
Participation Guidelines

for Inclusion of Alaska Students
in State Assessments



December 2017

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 with limited English proficiency. The Participation Guidelines explains the assessment options available to students and is subject to change based on revisions to the comprehensive statewide 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.

Comprehensive System of Student Assessment

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) in English language arts and mathematics
2. Alaska Science Assessment
3. Alternate Assessment (DLM)
4. English Language Proficiency Assessment (ACCESS for ELLs 2.0)
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*.

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* at <http://education.alaska.gov/tls/assessment/accommodations.html>.

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Introduction to Participation in Assessments and to Student Supports

Participation

The Comprehensive 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, and ACCESS for ELLs 2.0. 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 in 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. Similarly, Universal Tools require no additional test security measures.

Accommodations

Students on an IEP, a 504 plan, or EL students may have identified accommodations documented for participation during assessments. Accommodations are changes in practices and procedures that provide equitable access to grade level content during instruction and assessment that do not alter the validity of the assessment, score interpretation, reliability, or security of the assessment.

Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. The accommodations provided to a student should generally be the same for classroom instruction and for assessments. 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 spell-check for classroom assignments is appropriate; providing spell-check on an English language arts assessment would change what the test items are measuring and is not allowed.

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 at <http://education.alaska.gov/assessments>.

Accommodations for English Learners (ELs) for Content Assessments

An English Learner (EL) is a student whose first language is not English, or a student who is American Indian, Alaska Native, or native resident 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. An EL student must be formally identified through 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. (See Regulation 4 AAC 34.090(a)(2) for a full definition of an LEP (EL) student.) 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 Identification, Assessment, and Data Reporting* on the department website at https://education.alaska.gov/ESEA/TitleIII-A/docs/EL_Identification.docx.

ELs must be provided reasonable accommodations on state academic 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.

The research-based EL accommodations in Table 5 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 a student's 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* at <http://education.alaska.gov/tls/assessment/accommodations.html>.

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 limited English speaking students and instruction. 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.

Accommodations for Students with a Transitory Impairment

Students with a transitory impairment are not regarded as individuals with disabilities if the impairment is transitory and minor (Americans with Disabilities Act, Amendments Act of 2008, Section 3 (3)(B)). 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 testing 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.

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.

Universal Tools and Accommodations

UNIVERSAL TOOLS

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.

ACCOMMODATIONS

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.

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.

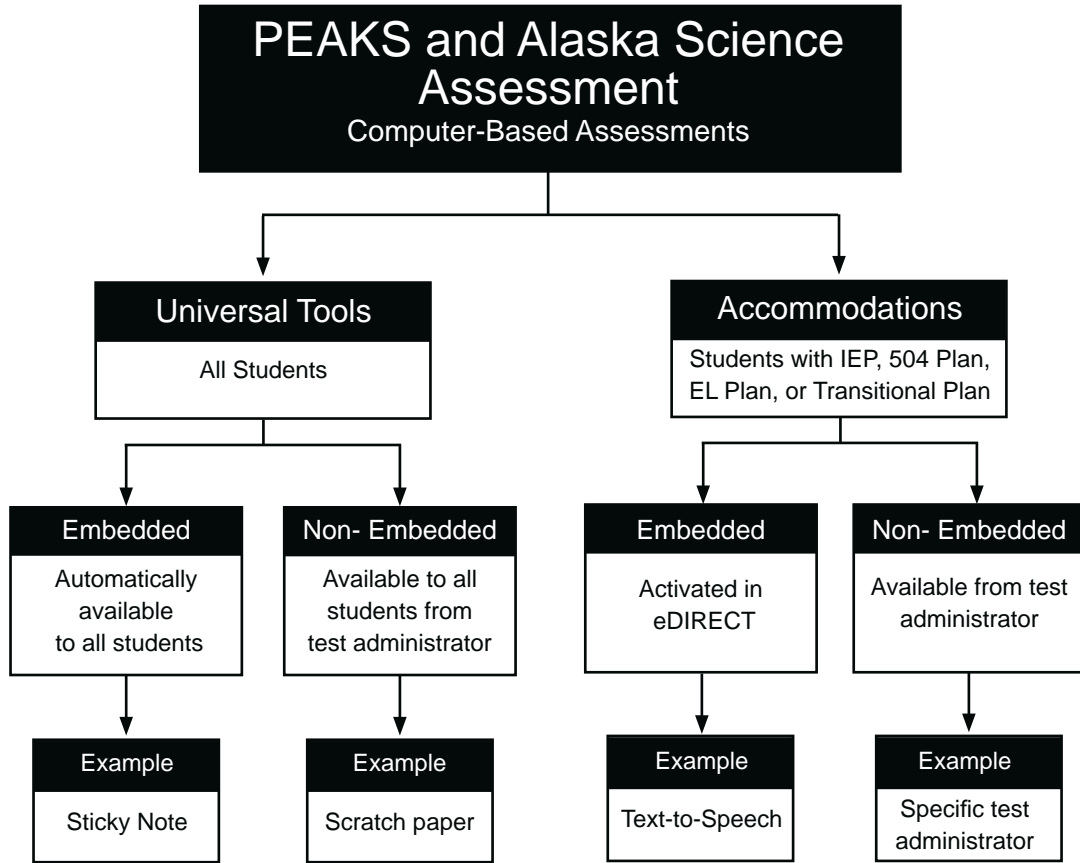
- **NON-EMBEDDED ACCOMMODATIONS** are those that are outside of the technology. For example, preferential seating or use of math manipulatives are non-embedded.
- **EMBEDDED ACCOMMODATIONS** are those that are within the test engine. They are activated for an individual student within eDIRECT.

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 eDIRECT prior to testing. It is a local decision to determine who (teacher, special education teacher, site coordinator, etc.) will activate student accommodations.

Accommodations are activated using the information in the existing IEP, EL Plan, 504 Plan, or student instructional plan. The educator assigned the role by the district and school for activating accommodations utilizes eDIRECT to select the appropriate tools to activate for the student. Embedded accommodations are unique to each student, providing an individualized testing experience. If a student transfers schools or districts, the embedded accommodations are linked to the student's Alaska Student ID and "follow" the student. Student demographic information, including embedded accommodations, can be accessed by the educators at the new school if the student is transferred.

Types of Student Supports for the
PEAKS and Alaska Science
Computer-Based Assessments



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* at <http://education.alaska.gov/tls/assessment/accommodations.html>.

UNIVERSAL TOOLS FOR PEAKS AND ALASKA SCIENCE ASSESSMENTS

**TABLE
1**

Available to all students.
Embedded within the testing system and/or provided by test administrator.

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>Calculator Use for the PEAKS and Alaska Science Assessments Policy</i> for specific information.	YES, embedded within test engine	YES
Color Overlay	Changes the background color behind text, graphics, and response areas.	YES, embedded within 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 test engine	N/A
Cross-off	Student may cross out/eliminate a multiple-choice answer selection(s).	YES, embedded within test engine	YES
Headphones	Student may wear noise blocking headphones to screen out extraneous sounds. This does not include music devices.	YES	YES
Highlighter	Student may use a highlighter to highlight desired assessment questions or selections.	YES, embedded within test engine	YES
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 test engine	YES, student may use a device, such as an unmarked ruler.

UNIVERSAL TOOL	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
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 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 must be made available to students with disabilities with an IEP or 504 plan, students with transitory impairments, and EL students, as documented in student plans. 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. The accommodations in Table 2 are embedded within the test engine and/or provided by the test administrator. Embedded accommodations are activated by an educator in eDIRECT. Table 2 is not an exhaustive list of the allowable accommodations.

Specific test administration requirements to provide the below accommodations can be found in the *PEAKS and Alaska Science Assessment Test Administration Directions*.

TABLE 2

For students with disabilities, as documented in an IEP or 504 Plan. Embedded within the testing system and/or provided by test administrator.

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

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Allowing alternative responses: <ul style="list-style-type: none"> oral response signing pointing recorded response use of word processor 	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. Reading of reading passages is not allowed.	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"> Questions Answer choices Embedded directions Reading of reading passages is not allowed.	YES	YES
Auditory amplification device	Assistive listening devices help amplify sounds, especially with background noise.	YES	YES
Braille		N/A	YES, available in UEB
Clarification of test directions: <ul style="list-style-type: none"> student requests clarification student restates directions 	A test administrator may provide clarification of assessment directions. This does not apply to assessment questions, answer choices, or embedded directions.	YES	YES

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Clarification of embedded test directions: <ul style="list-style-type: none"> • student requests clarification • student restates directions 	A test administrator provides clarification of directions provided within a test item. This does not apply to assessment questions or answer choices.	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, responsive screen	YES, large print version of the test is 18 pt font on 11 x 17 paper
Math manipulatives	Student use of physical objects for math items. 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 <i>Calculator Use for the PEAKS and Alaska Science Assessments Policy</i> . See the <i>Handbook for the Participation Guidelines</i> for list of additional allowable and non-allowable math manipulatives.	YES	YES
Reading, and re-reading, if requested: <ul style="list-style-type: none"> • test directions • embedded directions 	In individual or small-group assessment administrations, a test administrator may read directions.	N/A See Text-to-Speech.	YES

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Signing to student: <ul style="list-style-type: none"> • directions • embedded directions • math items • science items • ELA questions & answer choices 	Interpreters must read and sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures of math problems. Reading passages may not be signed to the student. This invalidates the assessment.	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
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. Text-to-Speech does NOT read the passages associated with ELA reading items.	YES, embedded within 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 B.

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

Student Supports for ELs 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 allowed for 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.

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

ACCOMMODATIONS FOR ELS FOR CONTENT ASSESSMENTS

TABLE 3

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

ACCOMMODATION	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. Text-to-Speech does NOT read the passages associated with ELA reading items.	YES, embedded within test engine	N/A See Audio CD.
Audio CD	Use of the test-contractor provided audio CD is required if the student's plan 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 plan specifically designates a human read aloud. Reading of reading passages is not allowed.	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

ACCOMMODATION	ACCOMMODATION DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
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
Clarification of test directions in English or the native language: <ul style="list-style-type: none"> • student requests clarification • student restates directions 	Clarification should not provide additional directions or examples.	YES	YES
Provide a published word-to-word bilingual dictionary	Published document must provide word-for-word equivalents in English and native language, and suitable for standardized assessment. Dictionaries that include pictures or word definitions are not allowed. Electronic dictionaries are not allowed.	YES	YES
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. Not allowed for reading passages.	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. Not allowed for English language arts items.	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 the Alaska Alternate Assessment for 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 Alaska 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 at <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 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 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 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.

Agree (Yes) or Disagree (No)? Provide documentation for each	Participation Criterion	Participation Criterion Descriptors
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. Expected 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. ELL status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated 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 filed in the student's special education file. A sample IEP form found in the department's *Guidance for Special Education Personnel* handbook which is available on the department's website. It includes a page for selecting state and district-wide assessments.

1. Acknowledgement that the Alternate Assessment 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 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 in English language arts, mathematics, and science are not appropriate.
4. A statement in the IEP by the team describing why the Alternate Assessment is appropriate based on the participation criteria.

Student Supports for the Alternate Assessment

Accommodations and Assistive Technology

Students taking the alternate assessment 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 2017-18* located at <http://dynamiclearningmaps.org/alaska>.

Accessibility Provided by the Computer-Based Assessment System

Accessibility to the Alternate Assessments is provided via the KITE Client testing software. 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. 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 survey of learner characteristics that goes beyond basic demographics. This survey covers a variety of areas, including communication, academic skills, and attention. The First Contact Survey is completed prior to assessment administration and is used to determine the initial placement of the student into the assessment. Instructions on how to fill out the First Contact Survey are located in the *DLM Test Administration Manual*.

The Access Profile (AP) 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 AP 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 AP 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.

Accessibility Features and Supports for the DLM Alternate Assessment

Category 1: Embedded Supports for the Alternate Assessment

Online supports are available to all students taking the Alternate Assessment and include magnification, invert color choice, color contrast, overlay color, and spoken audio. Directions detailing how to select the supports provided by the Access Profile are found in Step 4 of the six-step DLM accessibility customization process, which is in the *Accessibility Manual for the DLM Alternate Assessment 2017-18* at <http://dynamiclearningmaps.org/alaska>.

Note: Educators are advised to test these options in advance to make sure they are compatible and provide the best access for students.

CATEGORY 1	
ACCESSIBILITY FEATURE	DESCRIPTION
Magnification	Magnification allows educators to choose the amount of screen magnification during testing. Educators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report School, size 22. Scrolling may be required when the level of magnification is increased and the entire item can no longer be seen on the screen. This will vary due to the level of magnification, the amount of text in the item, and the size of the screen.
Invert color choice	When Invert Color Choice is activated, the background is black and the font is white; images display with a white background.
Contrast color	Color contrast allows educators to choose from several background and font color schemes.
Overlay Color	The Overlay Color is the background color of the test. The default color is white; educators may select from the alternate colors blue, green, pink, gray and yellow. Practice demo testlets have specific presets, but more options are provided in the AP and actual live testlets.
Spoken Audio <ul style="list-style-type: none">• Text only• Text & graphics• Nonvisual	Synthetic spoken audio (read aloud with highlighting) is read from left to right and top to bottom. There are three preferences for spoken audio: text only, text and graphics, and nonvisual (this preference also describes page layout for students who are blind).

Category 2: Supports requiring additional tools or materials

These supports include braille, switch system preferences, and use of special equipment and materials. These supports typically require prior planning and setup. These supports are all recorded in the AP.

CATEGORY 2	
ACCESSIBILITY FEATURE	DESCRIPTION
Braille	Braille forms in uncontracted UEB are available for some testlets. DLM braille forms also include Nemeth code for mathematics as needed.
Single-switch system	Single-switch scanning is activated using a switch and switch interface that emulates the Enter key on the keyboard. In the AP, educators can set scan speed, indicate if scanning should begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.
Two-switch system	The system automatically supports two-switch step scanning (does not require activation in the AP), with one-switch set up to emulate the “Tab” key to move between choices, and the other switch set up to emulate the “Enter” key to select the choice when highlighted.
Individualized manipulatives	Educators may use manipulatives that are familiar to students (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters, etc.).
Calculator	A calculator is permitted on math testlets unless it interferes with the construct of the testlet. The Testlet Information Page (TIP) for each math testlet will specify whether or not a calculator is permitted.
Alternate Form – Visual Impairment	For a student who is blind and does not read braille or has a significant visual impairment, the educator selects Alternate Form – Visual Impairment under the “Other” tab in Access Profile. The accompanying TIP sheet for that testlet will have information regarding how to make appropriate adaptations for the student.

Category 3: Supports provided outside the DLM system

These supports require actions by the test administrator, such as reading the assessment, signing or translating, and assisting the student with entering responses. These supports are recorded in the AP.

The ELA, math, and science assessments are administered individually. Students may take as much time as needed and work in settings that are most appropriate for them; any flexibility in time or location is permissible. The system can sit inactive for up to 90 minutes. If a student’s computer is inactive for longer than 90 minutes, the student will need to log in again. **Any items that have been completed will not be saved.** See Frequency of Testlet Delivery in the *DLM Test Administration Manual* for more information.

CATEGORY 3	
ACCESSIBILITY FEATURE	DESCRIPTION
Human read aloud	If the student does not respond well to the synthetic voice, the test administrator may read the assessment to the student.
Sign interpretation of text	Test administrators may sign the content to the student using American Sign Language (ASL), Exact English, or personalized sign systems.
Language translation of text	For students who are English learners or respond best to a language other than English, test administrators may translate the text for the student. Language translations are not provided via the computer.
Test administrator entering responses for student	If students are unable to select their answer choices themselves, they may indicate their selected responses through normal response types and/or forms of communication, such as eye gaze, and then test administrators are able to key in those responses. This should only be used when students are unable to independently and accurately record their responses into the system.
Partner-assisted scanning (PAS)	PAS is a strategy in which test administrators assist students with scanning, or going through, students’ answer choices. Test administrators read and/or point to each answer choice and Students make indications when their desired choices are presented.

Note: For a list of additional allowable supports, refer to the *Accessibility Manual for the DLM Alternate Assessment 2017-18* at <http://dynamiclearningmaps.org/alaska..>

English Language Proficiency (ELP) Assessment ACCESS for ELLs 2.0

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 2.0 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 2.0 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. The English language proficiency assessment 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 2.0 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 at <https://www.wida.us/>.

The following information is an excerpt from the WIDA Accessibility and Accommodations Supplement. For more information on any of these supports, please refer to that document located on WIDA's website at <https://www.wida.us/>.

Administrative Considerations

Districts and schools have the authority to make administrative determinations for any EL student as long as test security is not compromised. These procedures provide flexibility to schools and districts in determining the conditions under which ACCESS for ELLs 2.0 and Kindergarten ACCESS for ELLs can be administered most effectively.

Administration considerations do not change what items are designed to measure nor are the way scores interpreted. These considerations are intended to diminish barriers and maximize opportunities for all ELs to demonstrate their English language proficiency.

Universal Tools

Universal tools are available to all students taking the ACCESS for ELLs 2.0 and Kindergarten 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.

Universal tools do not need to be pre-selected for online testing in the WIDA Assessment Management System (AMS).

Accommodations

Accommodations are available only to currently identified ELs with disabilities when listed in an approved IEP or 504 Plan, and only when the student requires the accommodation(s) to participate in ACCESS for ELLs 2.0 meaningfully and appropriately. Decisions about accommodations appropriate for

all four domains of the ELP assessments – 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. For more information about selecting accommodations for students taking ACCESS for ELLs 2.0 or Kindergarten ACCESS for ELLs, see *WIDA’s Accessibility and Accommodations Supplement*.

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. The department assessment staff can answer questions 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, and manipulatives) should be identified in advance, and plans should be made to ensure their availability during testing.

ADMINISTRATIVE CONSIDERATIONS FOR ACCESS FOR ELLS 2.0 ONLINE OR PAPER-BASED ASSESSMENTS

The following list of ELP test administration procedures/supports are available to all ELs.

PRESENTATION	RESPONSE
<ul style="list-style-type: none"> • Read and repeat test directions by test administrator • Explain/clarify test directions in English by test administrator • Provide verbal praise or tangible reinforcement to a student • Verbally redirect student’s attention to test, in English or in student’s native language 	<ul style="list-style-type: none"> • Student reads test aloud to self (but must not disturb or interfere with other test takers) • Test administrator monitors placement of responses on screen or in test booklet • Student provides hand written response to the online Writing test instead of a keyboarded response, based on the student’s need • Alternative microphone (not attached to a headset)
TESTING ENVIRONMENT/SETTING	FLEXIBLE TIMING/SCHEDULING
<p>Test Administered:</p> <ul style="list-style-type: none"> • By school personnel familiar to student (if trained and certified to administer ACCESS for ELLs 2.0) • Individually or in a small group • In a separate room • With preferential or adaptive seating, including study carrel • In a space with special lighting and/or special acoustics • With adaptive or specialized furniture or equipment 	<ul style="list-style-type: none"> • Frequent or additional supervised breaks • Test administered in short segments (i.e., administer brief section of each test at a time)

UNIVERSAL TOOLS FOR ACCESS for ELLs 2.0 ONLINE OR PAPER-BASED ASSESSMENT

TABLE 4

The following student supports are available to all students.

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"> • The student uses amplification devices typically used during instruction. • 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). • The student uses a white noise machine typically used during instruction or assessment. <p>Online test:</p> <p>Noise cancelling headphones or ear buds may be connected 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>Paper-based test:</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 track. 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>Online test:</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>Paper-based test:</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>Online test:</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. 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>Paper-based test:</p> <p>Students may use a full page or a partial page semitransparent 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>Online test:</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.</p> <p>This is only available with mouse control.</p> <p>Paper-based test:</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>Online test:</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>Paper-based test:</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>Online test:</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 will 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>Paper-based test:</p> <p>Students use the tracking tool they typically use during instruction (e.g., note card, book mark, cut out sentence highlighting strip). The tracking device must be blank/empty. Tools that adhere to the test book (i.e., highlighting tape) must be removed prior to the book being returned to DRC.</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>Online test:</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>Paper-based test:</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>Online test:</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>Paper-based test:</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 whiteboard as scratch paper for notes and responses.</p> <p>No graphic organizers may be provided.</p> <p>Used scratch paper is considered a secure testing material. Test administrators must collect used scratch paper and completely erase whiteboards 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>The WIDA Test Administration Manual clarifies the use of scratch paper for the Speaking test: “Use of scratch paper during the Speaking test is permissible in specific situations and at the professional discretion of the Test Administrator. However, use of scratch paper during the Speaking test is discouraged, as students writing a draft of their spoken responses may compromise the validity of the test</p> <p>Online test:</p> <p>For the writing domain students in grades 4 – 12 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>Paper-based test:</p> <p>Only work in the test booklet will be scored. Additional scratch paper should be available to students upon request.</p>

ACCOMMODATIONS FOR ACCESS FOR ELLs 2.0 ONLINE OR PAPER-BASED ASSESSMENTS

TABLE 5 For ELs with disabilities, as documented in the IEP or 504 Plan.

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Braille	N/A	Available in UEB in Grades 1-5 and EBAE in Grades 6-12. Responses must be transcribed verbatim into test booklet by test administrator.	YES	YES	NO	YES
Extended time of a test domain	Student completed a test domain over multiple days. Test administrator must follow security measures.		YES	YES	YES	YES
Extended Speaking domain response time	Student is provided up to twice the allowable time to respond to items on the Speaking test		See Extended Time	See Extended Time	YES	See Extended Time
Extended test time within the school day	Student is allowed extended test time within the same school day		Yes	YES	N/A	YES
Human Reader for items	N/A (embedded pre-recorded human voice is used)	Read aloud test items (e.g. prompts and response options) by human reader	YES	NO	YES	YES, Grades 4-12 Tiers B & C
Human Reader for repeat of items	See 'Repeat Item audio' below.	Read aloud and repeat test items (e.g. prompts and response options) by human reader	YES, only repeat item one time	NO	YES, may repeat item multiple times	YES, may repeat item multiple times
Human Reader for repeat of response options one time	Read aloud and repeat of text-based response options (answer choices) by the human reader. Response options do not include item text or prompt text. Graphics only response options are not read or described.		YES	NO	N/A	N/A

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Interpreter signs test directions in ASL	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.		YES	YES	YES	YES
Large Print	Embedded magnifier, responsive screen	Large print version of the test. 18 pt. font on 11 x 17 paper	YES	YES	YES	YES
Manual control of item audio	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, for online N/A for paper
Repeat item audio	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	NO	YES	YES N/A for paper

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Scribe	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	Students uses a recording device to respond, and then the student transcribes the response into the test		N/A	N/A	N/A	YES
Word processor or similar key-boarding device used to respond to test items	The student responds using standalone (external) word processing or similar keyboarding device.		YES	YES	N/A	YES

Refer to the *WIDA Accessibility and Accommodations Supplement* for details on the use of these supports. It is found at <https://www.wida.us/assessment/access%202.0/documents/AccessibilityandAccommodationsSupplement.pdf>

For additional information and updates, refer to the *Handbook for the Participation Guidelines*.

Note: Students with significant cognitive disabilities who cannot participate fully in the regular ELP assessment, with or without accommodations, may be eligible to take the Alternate ELP assessment 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 state-wide and district-wide assessment programs with appropriate accommodations, including alternate assessments, when it is documented in their Individualized Education Programs (IEP). Assessment administration information is available at <http://wida.us/assessment/ACCESS/>.

The Alternate English Language Proficiency (ELP) 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 the regular English language proficiency assessment. Alaska utilizes WIDA's Alternate ACCESS for ELLs which 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 associated model performance indicators. The 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. An Alternate ELP assessment is not available for kindergarten.

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 are eligible for accommodations or to participate in the Alternate ELP Assessment.

Administering the Alternate ELP Assessment

District personnel must be trained and qualified in order to administer the Alternate ELP Assessment, in accordance with the requirements of 4 AAC 06.761.

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 the Alternate ELP Assessment. All responses to the following criteria must be "yes" in order for the student to be eligible to participate in the alternate ELP assessment, 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 regular ACCESS for ELLs 2.0 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 and 5 for a list of applicable Universal Tools and accommodations.

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. Results are only given at the state-level; no school or student results are provided. Only students with disabilities who participate in the Alaska Alternate Assessment based on alternate achievement standards 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 limited English proficiency 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 at <http://education.alaska.gov/tls/assessment/naep.html>. If you have questions about the NAEP accommodations, please contact the 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

AA – Alternate Assessment

AP – Access 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

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

ELs – English learners

ELP – English language proficiency

ESSA – Every Students 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