipate student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipate emotional duress
14. Need for accommodations (e.g., assistive technology) to participate in assessment process

### **Documenting the Decision in the Individualized Education Program (IEP)**

The following information must be documented and stored in the student's special education file. A sample IEP form can be found in the *Guidance for Special Education Personnel* available on the [DEED SPED webpage](http://education.alaska.gov/sped) ([education.alaska.gov/sped](http://education.alaska.gov/sped)).

1. Acknowledgement that the alternate assessment (DLM) is based on alternate achievement standards, and therefore, may delay or limit the student's ability to obtain a regular high school diploma.
2. An acknowledgement, signed by the parent/guardian, stating that he or she has been notified that the student is taking the alternate assessment (DLM) for the current school year. If a parent/guardian does not attend the IEP meeting, a letter of notification must be sent by the district.
3. A statement in the IEP by the team describing why the general content assessments (PEAKS and Alaska Science) in English language arts, mathematics, and science are not appropriate.
4. A statement in the IEP by the team describing why the alternate assessment (DLM) is appropriate based on the participation criteria.

## STUDENT SUPPORTS FOR THE DLM ALTERNATE ASSESSMENT

### **Accommodations and Assistive Technology**

Students taking DLM may use appropriate accommodations and assistive technology during testing. Accommodations and assistive technology must be listed on the IEP and should be used frequently with the student in the classroom. This ensures that the appropriate accommodations/assistive technologies have been selected for the student and that the student is familiar with the use of the accommodations and technologies. Refer to the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the [DLM website](http://dynamiclearningmaps.org/alaska) (dynamiclearningmaps.org/alaska).

### **Accessibility Provided by the Computer-Based Assessment System**

Accessibility to the alternate assessments is provided via a special user interface called Kite® Suite. Prior to testing, information must be entered into the student's profile for accessibility and into the First Contact Survey for each student. These resources are available on the [Educator Portal website](http://educator.kiteaai.org/) (educator.kiteaai.org/). This information must be entered prior to testing to customize each student's experience and determine which test form is the most appropriate.

The First Contact Survey is a collection of background information about students who are eligible for the DLM alternate assessment. The survey goes beyond basic demographic information and includes questions on topics such as communication, assistive technology devices, motor and sensory impairments, and academic performance. The First Contact Survey is completed prior to assessment administration and some questions are used to determine a student's entry point, or initialization, into the assessment. This is the student's first testlet. Instructions on how to fill out the First Contact Survey are located in the *DLM Test Administration Manual* located on the Alaska-specific page on the [DLM website](http://dynamiclearningmaps.org/alaska) (dynamiclearningmaps.org/alaska).

The Personal Needs and Preferences (PNP) Profile is used to activate the appropriate accessibility features and supports within the testing system. It can be completed any time before testing begins and can be changed as a student's needs change. Once updated, the changes appear the next time the student is logged in to the test engine. The PNP Profile is unique to each student, providing an individualized testing experience that ensures that the student is able to access the content being measured. If a student transfers schools or districts, the PNP Profile is linked to the student's record and can be accessed by the educators at the new school.

The following tables identify the accessibility features available for students. Test administrators and students may try out these features in provided practice tests to determine what works best for each student. These options are designed to deliver a personalized, accessible user experience as they are matched to assessments within the test engine system.

The following information is taken from the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the [DLM website](http://dynamiclearningmaps.org/alaska) (dynamiclearningmaps.org/alaska).

## ACCESSIBILITY SUPPORTS PROVIDED IN THE DLM ALTERNATE ASSESSMENT

This section identifies the accessibility supports available for students taking the DLM alternate assessment and distinguishes among accessibility supports that (a) can be utilized by selections online supports via the PNP Profile, (b) require additional support materials, and (c) are provided by the test administrator outside the system.

Prior to administering the DLM alternate assessment, test administrators provide information about the accessibility needs of each assessed student. The Kite® system stores this information and uses some of it to activate certain supports.

### Category 1 Settings in the PNP Profile activate supports within Student Portal

Online supports include magnification, overlay color, invert color choice, contrast color, and Spoken Audio. Directions detailing how to select the PNP Profile supports are found in Step 4: Select and View Supports in the Kite System of the six-Step DLM accessibility customization process, which is in the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the [DLM website](http://dynamiclearningmaps.org/alaska) ([dynamiclearningmaps.org/alaska](http://dynamiclearningmaps.org/alaska)).

Test Administrators are advised to try out the supports in advance to make sure they are compatible and provide the best access for students. See the Guide to Practice Activities and Released Testlets on the [DLM website](http://dynamiclearningmaps.org) ([dynamiclearningmaps.org](http://dynamiclearningmaps.org)) for more information (e.g., the user names and passwords for the practice demo testlets). Released testlets are similar to real testlets. They are selected from a variety of Essential Elements and linkage levels across grades 3-8 and high school. New released testlets are added periodically.

#### CATEGORY 1

ACCESSIBILITY FEATURE	DESCRIPTION
Magnification	Magnification allows test administrators to choose the degree of screen magnification during assessment. Test administrators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report School, size 22 point. Scrolling may be required when the level of magnification is increased and the entire item can no longer be seen on the screen. Scrolling will vary due to the level of magnification, the amount of content in the item, and the size of the screen.
Overlay Color	The background color of the assessment. The default color is white. Test administrators may select from the alternate colors of blue, green, pink, gray and yellow. Practice demo testlets have specific presets, but more options are provided in the PNP and actual live testlets.
Invert color choice	Makes the background color black and the font white. Images display with a white background.
Contrast color	Allows test administrators to choose from color schemes for the background and font.
Spoken Audio <ul style="list-style-type: none"><li>• Text only</li><li>• Text &amp; graphics</li><li>• Nonvisual</li></ul>	Synthetic spoken audio (read aloud with highlighting) is read from left to right and top to bottom. Three preferences are available for Spoken Audio: text only, text and graphics, and nonvisual (this preference also describes page layout for students who are blind).



## Category 2 Settings in the PNP Profile require additional supports or materials

These supports include braille, switch system preferences, and the use of special equipment and materials and typically require prior planning and setup. The test administrator selects these supports in the PNP Profile. Practice activities and released testlets with supports are available through several demo student accounts. See the Guide to Practice Activities and Released Testlets or the *Test Administrator Manual* for a list of demo logins for practice testlets.

### CATEGORY 2

ACCESSIBILITY FEATURE	DESCRIPTION
Braille	The DLM Alternate Assessment System supplies braille forms for some testlets and target linkage level. These forms are available in either uncontracted Unified English Braille (UEB) or English Braille American Edition (EBAE), depending on what the test administrator selects in the student's PNP Profile, if the state permits both. DLM braille forms also include Nemeth code for mathematics as needed.
Alternate Form – Visual Impairment	For a student who is blind and does not read braille or has a significant visual impairment, the test administrator selects Alternate Form – Visual Impairment under the Other tab in the PNP Profile. The alternate form of the testlet, if available, will have the letters BVI (Blind Visual Impairment) in the testlet name, in the test ticket, and in Student Portal (e.g., SP BVI SCI MS.PS1-2 P 10455). If a BVI form is not available for the testlet, the system will deliver a standard form to the student. The accompanying Test Information Page (TIP) for that testlet will provide information about how to make appropriate adaptations for the student.
Single-switch system	This support is activated using one switch and a switch interface that emulates the Enter key on the keyboard. In the PNP Profile, test administrators can set scan speed, indicate if scanning is to begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.
Two-switch system	This system does not require activation in the PNP Profile. Two switches and a switch interface are used to emulate the Tab key to move between choices and Enter key to select the choice when highlighted.
Individualized manipulatives	Students may use familiar manipulatives (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters). Refer to the TIP for constraints for a specific testlet.
Calculator	Students may use a calculator on mathematics testlets unless it interferes with the construct of the testlet. The TIP for each mathematics testlet will specify when a calculator is permitted.

**Category 3 Settings in PNP Profile all require supports provided by the test administrator outside of Kite Student Portal**

Supports offered outside of Student Portal require actions by the test administrator, such as reading, signed, translating the assessment, or helping the student enter responses. These supports are recorded in the PNP Profile even though they are delivered by the test administrator outside of Student Portal.

**CATEGORY 3**

ACCESSIBILITY FEATURE	DESCRIPTION
Human read aloud	Test administrators may read the assessment aloud to students. Alternate test for test administrators who will deliver the human read aloud will include descriptions of graphics and alternate test descriptions of images and are provided as additional pages after the main TIP. The <i>Test Administrator Manual</i> also includes information about human read aloud.
Sign interpretation of text	Test administrators may sign the content to students using American Sign Language (ASL), Signing Exact English, or personalized sign systems.
Language translation of text	Test administrators may translate the text for students who are English learners or who communicate best in a language other than English. Language translations are not provided via the computer. State policy will guide whether translation can be used.
Test administrator entering student responses	If students are unable to physically input their response options, they may indicate their responses through their typical response mode and/or forms of communication (e.g., eye gaze, gesture). Test administrators may key in those responses only when students are unable to independently and accurately record their responses in Student Portal.
Partner-assisted scanning (PAS)	PAS is a strategy in which test administrators assist students with scanning students' response options. Test administrators read and/or point to each response option and students indicate when presented their desired response.

Note: For a list of additional allowable supports, refer to the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the [DLM website](http://dynamiclearningmaps.org/alaska) (dynamiclearningmaps.org/alaska).

# English Language Proficiency (ELP) Assessment ACCESS for ELLs

Students in kindergarten through grade 12 who are currently identified as English learners (ELs) must be assessed annually to monitor their progress in acquiring academic English. Alaska uses WIDA’s ACCESS for ELLs assessment as its English language proficiency assessment. This assessment is aligned with the WIDA English Language Development (ELD) Standards. Alaska adopted the 2007 WIDA ELD Standards in 2011 ([4 AAC 04.155](#)). ACCESS for ELLs is used to assess the proficiency levels of English learners’ receptive and productive skills in English in the areas of listening, speaking, reading and writing. ACCESS for ELLs focuses on the progress and proficiency levels of academic language rather than content area knowledge and skills; therefore, some accommodations that might be appropriate for the classroom or content areas tests should not be used with the ELP assessment as they will invalidate the test. ACCESS for ELLs is available for grades 1-12 in online and paper-based versions. Kindergarten ACCESS for ELLs is available in a paper-based version only. Assessment administration information is available on the [WIDA website](#) ([wida.wisc.edu](#)). The following information is an excerpt from the *WIDA Accessibility and Accommodations Supplement*. For more information on any of these supports, please refer to the Supplement located on the [WIDA website](#) ([wida.wisc.edu](#)).

## ADMINISTRATIVE CONSIDERATIONS

Districts and schools have the authority to make administrative determinations for any EL student as long as test security is not compromised and the requirements are met regarding testing conditions and environment. These individualized administration procedures provide flexibility to schools and districts in determining the conditions under which ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs can be administered most effectively. Administrative considerations do not change what the test items are designed to measure or the way test scores are interpreted. In addition to administration procedures listed in the test administration manual, the following tables show the administrative procedures that may be customized to meet the needs of students taking either computer-based or paper-based assessment.

**Table 4: Administrative Considerations for ACCESS for ELLs, Alternate ACCESS for ELLs, Kindergarten ACCESS and WIDA Screener**

Administrative Consideration	Description
Adaptive and Specialized Equipment or Furniture	Some students may require specialized equipment or furniture including (but not limited to) special seating, weighted vests, fidget tools, noise reducing headphones, specialized lighting or acoustics, or adaptive keyboards. Students who routinely use adaptive or specialized furniture or equipment should have access to these during testing.

Administrative Consideration	Description
Alternative Microphone	<p>Students may feel uncomfortable speaking into the microphone attached to the headset if they are unfamiliar with this practice. Students may use an alternate microphone (not attached to a headset), such as a microphone built into the computer or one that attaches to the device using a USB port. Bluetooth and other alternative microphone set-ups may or may not be compatible with the online test engine. Check for compatibility prior to the day of assessment using the online Speaking practice test.</p> <p>Students may also need to be tested in a separate environment in order to limit distractions for other students.</p>
Familiar Test Administrator	<p>Students may feel more comfortable with a known test administrator.</p> <p>All test administrators are required to be trained and certified to administer the test.</p>
Frequent or Additional Supervised Breaks	<p>Students may take breaks as needed. Frequent breaks refer to multiple, planned, short breaks during testing based on a student’s specific needs (e.g., fatigues easily, overly anxious).</p> <p>Generally, students must remain in the testing environment for breaks during each testing section. The student may stand up, walk around, or engage in activities that do not distract other test takers. The exception for remaining in the testing environment would be for the student to use the restroom or access specialized equipment (e.g., sensory breaks, medical equipment). In these cases, arrangements should be made for the student to be escorted in order to minimize interactions with other students.</p> <p>During breaks, the student’s test books must be closed or computer screens must be covered/turned off. If the student leaves the room, the test administrator must collect the student’s paper-based test materials, or ensure the online test has been placed on “pause.” The embedded pause setting for online administration allows for up to 30 minutes of inactivity prior to automatically logging the student out of the session.</p>
Individual or Small Group Setting	<p>A small group is a subset of a larger testing group taking the test in a separate location. While the typical size for a small group is two to eight students, WIDA does not prescribe a minimum group size for any student. However, for students with disabilities, schools must follow group size guidelines as documented in their plans (e.g., “fewer than ten students” or “no more than 8 students”), or follow the state’s policy guidelines. If the plan does not specify the maximum number of students in the small group, follow common practice for that student during instruction and classroom/district assessment.</p> <p>The testing location must be a secure and safe environment that is monitored while the assessment is being administered.</p>
Monitor placement of responses in the test booklet or onscreen	<p>Test administrators may monitor response placement to ensure that the student is marking the answer in the correct location for the problem the student intends to answer. For example, a student may accidentally skip a question in the test booklet or may not use the correct keyboard navigation (e.g., the student used the “tab” rather than the arrow keys to navigate), resulting in a changed answer. The test administrator may not assist the student in any way with respect to the content of</p>

Administrative Consideration	Description
	the item or selecting the correct response.
Participate in different testing format (paper vs online)	<p>If allowed by state policy, students may participate in the assessment using a different format from their peers. For schools and districts administering computer-based assessments, a paper-based assessment may be more appropriate for a student for a variety of reasons. In these circumstances, using the paper-based test should be considered. Conversely, a student may need an online assessment to use familiar technology supports while peers are participating in the paper-based assessment. This decision should be based on individual student needs and not applied on a group basis.</p> <p>Writing domain: Some students participating in online testing in Grades 4 - 12 may need to take only the writing domain using the paper-based format. In this situation, the student must not use the online test platform for any part of writing. Some states' policies do not allow online students to take the paper-based writing, as all portions of the assessment must be completed in the same format.</p>
Read Aloud to Self	<p>A student may read the assessment aloud to him/herself. Devices, such as "whisper phones," may also be used.</p> <p>To minimize distraction or interference with other test takers, the student should be tested in an environment separate from other students. The testing location must be a secure environment that is monitored while the assessment is being given.</p>
Specific Seating	<p>Students may be seated in a specific location in the testing environment. For example, a student may need to be seated away from a heating/cooling vent, near a window for natural light, or near the test administrator's desk.</p> <p>While seating is a local decision, students must be positioned in a suitable manner for testing (i.e., lying on the floor during testing is not appropriate). Additionally, it is not appropriate to seat a student in a location that is not visible to the test administrator, such as behind a bookshelf separating the student from the rest of the room. The use of study carrels to separate students and minimize distractions is allowable as long as the test administrator is able to effectively monitor student testing.</p>
Short Segments	<p>In rare instances, students may need longer breaks than provided through the Frequent or Additional Supervised Breaks administrative procedures. In these cases, the assessment may be given in short segments. If needed, it is recommended that the student participate in paper-based administration, if allowable by state policy. Students would have their test materials collected by the test administrator after each segment and resume testing at a later time.</p> <p>A language domain should be completed within one school day.</p> <p>NOTE: The scheduled breaks should be determined before the day of testing and based on the use of scheduled breaks during classroom instruction and classroom testing.</p>

Administrative Consideration	Description
Verbal praise or tangible reinforcement for on task or appropriate behavior	<p>It may be appropriate to provide students positive reinforcement during testing. Reinforcement may not depend on the accuracy of the student’s response. Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for the student.</p> <p>Verbal feedback may include phrases such as “Good job,” “Very good,” “Nice job,” and “Okay.”</p>
Verbally redirect student’s attention to the test (English or Native Language)	<p>Test administrators may verbally redirect the student’s attention to the test when the student is demonstrating off task behaviors. Care must be taken not to coach or assist the student. Verbal redirection should be provided quietly without disturbing other students in the testing environment.</p>

## UNIVERSAL TOOLS

Universal tools are available to all students taking the ACCESS for ELLs and Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs in order to address their individual accessibility needs. These may either be embedded in the online test or provided by test administrators during testing. Universal tools do not affect the construct being measured on the assessment.

Provided that students have become familiar with the appropriate use and availability of universal tools, these should reinforce students’ abilities to demonstrate their knowledge and skills. Educators must ensure that students have opportunities to practice using the tool and must help students determine when a tool may be appropriate and useful. Making connections between learning strategies used during instruction and similar universal tools available on the assessment also may help students decide which tools are appropriate and when to use them. Remember, sample items are available for students to practice using the universal tools.

Universal tools do not need to be pre-selected for online testing in WIDA AMS.

**Table 5: Universal Tools for ACCESS for ELLs and Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs**

UNIVERSAL TOOL	DESCRIPTION
Audio Aids	<p>A tool that the student can use to amplify or diminish sound.</p> <p>Audio aids include amplification devices, noise buffers, or white noise machines (provided by the school or student.)</p> <ul style="list-style-type: none"> <li>• The student uses amplification devices typically used during instruction.</li> <li>• The student uses a noise buffer (e.g., headphones, earbuds) to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test (i.e., allow the student to hear listening items).</li> <li>• The student uses a white noise machine typically used during instruction or assessment.</li> </ul> <p><b>Online test:</b></p> <p>Noise cancelling headphones or ear buds may be connect to the computer.</p> <p>Headphones needed for testing may not be compatible with some personal audio amplification devices (i.e., hearing aids, cochlear implants). In these situations, the student may participate in online testing by playing the sound through the computer’s speakers or external speakers. Students using speakers must be tested in a separate setting in order to not disturb or distract other students.</p> <p><b>Paper-based test:</b></p> <p>Noise cancelling headphones, earplugs, earphones or other noise buffers not connected to an audio device may be used during paper-based testing for Reading, Writing and Speaking. For the Listening test, students may need to use the noise buffers connected directly to the device used to play the Listening and Speaking CD. Noise buffers may not be compatible with some oral presentation accommodations such as the Human Reader accommodations.</p>
Color Contrast	<p>A tool that the student can use to change the text and background color.</p> <p><b>Online test:</b></p> <p>After selecting the options button found in the lower left corner of the screen, the student will select Color Contrast, and choose from 8 pre-defined color combinations.</p> <p>Combinations include: white with black text (default), pink with green text, yellow with blue text, light grey with brown text, orange with blue text, dark grey with green text, light green with purple text, and dark green with red text.</p> <p><b>Paper-based test:</b></p> <p>See Color Overlay</p>

UNIVERSAL TOOL	DESCRIPTION
Color Overlay	<p>A tool that the student can use that changes the contrast between the text and the background color.</p> <p><b>Online test:</b></p> <p>After selecting the options button found in the lower left corner of the screen, the student will select Color Overlay, and then choose from 6 pre-defined background colors. The text remains black. Color will remain selected until turned off.</p> <p>Color choices include: white (default), green, blue, beige, pink and yellow.</p> <p>Students may also use external color overlays provided by the school or student.</p> <p>These external overlays may also be combined with the embedded color settings. Many items include color graphics that could be impacted by the overlays. It is expected that students using the overlays will need to adjust their use depending on what is on the screen, similar to how they address the issue during typical classwork on the computer.</p> <p><b>Paper-based test:</b></p> <p>Students may use a full page or a partial page semi-transparent color overlay (e.g., a color acetate transparency). The student can place it over the test booklet page. The external overlays are provided by the school or student.</p>
Highlighters, colored pencils, or crayons	<p>A tool that the student can use to mark specific text.</p> <p><b>Online test:</b></p> <p>Students will select the highlighter button located at the bottom of the screen and drag the tool across the text to mark it in yellow. This is only available with mouse control.</p> <p><b>Paper-based test:</b></p> <p>Students can use their preferred writing tool(s) to mark specific text in the test booklet.</p>
Keyboard Navigation	<p>A tool that the student can use to change to different areas of the online test screen or move from screen to screen.</p> <p><b>Online test:</b></p> <p>Navigation throughout the test can be accomplished by using a keyboard in place of a mouse. Keyboard navigation does not allow for manipulation of embedded tools.</p> <p>TAB order: highlighter, magnification, line guide, pause, help, options, next.</p> <p>See Appendix B of the WIDA Accessibility and Accommodations Supplement for Keyboard Shortcuts.</p> <p><b>Paper-based test:</b></p> <p>Does not apply.</p>



UNIVERSAL TOOL	DESCRIPTION
Line Guide or Tracking Tool	<p>A tool that the student can use to guide his or her eyes while reading text on the computer screen.</p> <p><b>Online test:</b></p> <p>After selecting the Line Guide button found at the bottom of the screen, a light blue rectangle will appear in the upper-right portion of the screen. Students select the light blue rectangle and drag it to position and move the line guide.</p> <p>This is only available with mouse control.</p> <p><b>Paper-based test:</b></p> <p>Students use the tracking tool they typically use during instruction (e.g., note card, bookmark, cut out sentence highlighting strip). Tools that adhere to the test book (i.e., highlighting tape) must be removed prior to the book being returned to DRC.</p> <p>The tracking device must be blank/empty.</p>
Low-vision aids or magnification devices	<p>A tool that the student can use to increase the size of graphics and text.</p> <p><b>Online test:</b></p> <p>After selecting the magnifier button, students may enlarge the test content by choosing 1.5x or 2.0x.</p> <p>Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors can also allow for increased text and image size with or without the magnifier tool.</p> <p>Students and teachers should explore the use of enlargement tools on practice items in order to determine whether to use the embedded magnifier or select the paper-based large print test.</p> <p><b>Paper-based test:</b></p> <p>Students will use their low vision device with a regular or large print paper-based form. Student answers in test booklet. Transcription is required if the student marks answers in the large print test booklet.</p>
Sticky notes	<p>A tool that the student can use to make notes in preparing responses on the Writing test.</p> <p><b>Online test:</b></p> <p>Students select the sticky notes button located at the bottom of the screen and a blank box pops-up on screen. Students may type notes in the box. Sticky notes do not maintain content between screens.</p> <p>Sticky notes are available on only some screens.</p> <p><b>Paper-based test:</b></p> <p>See Scratch Paper</p>

UNIVERSAL TOOL	DESCRIPTION
Scratch Paper	<p>A tool that the student can use for notes, drafts and diagrams.</p> <p>The student receives one sheet (or more as needed) of scratch paper with a pencil, pen or marker. Scratch paper can be a blank sheet, grid paper, wide-ruled paper, braille paper, raised-line paper, bold-line paper, raised-line grid paper, bold-line grid paper or colored paper. Students may alternately use an individual, erasable white board as scratch paper for notes and responses.</p> <p>No graphic organizers may be provided.</p> <p>Used scratch paper is considered a secure test material. Test administrators must collect used scratch paper and completely erase white boards at the end of each test domain to maintain test security. Scratch paper must be returned with test materials or disposed of according to state policy.</p> <p><b>Online test:</b></p> <p>For the writing domain students in Grades 4 – 12, students will receive one piece of blank scratch paper as part of the general test administration. Scratch paper should be available to students upon request for all domains and grade levels.</p> <p><b>Paper-based test:</b></p> <p>Only work in the test booklet will be scored. Additional scratch paper should be available to students upon request.</p>

## ACCOMMODATIONS

Accommodations are changes in procedures or materials that increase equitable access for a student by overcoming the effects of a disability during ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs administration in order to allow the student to effectively demonstrate their knowledge and skills while generating valid assessment results for students who need them. Accommodations are intended to provide testing conditions that do not result in changes to what the test measures and that do not affect the validity or reliability of the interpretation of the scores for their intended purposes; these accommodations provide comparable test results to those of students who do not receive accommodations.

Accommodations are available only to ELs with disabilities as specified in the student’s IEP or 504 Plan or as determined by the individual or team designated by the LEA to make decisions for students covered under Title II of the ADA, and only when the student requires the accommodation(s) to participate in the assessment meaningfully and appropriately. Sometimes students with disabilities require non-digital accommodations (i.e., accommodations delivered by a test administrator instead of by the online test). For those students, administering the assessment in a paper-based format should be considered. Decisions about accommodations appropriate for all four domains of the ELP assessment—Listening, Reading, Speaking, and Writing—should be based on the needs of individual students, rather than based on the nature of the disability or disability type. A student’s individual educational team (IEP, 504, or Title II of the ADA) makes decisions about accommodations. These educational teams must not select accommodations that invalidate the assessment. Accommodation decisions may not be made unilaterally by a teacher or other school employee outside of the IEP process described in IDEA (34 CFR §§300.320 through 300.324.4).

It is important that teams for ELLs with disabilities are multidisciplinary and collaborative in nature and include persons with expertise in second language acquisition and other professionals who understand how to differentiate between limited English proficiency and a disability. Documentation should be maintained as part of the student's records.

The following should be considered when choosing appropriate accommodations for students taking ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, or Alternate ACCESS for ELLs:

1. Does the student use the accommodation on a regular basis to address his or her learning challenge in the classroom during instruction and testing?

Students should typically receive only those accommodations that are in use for daily instruction (with rare exceptions) and that are needed in order to participate meaningfully in the English language proficiency assessment.

2. Does the accommodation address the challenge faced by the student?

The appropriate use of accommodations with ELLs with disabilities should ensure (or at least increase the likelihood) that the student's disability will not prevent the student from demonstrating his or her English language proficiency during the assessment. Accommodations do not reduce learning expectations, and may not be used to compensate for a student's lack of knowledge or skills, or because of a lack of appropriate instruction (or lack of access to) in the complex academic language associated with any content area.

Neither should accommodation selection be based on a "more-is-better" approach in an attempt to provide every possible advantage on the assessment nor should students be provided with unnecessary accommodations. An abundance of unnecessary accommodations may actually hinder the student's performance.

3. Is the accommodation allowable for ACCESS for ELLs ELP testing?

Remember that ELP tests and content area assessments in reading/language arts, mathematics, and science assess different constructs and, therefore, different accommodations may be allowed for each. Some accommodations that might be appropriate for content areas tests may not be used on ELP assessments because they would invalidate the construct being measured by the test (e.g., using a bilingual word-to-word dictionary).

4. Does the accommodation adhere to your state policies for the accommodation of ELLs with disabilities on language proficiency assessments?

The accessibility features and accommodations specified and described in this supplement are recommendations only and do not replace or amend state policies. Educational teams are responsible for ensuring accommodations provided are in accordance with their state policy.

Once the student's educational team has selected appropriate accommodations, it is important to share this information with the school Test Coordinator to ensure the test administrator has been trained to administer the accommodation. It is recommended that training occurs in a manner which allows for immediate feedback.

In rare cases, a student who does not have an IEP or 504 Plan or who is not regularly receiving services under Title II of the ADA, may be permitted accommodations due to an unforeseeable circumstance. In such cases, the student may be allowed an accommodation due to a short-term barrier to accessing the assessment. For example, a student with a fractured hand may use a scribe if he is unable to type, write, or use voice recognition software. Accommodations for a student without an IEP or 504 Plan are only allowed for transitory accessibility concerns that could not have been anticipated (e.g., broken bone, concussion, etc.).

Accommodations may be embedded within the online test platform or be delivered locally by a test

administrator. Embedded accommodations must be pre-selected in order to be activated within the test engine. Special paper-based test forms (e.g., large print, braille) must be pre-ordered prior to testing. Check with your state assessment office as to how, whether, and which accommodations information should be uploaded, and how to order accommodated test forms.

Accommodations requiring physical materials (e.g., braille, assistive technology, manipulatives) should be identified in advance, and plans should be made to ensure their availability during testing.

On the following pages, descriptions of the allowable accommodations provide detailed information on each accommodation. Each accommodations table is divided the four domains of English language proficiency assessments (Listening, Reading, Speaking, and Writing) with indications as to whether a particular accommodation is

(a) appropriate for the domain (Yes).

(b) inappropriate and therefore not recommended (No).

(c) not applicable (N/A) because the accommodation is already incorporated into the test design (e.g., responding orally on the Speaking Test) or is irrelevant for the domain (e.g., use of a scribe for the Speaking Test which requires no writing).

Most accommodations for ELLs with disabilities are allowed during both the paper and online administrations of the assessment. If the accommodation is delivered the same way during online and paper test administration, the two cells in that accommodations table have been merged.

As a reminder, refer to your state specific policy for information on allowable accommodations for language proficiency assessments. The accommodations listed in the following tables are recommendations and do not replace or amend state policies.

**The following table is from the WIDA 2019-2020 Accessibility and Accommodations Supplement. For further description and guidelines about each of the accommodations listed below, please refer to the accommodations section in that document. It can be found on the [WIDA Accessibility and Accommodations webpage](http://wida.wisc.edu/assess/accessibility) ([wida.wisc.edu/assess/accessibility](http://wida.wisc.edu/assess/accessibility)).**

**Table 6: Accommodations for ACCESS for ELLs and Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs**

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Braille Code: BR	N/A	Embossed test with graphics provided in either contracted or uncontracted braille.  Unified English Braille (UEB) in Grades 1-12  Grades 6-8 uses UEB with Nemeth for Math and Science-related items.	YES	YES	NO	YES

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Extended time of a test domain Code: EM	Student completed a test domain over multiple days. Test administrator must follow security measures.	Student completed a test domain over multiple days. Test administrator must follow security measures.	YES	YES	YES	YES
Extended Speaking test response time Code: ES	Student is provided up to twice the allowable time to respond to items on the Speaking test	Student is provided up to twice the allowable time to respond to items on the Speaking test	N/A	N/A	YES	N/A
Extended test time within the school day Code: ET	Student is allowed extended test time within the same school day	Student is allowed extended test time within the same school day	Yes	YES	See Accommodation ES	YES
Human Reader for items (stimuli and prompts) by in-person human. Code: HI	N/A-embedded pre-recorded human voice is used.	Read aloud test items (i.e. stimuli and prompts). by in-person human.	YES	NO	YES	YES, Grades 4-12 Tiers B/C
Human Reader for response options (answer choices) Code: HR	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphic-only response options are not read or described.	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphic-only response options are not read or described.	YES	NO	N/A	N/A
Human Reader for repeat of items (stimuli and prompts) Code: RI	N/A -See accommodation RA if repeating recorded audio is needed.	Read aloud and repeat test items (e.g. prompts and response options) by in-person human.	YES, only repeat item one time	NO	YES, may repeat item multiple times	YES, may repeat item multiple times

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Human Reader for repeat of response options (answer choices) one time Code: RR	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphics-only response options are not read or described.	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphics-only response options are not read or described.	YES	NO	NO	NO
Interpreter signs test directions in ASL Code: SD	The interpreter uses American Sign Language (ASL) or another sign system to sign test directions to the student. Directions refer to administration logistics, test directions, and practice items provided prior to the first test item.  Translation of test items and response options into ASL or any other language is not permitted.	The interpreter uses American Sign Language (ASL) or another sign system to sign test directions to the student. Directions refer to administration logistics, test directions, and practice items provided prior to the first test item.  Translation of test items and response options into ASL or any other language is not permitted.	YES	YES	YES	YES
Large Print Code: LP	Embedded magnifier, responsive screen	Large print version of the test. 18-point font on 11 x 17 paper	YES	YES	YES	YES

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Manual control of item audio Code: MC	Student manually starts the audio embedded in the online platform.	The test administrator asks the student if he/she is ready to listen, and then plays the audio delivered via CD.	YES	NO	YES	YES online N/A for paper
Repeat item audio Code: RA	Student manually starts the audio embedded in the online platform and is able to replay the audio one additional time.	The test administrator asks the student if he/she is ready to listen, and then plays and/ or replays the audio delivered via CD.	YES Repeat item audio one time.	NO	YES May repeat item multiple times.	YES online. May repeat item multiple times. N/A for paper.
Scribe Code: SR	The test administrator types student responses directly into the test engine as the student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by gesturing, pointing, or eye gazing.	The test administrator marks or writes student responses directly into the test engine as the student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by gesturing, pointing, or eye gazing.	YES	YES	N/A	YES
Student responds using a recording device, which is played back and transcribed by the student. Code: RD	Students uses a recording device to respond, and then the student transcribes the response into the test.	Students uses a recording device to respond, and then the student transcribes the response into the test.	N/A	N/A	N/A	YES

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Test may be administered by school personnel in non-school setting. Code: NS	In rare cases, the assessment may be administered by school personnel in a non-school setting, and provided that all security and administration requirements are met. Check your state policy for non-school setting exceptions.	In rare cases, the assessment may be administered by school personnel in a non-school setting, and provided that all security and administration requirements are met. Check your state policy for non-school setting exceptions.	YES	YES	YES	YES
Word processor or similar keyboarding device used to respond to test items	The student responds using standalone (external) word processing or similar keyboarding device.	The student responds using standalone (external) word processing or similar keyboarding device.	YES	YES	N/A	YES

The following accommodations are NOT ALLOWED for use on ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, or Alternate ACCESS for ELLs:

- Reading aloud test items or passages on the Reading test
- Translating test items into a language other than English
- Reading test items in a language other than English
- Using a bilingual word-to-word dictionary
- Responding to test questions in a language other than English

Refer to the *WIDA Accessibility and Accommodations Supplement* for details on the use of these supports. It can be found on the [WIDA Accessibility and Accommodations webpage](http://wida.wisc.edu/assess/accessibility) (wida.wisc.edu/assess/accessibility).

For additional information and updates, refer to the *Handbook for the Participation Guidelines* located on the [DEED Accommodations webpage](http://education.alaska.gov/assessments/accommodations) (education.alaska.gov/assessments/accommodations).

Note: Students with significant cognitive disabilities who cannot participate fully in ACCESS for ELLs, with or without accommodations, may be eligible to take the Alternate ACCESS for ELLs if they meet the required criteria. Refer to the [Alternate ACCESS for ELLs section](#) of this document for participation criteria.



# Alternate English Language Proficiency (ELP) Assessment Alternate ACCESS for ELLs

The Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) requires that all students identified as English learners (ELs) be assessed annually for English language proficiency, including EL students with disabilities. The Individuals with Disabilities Education Act (IDEA) also mandates that students with disabilities participate in statewide and district-wide assessment programs with appropriate accommodations, including alternate assessments, when it is documented in their Individualized Education Programs (IEP).

The Alternate ACCESS for ELLs Assessment assesses English language proficiency for students in grades 1 - 12 who are currently identified as ELs and have significant cognitive disabilities that prevent their meaningful participation in ACCESS for ELLs. Alternate ACCESS for ELLs is aligned to four of WIDA's English Language Development Standards: Social and Instructional Language, Language of Language Arts, Language of Mathematics, and Language of Science and associate model performance indicators. Alternate ACCESS for ELLs provides educators with a measure sensitive to English language proficiency growth of ELs with significant cognitive disabilities by expanding upon the performance indicators for Proficiency Level 1 for each standard in a grade-level cluster. Each test form assesses the four language areas of listening, speaking, reading, and writing.

At this time, there is no alternate ELP assessment available for kindergarten students but WIDA is currently working on development of such an assessment.

For the purposes of this guide, the term English learner (EL) refers to currently identified EL students, not former EL students. Only currently identified EL students with disabilities are eligible for accommodations or to participate in Alternate ACCESS for ELLs.

## ADMINISTERING THE ALTERNATE ELP ASSESSMENT

District personnel must be trained and qualified in order to administer Alternate ACCESS, in accordance with the requirements of 4 AAC 06.761. Test administrators must either complete the Alternate ACCESS module provided by WIDA or participate in district-facilitated training. Additionally, test administrators must sign a Test Security Agreement.

## DETERMINING STUDENT ELIGIBILITY FOR THE ALTERNATE ELP ASSESSMENT

The following Alternate ELP Participation Criteria Checklist must be used by IEP Teams to determine if a student is eligible to take Alternate ACCESS for ELLs. All responses to the following criteria must be "yes" in order for the student to be eligible to participate in Alternate ACCESS, and documentation must be kept in the student's IEP file.

The decision to participate in the Alternate ELP assessment must not be based solely on language, social, cultural, or economic differences or excessive or extended absences but should be based on specific student needs.

## ALTERNATE ELP ASSESSMENT PARTICIPATION CRITERIA CHECKLIST

YES/NO	PARTICIPATION CRITERIA CHECKLIST
	The student has an Individualized Education Program (IEP) and is currently identified as an English learner (EL). The student meets the eligibility criteria for special education related to the areas of, but not limited to, cognitive impairment, autism, traumatic brain injury, or multiple disabilities.
	The IEP indicates that the student demonstrates deficits in adaptive behavior/skills that adversely impacts the student’s educational performance and prevents completion of the standard academic curricula. Curricular objectives written for the student are less complex, making the regular ELP assessment, even with accommodations, inappropriate for the student.
	The IEP indicates that the student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize and demonstrate performance of skills, including English language skills.
	The accommodations or modifications needed by the student to participate in the regular ELP assessment would compromise the validity of the test.
	For students in tested grades 3 – 8 and high school, the student is identified in the student’s IEP as eligible to take the Alaska Alternate Assessment.
	The decision to participate in the Alternate ELP Assessment is not based solely on language, social, cultural, or economic differences or excessive or extended absences.
	The decision to place the student on the Alternate ELP Assessment is not being made for program administration reasons, such as the student is expected to perform poorly on the regular ELP assessment; the student displays disruptive behaviors or experiences emotional duress during testing.

### ACCOMMODATIONS AND SUPPORTS

The Alternate ACCESS for ELLs assessment will remain a paper-based test, therefore all universal tools, accommodations, and student supports that are relevant to the paper-based ACCESS for ELLs apply to the Alternate ACCESS for ELLs assessment. Administrative procedures of Alternate ACCESS for ELLs incorporate the accommodations such as extended test time and human readers; therefore, they do not need to be recorded as accommodations for the Alternate ACCESS for ELLs.

Please refer to Tables 4, 5, and 6 in the [previous section](#) for a list of applicable supports.

# National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is a national assessment of a representative sampling of America's students in grades 4, 8, and 12 conducted by the National Center for Education Statistics. Only students who participate in the alternate assessment for students with significant cognitive disabilities (Dynamic Learning Maps) will be automatically excluded from any NAEP assessment. All other students with disabilities should participate in NAEP with or without NAEP allowed accommodations.

NAEP strives to obtain as complete a picture as possible of the educational progress of all students. Thus, the NAEP sample includes students who have been identified as having physical, emotional, or developmental disabilities; or who have had limited exposure to the English language. NAEP's goal is to include as many students with disabilities and/or English Learners as possible; therefore, NAEP's advice to schools is, when in doubt, include the student.

NAEP has specific accommodations for students with disabilities or who are English learners (ELs). The allowed accommodations and requirements for administration of NAEP are determined by NCES and the National Assessment Governing Board (NAGB) and information about them is provided to the schools prior to the NAEP assessment. NAEP accommodations for each assessment year are typically finalized in late fall prior to the assessment year.

The Department of Education & Early Development expects that most ELs will be included on the NAEP. Only ELs who have been enrolled in United States schools for less than 1 full academic year before the NAEP assessment may be excluded from any NAEP assessment. All other ELs should participate in NAEP with or without NAEP allowed accommodations.

NAEP is administered by a federally contracted assessment team that receives extensive training to ensure consistent administration across the nation. School personnel may be asked to assist with some accommodations, such as signing questions for students.

School personnel with the best knowledge of the student's accommodation needs should use the guidance provided by NAEP to decide if the student should be included in the NAEP assessment and the accommodations needed.

The information regarding accommodations for NAEP can be found on the [DEED NAEP webpage](https://education.alaska.gov/assessments/naep) (education.alaska.gov/assessments/naep). If you have questions about the NAEP accommodations, please contact the Alaska NAEP State Coordinator at 907-465-8729.

# Appendix A: Modifications NOT Allowed for Testing

The following are examples of modifications that are not allowed on most standardized assessments. Educators must read the test administration directions for the specific assessment prior to administering the test to ensure that the test is not inadvertently invalidated. Modifications will invalidate an assessment because they change what the assessment is measuring and/or give the student an unfair advantage. This is not an exhaustive list of modifications.

- Clarification of a test item
- Paraphrasing test items
- Using spell or grammar check
- Reading the passages of the reading test
- Use of a dictionary or thesaurus (this does not include the specific type of dictionary allowed for ELs as an accommodation)
- Use of a mathematics or English language arts resource guide or reference sheets unless provided by the assessment
- Use of a calculator on items where it is not permitted
- Test administrators/proctors providing synonyms for unknown words

## Appendix B: Abbreviations Glossary

**CBA** – Computer-based assessment

**DEED** – Alaska Department of Education and Early Development

**DLM** – Dynamic Learning Maps, a system of assessment for students with significant cognitive disabilities

**ELA** – English Language Arts

**EL** – English learner

**ELP** – English language proficiency

**ESSA** – Every Student Succeeds Act of 2015

**ESEA** – Elementary and Secondary Education Act, a federal act that emphasizes equal access to education

**IDEA** – Individuals with Disabilities Education Improvement Act of 2004

**IEP** – Individualized Education Program, individualized education plans for students with disabilities

**NAEP** – National Assessment of Educational Progress

**NAGB** – National Assessment Governing Board, the governing board that makes decisions regarding accommodations for the NAEP assessment

**NCES** – National Center for Education Statistics, conducts NAEP

**PBA** – Paper-based assessment

**PEAKS** – Performance Evaluation for Alaska's Schools, Alaska's assessment to measure student growth and achievement in the Alaska English Language Arts and Mathematics Standards

**PNP Profile** - used to activate the appropriate student supports that are selected in a computer-based assessment system prior to testing, for the DLM alternate assessment