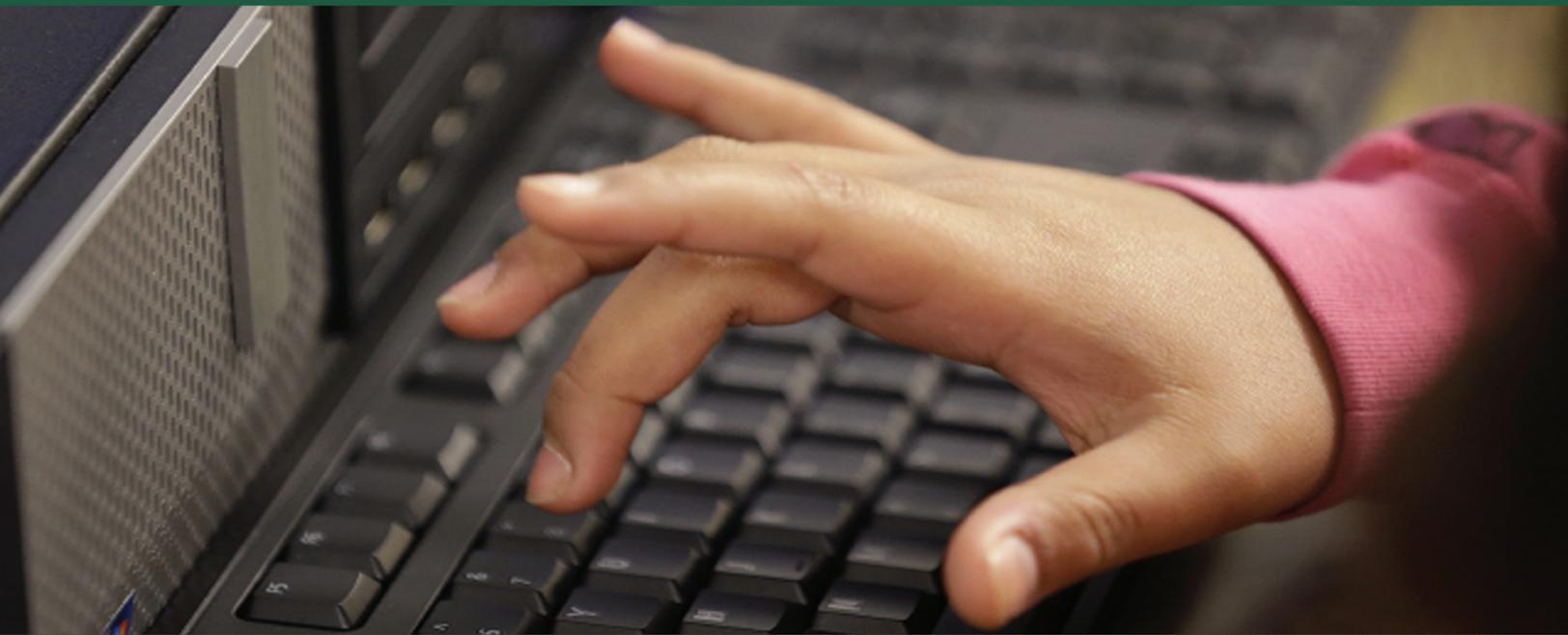

Participation Guidelines

for Alaska Students in State Assessments



The Purpose of the Participation Guidelines

Regulatory Guidance for Alaska Districts

The Participation Guidelines for Alaska Students in State Assessments is designed to help Alaska fulfill its commitment to include all students in state assessments. The Elementary and Secondary Education Act (ESEA) requires assessment of all students, including regular education students, students with 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.

ESEA requires accommodations (as appropriate) for students with disabilities. Policy also includes accommodations for students with limited English proficiency (LEP), also known as English language learners. **For the purposes of this guide, the term English language learner (ELL) refers to currently identified LEP students, not former LEP students.** Federal and state laws require accommodations be identified in students' Individual Education Plans (IEPs), Section 504 plans, or LEP plans; test administrators must provide accommodations as documented. The Participation Guidelines, as adopted in 4 AAC 06.775, integrates and explains what is required, by law, of schools and districts with regard to providing instruction and assessment accommodations for these students.

Comprehensive 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 statewide basis the extent to which children of the state are attaining state standards;
- Produce 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. Alaska Measures of Progress (AMP) English Language Arts, Mathematics, and Science Assessments
2. Alaska Alternate Assessment (AK-AA)
3. National Assessment of Educational Progress (NAEP)
4. English Language Proficiency Assessment (ELP)
5. College- and Career-Ready Assessments (CCRA)
 - a. WorkKeys
 - b. SAT
 - c. American College Test (ACT)

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 Alaska Comprehensive System of Student Assessment includes assessments used for a variety of instructional and accountability purposes. Participation in these assessments is required for students who meet the criteria defined by each assessment. This document provides regulatory guidance for both the Comprehensive System of Student Assessment and each assessment within that system. Districts are required to assess students who meet the participation requirements for each assessment. 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 language 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 language 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 – Specific to the Alaska Measures of Progress (AMP) Assessment

Universal Tools are supports or preferences that are available to all students taking the AMP English Language Arts, Mathematics, or Science computer-based assessment or the paper-based assessment. 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 outside of the test engine, 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. Similarly, Universal Tools require no additional test security measures.

Accessibility Tools – Specific to the AMP and Alternate Assessments

Accessibility tools or features provide all students with a documented need the opportunity to access the content being measured in the assessment. The use of the tool does not change what is being measured. Accessibility tools are selected for the student based on the student's needs and should generally be the same for classroom instruction and for assessments. Accessibility tools are only available when a teacher or team provides them for a student. Accessibility tools

are embedded in a computer-based assessment (e.g., masking tool). 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>.

Accommodations – Applies to all assessments

Accommodations must be made available to students with disabilities on an IEP or 504 Plan, students with transitory impairments, and limited English proficient students as documented in student files. 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 subtest 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. Because of 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 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 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 be familiar with how accommodations will be made available on computer-based assessments.

Accommodations for English Language Learners (ELLs) for Content Assessments

An LEP student is an individual whose first language is not English, or a student who is an 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. See Regulation 4 AAC 34.090(a)(2) for a full definition of an LEP student. All students identified as Limited English Proficient (LEP) must participate in statewide academic assessments. For details on the process for identification of LEP students refer to the *Guidance for Limited English Proficient (LEP) Student Identification, Assessment, and Data Reporting* on the department website at <http://education.alaska.gov/tls/assessment/elp.html>.

For the purpose of this guide, the term **English language learner (ELL)** refers to **currently identified LEP students**, not former LEP students.

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

The research-based ELL accommodations in Tables 8 & 9 are ELL-responsive; they have been shown to support ELLs linguistically in order to more accurately assess their academic content knowledge. Careful selection of ELL-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 ELL 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 ELL student should make decisions concerning appropriate ELL 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. Because of the close link between assessment and instruction, the accommodations provided for the assessment should reflect those provided in classroom instruction and assessment. Research shows ELL students 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 ELL 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 a test that alters what the test is designed to measure or the comparability of scores. **A modification makes an assessment invalid.** Modifications are determined based on what the assessments 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 accessibility tables, accommodation tables, or in Appendix A 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 and in the appendix are examples of some of the acceptable accommodations. When an adaptation for a content assessment is not listed in either resource, 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 test to measure the student's skill level? (IEP or 504 teams may consult with the department at any time.)

Next, the team should consider questions that relate to whether the test 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 the test? Before rejecting an adaptation because it changes or alters the test 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 proctor can transfer the student's answers to another answer sheet after the student completes the test.

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 the state assessments 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. If possible, the district should provide notice to the parent in a timely manner, enabling the parent to appeal the decision before the test.

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 test will not be scored.

Alaska Measures of Progress (AMP) Computer-Based Assessment

The Alaska Measures of Progress (AMP) assessment is designed to measure student growth and achievement. There are three content areas measured: The Alaska English Language Arts and Mathematics standards (adopted in 2012) and the Science Grade Level Expectations (adopted in 2006). AMP is administered to all students (except those with significant cognitive disabilities who participate in the Alternate Assessment program) in grades 3-10 in the spring.

The accessibility tools and accommodations available on the computer-based AMP and the paper-based AMP are largely the same. However, some differences exist and educators must refer to the specific tables for each assessment.

Student Supports for the AMP Assessment

Universal Design

The Alaska Measures of Progress is 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.

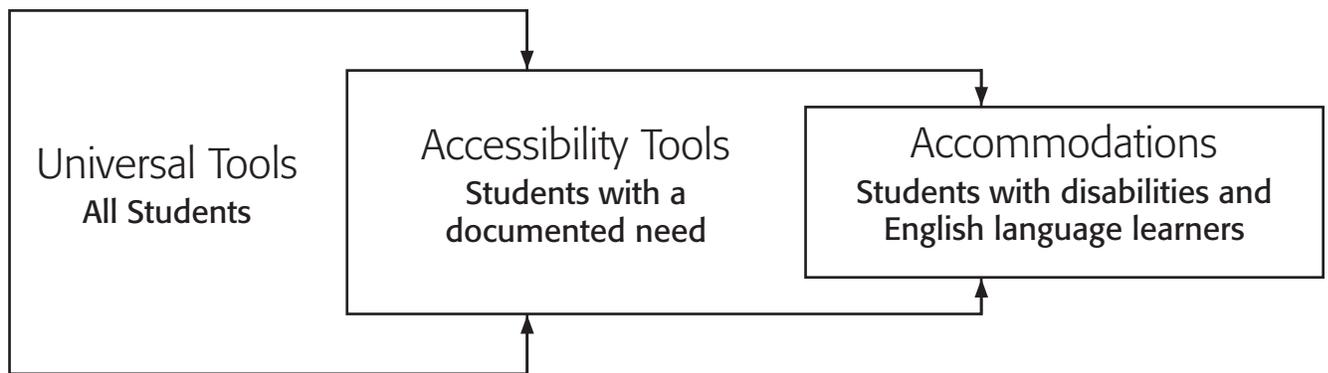
Universal Tools, Accessibility Tools, and Accommodations

UNIVERSAL TOOLS are supports or preferences that are available to **all** students taking the AMP computer-based assessment or the paper-based assessment. 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. Similarly, Universal Tools require no additional test security measures.

ACCESSIBILITY TOOLS are supports that are available to **all** students with a documented need taking the Alaska Measures of Progress computer-based assessment. The documented need does **not** have to be an IEP, 504 Plan, or ELL Plan. A documented need may be existing documentation in the school, such as the additional reading support provided to a student who is reading below grade level. Districts are encouraged to define local guidelines for the use of accessibility tools. Locally chosen methods for determining when students need extra instructional support can also be used to determine the need for accessibility tools. For further guidance on determining a student’s need for an Accessibility Tool, refer to the *Handbook for the Participation Guidelines*. The Accessibility Tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Accessibility Tools do not change score interpretation. Similarly, Accessibility Tools require no additional test security measures.

ACCOMMODATIONS are practices and procedures that provide equitable access during instruction and assessments to students with disabilities and English language learners. 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 disabilities with an IEP or 504 plan, students with transitory impairments, and LEP students, as documented in student plans.

The relationship between Universal Tools, Accessibility Tools, & Accommodations



NOTE: Modifications are not allowed for state assessments. If used, they will invalidate the test.

EMBEDDED AND NON-EMBEDDED ACCESSIBILITY TOOLS AND ACCOMODATIONS Accessibility Tools and accommodations are provided to students based on the decisions of the instructional team. Accessibility Tools and accommodations can be either embedded or non-embedded.

- **Non-embedded Accessibility Tools and accommodations** are those that are outside of the technology. For example, preferential seating or use of math manipulatives are non-embedded.
- **Embedded Accessibility Tools and accommodations** are those that are within the test engine. They are activated for an individual student via the Personal Needs and Preferences Profile (PNP) process.

Activating Accessibility Tools and Accommodations Embedded in the Alaska Measures of Progress System

AMP PERSONAL NEEDS AND PREFERENCES (PNP) The Alaska Measures of Progress test engine uses a PNP to control the Accessibility Tools and embedded accommodations provided to a student. Accessibility Tools and embedded accommodations, unlike Universal Tools, are only available for students to use when activated by an educator via the PNP prior to testing. It is a local decision to determine who (teacher, special education teacher, site coordinator, etc.) will complete the PNP for students.

The PNP is completed using the information in the existing IEP, ELL Plan, 504 Plan, or student instructional plan. The educator assigned the role by the district and school for completing the PNP utilizes Educator Portal to select the appropriate tools to activate for the student. The PNP is unique to each student, providing an individualized testing experience. If a student transfers schools or districts, the PNP is linked to the student’s Alaska Student ID and “follows” the student. It can be accessed by the educators at the new school once that student is enrolled. However, the educators at the new school do not need to access the PNP again unless they want to make changes.

More information about the PNP can be found at <http://akassessments.org/>.

Universal Tools for AMP Computer-Based Assessment

TABLE 1 Universal Tools Embedded and Non-embedded

| UNIVERSAL TOOL | TOOL DESCRIPTION |
|--|--|
| Highlighter | Allows students to select text on the screen and highlight the selected text with a pink background. |
| Striker | Allows students to place a line through an answer choice that is not desired. |
| Eraser | Removes highlighting and striker marks from screen. |
| Tags | Allows students to place small graphics in reading passages to mark important parts such as the main idea, supporting details, and key words. |
| Guide line | When selected, follows the student's pointer and lightly highlights the text of a reading passage line by line. |
| Search Tool | Allows student to enter search terms. Matching words are then highlighted in orange. |
| Calculator | Available to all grades (3-10) for math performance task. Available only for selected items on the math content section for grades 6-10. |
| Graphing Calculator | Allows students to graph functions. Available only for selected items. Grades 9-10. |
| Scientific Calculator | Available only for selected items. Grades 6-8. |
| Mathematical formulas | Formulas will be embedded in the test question if the skill being measured is the application of the formula. Math reference sheets are not allowed. |
| Use of whole screen magnification | Students can enlarge text on screen. |
| Text-to-Speech for test directions | Allows students to start, stop, or replay computer synthesized audio of the text associated with the directions. |
| Text-to-Speech for performance tasks | Allows students to start, stop, or replay computer synthesized audio of the text associated with the ELA and math performance tasks. |
| PROVIDED BY TEST ADMINISTRATOR | |
| Use of graph paper or scratch paper | Scratch paper must be securely destroyed after assessment session. |
| Using a device to screen out extraneous sounds | Students may wear headphones that block sound for testing (this does not include music devices). |
| Clarification of technology directions | Students may request clarification of technology directions; guidance provided in Test Administration Manual. |

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

NOTE: For a list of expected formulas students must know for Alaska's mathematics standards, 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>.

Accessibility Tools for AMP Computer-Based Assessment

TABLE 2 AMP Accessibility Tools Embedded Only

For students with a documented need.

Activated by an educator with the Personal Needs Profile.

| ACCESSIBILITY TOOL | TOOL DESCRIPTION |
|---|--|
| Auditory calming | Provides relaxing, peaceful music that can play while testing. Students select music track. |
| Magnification—default | The PNP default for magnification can be set to x2, depending on student need. This setting enlarges all text automatically. |
| Masking portions of the test to direct attention to uncovered items or to maintain place | Two available options: 1. On-screen masking shows answer choices one at a time. 2. Student-controlled option provides a black, rectangular box on the screen that can be resized and moved. The student moves the mask on the screen or adds additional masks. |
| Text-to-Speech for Math and Science : • Embedded directions • Questions and answer choices • Graphics | Allows students to start, stop or replay computer audio of the text associated with the content on the screen for math and/or science. Text-to-Speech available for ELA items only as an accommodation. |

For guidance on the use of accessibility tools and determining documented need, 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>.

Embedded Accommodations for AMP Computer-Based Assessment

The accommodations in Table 3 are embedded within the computer-based assessment and activated by an educator in the Personal Needs Profile. This is not a complete list. See KITE Educator Portal Manual for a complete list of options.

TABLE 3 Accommodations Embedded Only

For students with disabilities, as documented in an IEP or 504 Plan.

Embedded in the computer-based assessment; activated by an educator with the Personal Needs Profile.

| ACCOMMODATION | ACCOMMODATION DESCRIPTION |
|--|---|
| Text-to-Speech for English language arts items. • Embedded directions • Items (questions only, not passages) • Answer choices | Allows students to start, stop or replay computer audio of the text associated with some of the content on the screen. Does not read the passages associated with the items. Note: only available to students with a documented reading disability who REGULARLY receive read aloud as part of a SUCCESSFUL instructional strategy. Documentation of the successful use of this strategy in both instruction and assessment is required to be maintained locally. |
| Using Braille edition provided by test contractor | The test engine is designed to interface with assistive technology such as Braille Writers |
| One- and two-switch scanning | An assistive technology device used to respond to test questions. |
| Color Overlay | A tool which the student can use as a separate color/acetate transparency that can be placed across computer screen. |
| American Sign Language | American Sign Language video will be available for students to start/stop/replay. |

Non-Embedded Accommodations for AMP Computer-Based Assessment

The accommodations table in this section are provided by the test proctor or administrator. This is not an exhaustive list of the allowable accommodations for students with disabilities for content assessments. Additional accommodations are listed in Appendix A of this document.

TABLE 4 Accommodations Non-embedded

| ACCOMMODATION | ACCOMMODATION DESCRIPTION OR USE |
|--|--|
| Administering the test individually or in a small group in a separate location | <p>Students who need additional assistance that may be disruptive to others must take the test in a separate location.</p> <p>Note: Many accommodations that require a small group or individually administered assessment may be provided successfully in the standard testing group when using a computer-based assessment. For example, text-to-speech (read aloud) does not require small group or individually administered assessment. Educators should evaluate each student’s needs carefully and only use individual and small group testing when absolutely necessary for students to be successful. In addition, as with all accommodations, it should be a frequently used and successful instructional strategy if used for testing.</p> |
| Using a specific test proctor | For students who need a familiar test proctor or test administrator. |
| Clarification of embedded test directions: <ul style="list-style-type: none"> • student requests clarification | Test administrator or proctor provides accommodation; separate location for testing recommended if disruptive to others. |
| Allowing alternative responses: <ul style="list-style-type: none"> • oral response • signing • pointing • recorded response | Scribe will enter student responses verbatim into the test engine. |
| Use of math manipulatives | Student use of physical objects for math items. See <i>Handbook for the Participation Guidelines</i> for list of allowable and non-allowable. |
| Signing to student: <ul style="list-style-type: none"> • directions • embedded directions • math items • science items • ELA questions & answer choices | <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>Reading passages may not be signed to the student. This invalidates the assessment.</p> |
| Use of adaptive devices, equipment and furniture. | Some adaptive devices may require individual test administration as well as a scribe to type responses verbatim into the test engine. |

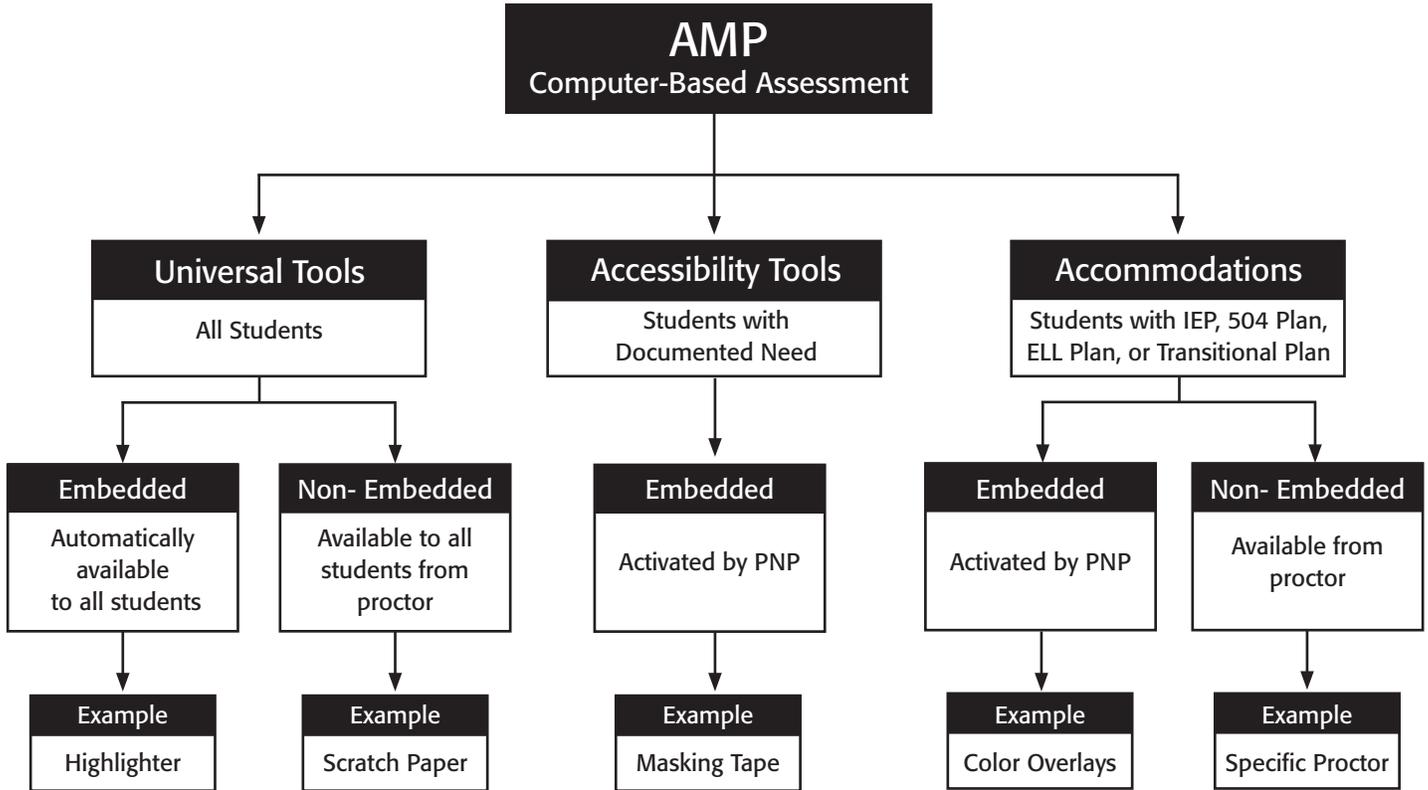
For students with disabilities, as documented in an IEP or 504 Plan.

Not embedded in the computer-based assessment; provided by Test Administrator.

Common instructional supports not allowed as accommodations for the AMP assessments

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

Types of Student Supports for the Alaska Measures of Progress (AMP) Computer-Based Assessment



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>.

Alaska Measures of Progress (AMP) Paper-Based Test Administration

AMP paper-based test administration is available for districts that demonstrate a lack of technological capacity required to participate in the computer-based assessment. Schools must have an approved Waiver from Computer-based Administration of AMP to administer the paper-based assessment. 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.

The accommodations table in this section is not an exhaustive list of the allowable accommodations for students with disabilities for content assessments. Additional accommodations are listed in Appendix A of this document.

Universal Tools for AMP Paper-Based Test Administration

TABLE 5 Universal Tools

| UNIVERSAL TOOL | TOOL DESCRIPTIONS |
|---|--|
| Highlighter | Students may use a highlighter to highlight desired test items or selections; if a highlighter is used in student test booklet, answers may need to be transcribed into a clean test booklet in order to be properly scored. |
| Use of visual magnification | Students may use devices that magnify text such as a magnifying glass. |
| Use of graph paper or scratch paper | Scratch or graph paper must be securely destroyed after assessment session. |
| Masking portions of the test to direct attention to uncovered items | Students may use blank paper or other unmarked device to mask portions of the test to help them focus on one item at a time. |
| Using place markers to assist student in tracking test items | Students may use a device, such as an unmarked ruler, to help track test items. |
| Securing papers to work area with tape or magnets | Students may use devices to secure papers to work area; care must be taken to not damage the paper for scanning and scoring. |
| Using headphones to screen out extraneous sounds | Students may wear noise blocking headphones for testing (this does not include music devices). |
| Calculator | Available only for selected sections of test and for select grades; see Test Administration Manual for further information. |

Available to all students.

Provided by Test Administrator.

NOTE: Accessibility Tools are not available for the AMP Paper/Pencil test administration because they are specific to the computer-based assessment.

Accommodations for AMP Paper-Based Test Administration

TABLE 6
Accommodations

For students with disabilities, as documented in an IEP or 504 Plan.

Provided by Test Administrator.

| ACCOMMODATION | ACCOMMODATION DESCRIPTION OR USE |
|---|--|
| Audio CD or read aloud for test questions and answer choices. | Use of test contractor audio CD required unless the student's IEP requires "read aloud" by proctor. Includes test questions and answer choices. Reading of reading passages is not allowed. |
| Administering the test individually or in a small group in a separate location | Students who need individual or group test administration should take the test in a separate location. |
| Using a specific test proctor | For students who need a familiar test proctor or test administrator. |
| Frequent breaks | For students who need frequent breaks. |
| Reading, and re-reading, if requested, directions and embedded directions | Individual or small group test administration; reading done by test administrator. |
| Clarification of test directions: <ul style="list-style-type: none"> • student requests clarification | Test administrator or proctor can provide clarification of test directions (this does not apply to test questions or answer choices). |
| Signing to student: <ul style="list-style-type: none"> • directions • embedded directions • math items • science items • ELA questions & answer choices | Interpreters must sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures of math problems. Signing of reading passages is a modification and is not allowed. |
| Use Braille edition provided by test contractor | The test contractor will provide a paper Braille test by special order. |
| Use of large print form | The test contractor will provide a Large Print form by special order. |
| Use of adaptive devices, equipment or furniture | Some adaptive devices may require a scribe to transcribe student responses verbatim into the test booklet. |
| Allowing alternative responses: <ul style="list-style-type: none"> • oral response • signing • pointing • recorded response • use of word processor | A scribe may type student responses verbatim into the test engine or test booklet. Use of a word processor must have other programs disabled and spelling, grammar check and other features turned off. |
| Allow student to mark in test booklet | Student may strike out unwanted choices, make notes, etc. A scribe may be needed to transcribe answers verbatim into a clean test booklet. |
| Use of math manipulatives | Students may use physical objects for math items as defined in guidance. |
| Use of a special pen or non-#2 pencil | This requires a scribe to transcribe responses verbatim into test booklet. |
| Auditory amplification device | Assistive listening devices help amplify sounds, especially with background noise. |

TABLE
6

Accommodations

| ACCOMMODATION | ACCOMMODATION DESCRIPTION OR USE |
|---|--|
| Provide detailed monitoring to ensure student marks responses in correct answer area. | Proctor or test administrator monitors student responses—individually or in a small group. |
| Provide student with additional room for writing response. | This may require a scribe to transcribe responses verbatim into test booklet. |
| Use of graphic organizers | Student can use items such as basic flow charts and story webs that do not contain text. |

Student Supports for ELLs for Content Assessments

All students identified as LEP must participate in statewide academic assessments. For the purposes of this document, the term **English language learner (ELL) refers to currently identified LEP students**, not former LEP students. The Accessibility Tools listed below in Table 7 are allowed for AMP Computer-Based and Paper-based test for ELA, math, and science.

The research-based LEP accommodations in Table 8 are ELL-responsive: they have been shown to support ELLs linguistically in order to more accurately assess their academic content knowledge. Careful selection of ELL-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 accessibility tools and accommodations listed below are the only allowable accommodations for ELLs for content assessments.

Accessibility Tools for ELLs for AMP Computer-Based Assessments

TABLE 7

Accessibility Tools for ELLs Embedded Only

Linguistic support for English Language Learners. Documented in the LEP student file.

| ACCESSIBILITY TOOL | AMP Computer-Based Assessment. Requires educator to activate using the Personal Needs Profile. |
|---|---|
| Text-to-Speech for computer-based AMP math and/or science test. <ul style="list-style-type: none"> • Questions • Answer choices • Directions • Embedded directions | Allows students to start, stop or replay computer audio of the text associated with some of the content on the screen. Not allowed: <ul style="list-style-type: none"> • Read aloud by proctor |
| Masking portions of the test to direct attention to uncovered items or to maintain place | Two available options: <ol style="list-style-type: none"> 1. On-screen masking shows answer choices one at a time. 2. Student-controlled option provides a black, rectangular box on the screen that can be resized and moved. The student moves the mask on the screen or adds additional masks. |

TABLE 8

Accommodations for ELLs Embedded Only

Documented in the LEP student file.

| ACCOMMODATIONS | DESCRIPTION |
|--|---|
| Computer-based AMP | |
| Text-to-Speech for AMP English language arts test. <ul style="list-style-type: none"> • Questions • Answer choices • Embedded directions | Allows students to start, stop, or replay computer audio of the text associated with some of the content on the screen. Does not read the passages associated with the items. |
| Paper-based AMP | |
| Text-to-Speech for AMP English language arts test. <ul style="list-style-type: none"> • Questions • Answer choices • Embedded directions | Use of test contractor audio CD required unless specified that read aloud must be done by proctor or test administrator in ELL Plan. Read aloud only test questions and answer choices. Reading of passages would be a modification and is not allowed. |

Accommodations for ELLs for Content Assessments

TABLE 9 Accommodations for ELLs Non-embedded

| ACCOMMODATION | Computer-Based AMP Assessment and/or Paper-based AMP Assessment |
|---|---|
| Administering the test individually or in a small group in a separate location | <p>Students who need additional assistance that may be disruptive to others must take the test in a separate location.</p> <p>Note: Many accommodations that require a small group or individually administered assessment when using a paper-based assessment may be provided successfully in the standard testing group when using a computer-based assessment. For example, text-to-speech (read aloud) does not require small group or individually administered assessment. Educators should evaluate each student's needs carefully and only use individual and small group testing when absolutely necessary for students to be successful. In addition, as with all accommodations, it should be a frequently used and successful instructional strategy if used for testing</p> |
| Using a specific test proctor | For students who need a familiar test proctor or test administrator. |
| 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 Test Administration Manual. |
| In English or the native language, read aloud and/or repeat written and/or oral test directions, including embedded directions | Translation should be an exact translation, as much as possible; additional clarifying ideas or examples are not allowed. |
| 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. |
| Provide a commercial word-to-word bilingual dictionary | Dictionaries that include pictures or word definitions are not allowed. Electronic dictionaries are not allowed. |
| Provide the native language word for an unknown word in a test item when requested by student | Translation should not include additional words, ideas or examples. Not allowed for reading passages. |
| 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. |

Documented in the LEP student file.

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

Alaska Alternate Assessment (AK-AA)

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). All students must participate in statewide assessments in compliance with the Elementary and Secondary Education Act (ESEA). If students meet the eligibility criteria, it is strongly recommended that the IEP team consider the Alaska Alternate Assessment for that student. It is expected that only a small number (less than one percent) of all students will participate in an alternate assessment.

Alternate assessments are designed for students with the most significant cognitive disabilities. These assessments are based on the grade-level content covered by the general assessment, but at reduced depth, breadth, and complexity. These assessments describe achievement based on what is determined to be high expectations for these students.

Students with significant cognitive disabilities have a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behaviors are essential to live independently and to function safely in daily life. When adaptive behaviors are significantly impacted it means that the individual is unlikely to develop the skills necessary to live independently and function safely in daily life. In other words, significant cognitive disabilities impact students both in and out of the classroom and across life domains, not just in academic domains.

The Alaska Alternate Assessment assesses students with significant cognitive disabilities in grades 3 through 10 in English language arts and mathematics. Students in grades 4, 8, and 10 will also take the Alaska Science Alternate Assessment. After grade 10, there are no required assessments for students who have been eligible for the Alternate Assessment. Students with significant cognitive disabilities in grade 11 or 12 may take a college- or career-readiness assessment if the Individualized Education Program (IEP) team determines it supports the transitional plan of the IEP. Students taking the Alaska Alternate Assessment are not eligible to receive a high school diploma per Alaska regulation 4 AAC 06.078.

Content Standards and Achievement Standards

The Alaska Alternate Assessments for English language arts and mathematics are based on content standards called the *Alaska-Dynamic Learning Maps (DLM) Essential Elements*, which are aligned to the *Alaska English Language Arts and Mathematics Standards* but reduced in complexity, breadth, and depth. Students taking the alternate assessment are receiving instruction aligned to the Essential Elements in English language arts and mathematics. The Essential Elements are located on the department website at <http://education.alaska.gov/tls/assessment/alternateEE.html>.

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 Alaska Alternate Assessment

District personnel must be trained and qualified in order to administer the Alternate Assessment. Test Administration training modules are available via a link at DLM's website at <http://dynamiclearningmaps.org/>. Test administrators must complete all of the required training modules and achieve a score of 80% or higher on post-tests for each module. Allow approximately three hours for required training and complete at least two weeks prior to the opening of the test window.

Determining Student Eligibility for the Alaska Alternate Assessment

Eligibility for the Alaska 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 and on the EED Alternate Assessment website. Decisions made by the IEP team are reflected in the student's IEP and kept in the student's special education file. Parents must be informed when their child's instruction will be based on the Essential Elements and their achievement will be based on alternate achievement standards.

Documenting the Decision in the Individualized Education Program (IEP)

The sample IEP form found in the *Special Education Handbook* at https://education.alaska.gov/tls/SPED/pdf/Handbook/AK_SPED_Handbook.pdf includes a page for selecting state and district-wide assessments. The section for students taking the Alaska Alternate Assessment must be completed and filed in the student's special education file. This section includes the following information:

1. A statement that the Alaska Alternate Assessment is based on alternate achievement standards, and therefore, does not lead to a high school diploma.
2. A parent's (guardian's) signature section is included on the IEP to acknowledge notification 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 Alaska Measures of Progress (AMP) assessment is not appropriate. The team must refer to the student's Evaluation Summary and Eligibility Report (ESER), the Present Levels of Academic Achievement and Functional Performance (PLAAFP), and the "Alternate Assessment Participation Criteria Checklist" to provide evidence that supports the decision.
4. A statement in the IEP by the team describing why the Alaska Alternate Assessment is appropriate based on the participation criteria. The team must refer to the student's ESER, the PLAAFP, and the "Alternate Assessment Participation Criteria Checklist" to provide evidence that supports the decision.

Alaska Alternate Assessment Participation Criteria Checklist

Students with Significant Cognitive Disabilities

The “Alternate Assessment Participation Criteria Checklist” must be reviewed and included in the IEP annually.

Students eligible for the Alternate Assessment must take the test in all three content areas: English Language Arts, Mathematics, and Science.

Participation in the Alaska 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 the AK-DLM Essential Elements as content standards. | Goals and instruction listed in the IEP for this student are linked to the enrolled grade level AK-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 measurable 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 Alaska 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.

Student Supports for the Alaska Alternate Assessment

Accommodations and Assistive Technology

Students taking alternate assessments 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 Dynamic Learning Maps Alternate Assessment* located at <http://dynamiclearningmaps.org/alaska>.

Accessibility Provided by the Computer-Based Assessment System

Accessibility to the English language arts and mathematics alternate assessments is provided via the Personal Learning Profile (PLP). The PLP consists of two sources of information: the Personal Needs and Preferences (PNP) Profile and the First Contact survey. This information must be entered prior to testing to customize each student's experience and determines 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 Test Administration Manual and can be found at <http://secure.dynamiclearningmaps.org/content/shared-resources>.

The Personal Needs and Preferences (PNP) Profile is used to activate the appropriate accessibility features and supports within the system. It can be completed any time before testing begins and can be changed as needed. Once updated, the changes appear the next time the student is logged in to the test engine. The PNP 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 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.

Support Categories

Category 1: Supports provided within DLM via the PNP profile

Online supports include magnification, invert color choice, color contrast, and overlay color, and spoken audio. Descriptions about how to select supports provided by the PNP are found in Step 4 of the six-step DLM accessibility customization process, which is in the *Accessibility Manual for the Dynamic Learning Maps Alternate Assessment*.

Category 2: Supports requiring additional tools or materials

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

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

Category 3: Supports provided outside the DLM system

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

The ELA, Math, and Science Alternate Assessments are not timed. Test administrators may provide the schedule that best fits the student. The system can sit inactive for up to 28 minutes. If a student's computer is inactive for longer than 28 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 *Test Administration Manual* for more information.

Category 1

| Accessibility Feature Supports Provided Within DLM Via PNP | 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 in both ELA and mathematics. |
| Color contrast | The 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. |
| 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

| Accessibility Feature Supports Requiring Additional Tools & Materials | DESCRIPTION |
|--|--|
| Uncontracted Braille | All braille forms use uncontracted braille. See the <i>Test Administration Manual</i> for information about alternate forms. |
| Single-switch system/PNP enabled | Single-switch scanning is activated using a switch set up to emulate the "Enter" key on the keyboard. Educators can set scan speed, indicate whether 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, 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. |

Category 3

| Accessibility Feature Supports Provided by the Test Administrator Outside the System | 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. |

Science Alternate Assessment

The Alaska Science Alternate Assessment is administered in grades 4, 8, and 10 to students with significant cognitive disabilities. The Science Alternate Assessment is comprised of Standard test items and Expanded Levels of Support (ELOS) test items based on Alaska's Grade Level. The standard test administration uses standardized test items, student materials, and delivery instructions. Students may use accommodations/assistive technology during testing.

Allowable Accommodations for Standard Test Items

| ACCOMMODATION | GRADE 4 | GRADE 8 | GRADE 10 |
|--|---------|---------|----------|
| Enlarging the pictures for a student with limited vision | ✓ | ✓ | ✓ |
| Providing colored pictures or photographs | ✓ | ✓ | ✓ |
| Providing real objects from the classroom | ✓ | ✓ | ✓ |
| Allowing student to use assistive devices/supports | ✓ | ✓ | ✓ |
| Prompting after a delay with no response | ✓ | ✓ | ✓ |

The ELOS test items are also standardized but offer increased support and flexibility. The ELOS items are available for students who meet the criteria explained below.

Allowable Accommodations for Expanded Levels of Support Items

| SUPPORT LEVEL/SCORE | SUPPORT USES OR DESCRIPTIONS |
|---------------------|---|
| 1 | Assessor uses full physical contact to elicit student response. |
| 2 | Assessor uses partial physical contact to elicit student response. |
| 3 | Assessor uses visual, verbal, and/or gestural prompts to elicit student response. |
| 4 | Student independently responds; no contact and no prompting required. |

English Language Proficiency (ELP) Assessment

Students in grades Kindergarten through 12 who have been formally identified as limited English proficient (LEP) students must be assessed annually to monitor their progress in acquiring academic English. Alaska’s English language proficiency (ELP) assessment, WIDA’s computer-based ACCESS for ELLs 2.0, is based on Alaska’s English Language Proficiency Standards. It is a tool used to assess the proficiency levels of LEP students’ 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. Assessment administration information is available at <http://wida.us/assessment/ACCESS/>.

For the purposes of this guide, the term **English language learner (ELL)** refers to **currently identified LEP students**, not former LEP students.

Test administration procedures/supports

Test administration procedures and supports provide flexibility to schools and districts in determining the conditions under which ACCESS for ELLs 2.0 can be administered most effectively. These procedures and supports are available to all students, as needed, for the online and paper-based tests provided that all security conditions are met.

Administration procedures/supports do not change what items are designed to measure, nor the way test scores are interpreted. These supports are intended to diminish barriers and maximize opportunities for all ELLs to demonstrate their English language proficiency.

Accessibility tools

Accessibility tools are available to all ELLs taking ACCESS for ELLs 2.0. Accessibility tools may either be embedded in the online test or provided by test administrators for online or paper-based tests. Accessibility tools do not require specific designation prior to testing in order to be made available to the student during testing.

Accommodations

Accommodations are available only to ELLs 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. Accommodations are intended to provide testing conditions that (a) do not result in changes in what the test measures, (b) provide comparable test results to those students who do not receive accommodations, and (c) do not affect the validity and reliability of the interpretation of the scores for their intended purposes.

Embedded and Non-embedded Accommodations

Accommodations may be embedded in and delivered within the online test platform, or non-embedded and delivered by a test administrator.

Non-embedded Accommodations are those that are outside of the technology. For example, a scribed response or use of Assistive Technology.

Embedded Accommodations are those that are within the test engine. They are activated for an individual student via the WIDA Assessment Management System (AMS).

Test Administration Procedures/Supports for ACCESS for ELLs 2.0 Online or Paper-Based Assessment

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

| 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 • Clarify test directions in student’s native language by test administrator (per availability and local policy) • 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 |
| TESTING ENVIRONMENT/SETTING SUPPORTS | FLEXIBLE TIMING/SCHEDULING SUPPORTS |
| <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) • 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) |

Accessibility Tools for ACCESS for ELLs 2.0 Online Assessment

These **Accessibility tools (available to all ELLs) do not need to be pre-selected for on-line testing** via the student record in the WIDA Assessment Management System (AMS).

TABLE 10 Accessibility Tools Embedded and Non-embedded

| ASSESSIBILITY TOOL | TOOL DESCRIPTION |
|---------------------------------------|--|
| Highlight tool | A tool which the student can use to mark specific text with a yellow color. |
| Line guide | A tool which the student can use to guide his or her eyes while reading text on the computer screen. |
| Screen magnifier | A tool which the student can use to increase the screen size by 1.5x or 2.0x. |
| Sticky Notes | A tool which the student can use to make notes to assist in responding to Writing items. This tool is only available on the Writing test. |
| Color contrast | A tool which the student can use to select from a variety of background/text color combinations. Remains selected until turned off. |
| Color overlay | A tool which the student can use to change the background color that appears behind text, graphics, and response areas. Remains selected until turned off. |
| Provided by Test Administrator | |
| Color overlay | Submit with test materials or dispose of according to state policy. |
| Color overlay | A tool which the student can use as a separate color/acetate transparency that can be placed across computer screen. |
| Audio aides | Tools include amplification devices, noise buffers, or white noise machines. |

Available for **ALL** ELL students.

Embedded Accommodations for ACCESS for ELLs 2.0 Online Assessment

All accommodations provided must be based on student need as documented in the IEP or 504 Plan.).

TABLE 11 Accommodations Embedded

| ACCOMMODATION | ACCOMMODATION DESCRIPTION |
|--------------------------------------|--|
| Manual control of item audio | Play button is controlled by the student one time. Once initiated, the audio cannot be paused or stopped. Not allowed for Reading. |
| Repeat item audio | Listening audio may be repeated only one time. Writing and Speaking audio (where available) can be repeated multiple times. A repeat button will be available on the screen. |
| Extended Speaking test response time | Student is provided up to twice the recommended testing time for speaking. |

For ELLs with disabilities, as documented in the IEP or 504 Plan.

These embedded accommodations must be activated within the WIDA AMS.

Accommodations for ACCESS for ELLs 2.0 Online Assessment

TABLE
12

Accommodations Non-embedded Provided by Test Administrator

| ACCOMMODATION | ACCOMMODATION DESCRIPTION |
|---|---|
| Interpreter signs test directions in ASL | No part of the actual test (including directions or prompts within test items) may be signed to a student. |
| Scribed response | Responses must be scribed verbatim onscreen at the time of testing. Scribing guidelines must be followed. |
| Word processor or similar keyboarding device to respond to test items | Student responds using stand-alone (i.e., external) word processing or similar keyboarding device. For Writing test, spell- and grammar-checker, dictionary/thesaurus, and access to Internet must be turned off. Responses must be transcribed verbatim onscreen. |
| Student responds using external augmentative and alternate communication device or software | Student responds orally using alternate augmentative communication (AAC) device or software that is outside of the test platform. Spell and grammar checker, dictionary/thesaurus, and access to Internet must be turned off. Responses must be transcribed verbatim onscreen. Test content on the recording device must be deleted immediately after transcription. |
| Student uses assistive technology (AT) to respond to test items | AT must be compatible with or external to the test platform. AT is generally for non-communication-related support. Device must not interfere with measurement of the assessment constructs. |
| Read aloud and repeat Listening test response options by human reader | The reader should read text exactly as it appears on screen. Reader may repeat listening item response options (i.e., answer choices) on screen only one time. Not allowed for Reading. |
| Extended testing of a domain over multiple days | The test must be paused before exiting to save student responses. If end/exit is used, the test will need to be reactivated with a new test ticket. |

Refer to the *WIDA Accessibility and Accommodations Descriptions and Guidelines* for details on the use of these supports.

Accessibility Tools for ACCESS for ELLs 2.0 Paper-Based Assessment

The following Accessibility Tools are available to all ELLs taking ACCESS for ELLs Paper-Based assessment. Accessibility tools do not need to be pre-selected for this test.

TABLE 13 **Accessibility Tools** Provided by Test Administrator

| ASSESSIBILITY TOOL | TOOL DESCRIPTION |
|--|---|
| Audio Aides | Tools may include amplification devices, noise buffers, or white noise machines. |
| Highlighters, colored pencils, or crayons | Tools which the student can use to mark specific text the test booklet. |
| Place marker or tracking device | A tool which the student can use to guide his or her eyes while reading text. |
| Low-vision aids or magnification devices | A tool which the student can use to increase the size of graphics and text in the test booklet. |
| Color Overlay | A tool (such as a color acetate transparency) which the student can place over the test booklet page. |
| Equipment or technology that the student uses for tests and classroom work | Tools include adapted pencil, (altered size or grip), slant board, wedge, etc. |
| Scratch/blank paper (including lined or graph paper) | Submit with test materials or dispose appropriately. |

Available for **ALL** ELL students.

Refer to the *WIDA Accessibility and Accommodations Descriptions and Guidelines* for details on the use of these supports.

Accommodations for ACCESS for ELLs Paper-Based Assessment

All accommodations provided must be based on student need as documented in the IEP or 504 Plan.

TABLE 14 Accommodations Provided by Test Administrator

| ACCOMMODATION | ACCOMMODATION DESCRIPTION |
|--|--|
| Interpreter signs test directions in ASL | No part of the actual test (including embedded directions or prompts within test items) may be signed to a student. |
| Large print version of test | For students where the online magnification tool is not sufficient. Font size is 18 point. Responses must be transcribed verbatim into test booklet by test administrator. |
| Braille version of test | Test administrator must determine version of braille (contracted or uncontracted) when ordering. Responses must be transcribed verbatim into test booklet by test administrator. |
| Student response using a braille writer or braille note-taker | Responses must be transcribed verbatim into test booklet by test administrator. |
| Scribed response | Responses must be transcribed verbatim into test booklet by test administrator. Scribing guidelines must be followed. |
| Student uses assistive technology (AT) to respond to test items | AT must be compatible with or external to the test platform. AT is generally for non-communication-related support. Device must not interfere with measurement of the assessment constructs. |
| Student responds orally using external augmentative and alternate communication (AAC) device or software | AAC device or software must be compatible with or external to the test platform. Other programs or features (spell check, dictionary/thesaurus) must be turned off. Responses must be transcribed verbatim into test booklet by test administrator. |
| Keyboarding or recording device to respond to test items | Other programs or features (spell check, dictionary/thesaurus) must be turned off. Responses must be transcribed verbatim into test booklet by test administrator. |
| Student responds using a recording device, which is played back and transcribed by student | Responses must be transcribed verbatim onscreen or in test booklet as soon as possible after the test is administered. The device with recorded answers must be stored in a secured, locked location. Test content on the recording device must be deleted once responses have been transcribed. |
| Extended testing of a domain over multiple days | Test administrator must follow security measures for this accommodation. |
| Read aloud and repeat test items by human reader | The reader reads text from a script. For Listening and Speaking, a recording script can be special ordered. For Writing, test administrator reads aloud from test booklet—according to Tier. Consult the Accessibility and Accommodation Guidelines for specific guidelines for human readers. Not allowed for Reading. |
| Media-delivered audio via CD | The test administrator plays the track on the CD. Listening audio can be re-played only once. Writing and Speaking audio can be repeated multiple times. Not allowed for Reading. |

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. Assessment administration information is available at <http://www.wida.us/assessment/alternateaccess.aspx>.

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 (NCES). 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 language learners. 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 English language learners (ELL) will be included on the NAEP. Only English language learners 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 English language learners 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.

College- and Career-Readiness Assessments

Alaska statute 14.03.075 requires all students to take a college-readiness or career-readiness assessment (CCRA) to earn a high school diploma in addition to meeting all local and state credit requirements. The approved college-readiness assessments are the ACT and the SAT; the approved career-readiness assessment is WorkKeys.

As stated in 4 AAC 06.717, the Department of Education & Early Development (EED) will pay for one administration of one assessment for every grade 11 student. Grade 12 students who did not have the opportunity to take the assessment in grade 11 may also have one paid administration.

Districts must administer the career-readiness assessment and one or both of the college-readiness assessments. Students are only required to take one CCRA; students choose between the career-readiness assessment (WorkKeys) and the provided college-readiness assessment(s) (ACT and/or SAT). The assessments must be provided on school days in session; provisions for taking the test on a National Test Day are also available.

WorkKeys, ACT, and SAT assessments each have distinct registration, administration, and accommodations policies as determined by the testing company. Educators are encouraged to refer to the assessment website for the most up-to-date information.

SAT Assessment

Developed by the College Board, the SAT is a national college admissions test that provides college-readiness information to students, families, and colleges. The SAT is an aptitude test which assesses reasoning and verbal abilities. Under the current SAT, students are required to take four sections: Mathematics, Critical Reading, Writing, and an Essay. Under the redesigned SAT (starting in March 2016), students are required to take three sections: Reading, Writing and Language, and Math, with an optional Essay.

| CURRENT SAT | | | REDESIGNED SAT | | |
|------------------|-------------------------|---------------------------|----------------------|-----------------------------|-----------------------------|
| Component | Time Allotted (minutes) | Number of Questions/Tasks | Component | Time Allotted (minutes) | Number of Questions/Tasks |
| Critical Reading | 70 | 67 | Reading | 65 | 52 |
| Writing | 60 | 49 | Writing and Language | 35 | 44 |
| Essay | 25 | 1 | Essay (optional) | 50 | 1 |
| Mathematics | 70 | 54 | Mathematics | 80 | 58 |
| Total | 225 | 171 | Total | 180 (230 with Essay) | 154 (155 with Essay) |

| CATEGORY | CURRENT SAT | REDESIGNED SAT |
|---|---|--|
| Total Testing Time* *Redesigned SAT testing time subject to research | 3 hours and 45 minutes | 3 hours (plus 50 minutes for the Essay [optional]) |
| Components | <ol style="list-style-type: none"> Critical Reading Writing Mathematics Essay | <ol style="list-style-type: none"> Evidence-Based Reading & Writing <ul style="list-style-type: none"> Reading Test Writing and Language Test Math Essay (optional) |
| Important Features | <ul style="list-style-type: none"> Emphasis on general reasoning skills Emphasis on vocabulary, often in limited contexts Complex scoring (a point for a correct answer and a deduction for an incorrect answer; blank responses have no impact on scores) | <ul style="list-style-type: none"> Continued emphasis on reasoning alongside a clearer, stronger focus on the knowledge, skills, and understandings most important for college and career readiness and success Greater emphasis on the meaning of words in extended contexts and on how word choice shapes meaning, tone, and impact Rights-only scoring (a point for a correct answer but no deduction for an incorrect answer; blank responses have no impact on scores) |
| Essay | <ul style="list-style-type: none"> Required and given at the beginning of the SAT 25 minutes to write the essay Tests writing skill; students take a position on a presented issue | <ul style="list-style-type: none"> Optional and given at the end of the SAT; postsecondary institutions determine whether they will require the Essay for admission 50 minutes to write the essay Tests reading, analysis, and writing skills; students produce a written analysis of a provided source text |
| Score Reporting* *Redesigned SAT scores subject to research | <ul style="list-style-type: none"> Scale ranging from 600 to 2400 Scale ranging from 200 to 800 Critical Reading; 200 to 800 Mathematics; 200 to 800 Writing Essay results scaled to multiple-choice Writing | <ul style="list-style-type: none"> Scale ranging from 400 to 1600 Scale ranging from 200 to 800 for Evidence-Based Reading and Writing; 200 to 800 for Math; 2 to 8 on each of three dimensions for Essay Essay results reported separately |
| Subscore Reporting | None | Subscores for every test, providing added insight for students, parents, admission officers, educators, and counselors |

SAT Accommodations Policy

If a student has a documented disability, the student may be eligible for accommodations on SAT tests. Specific information is available from the test vendor. Students are required to apply and provide documentation. The College Board’s request process can take up to seven weeks. Documentation of the student’s disability and need for specific accommodations is required and submitted for College Board review. Further information about the approval process is available at <https://www.collegeboard.org/students-with-disabilities>.

American College Testing (ACT) Assessment

The ACT is a national college admissions test that provides college-readiness information to students, families, and post-secondary institutions. There are four required subtests: English, Mathematics, Reading, Science, and an optional Writing test.

| | | | |
|-----------------------|--------------|------------|--|
| English | 75 questions | 45 minutes | Measures standard written English and rhetorical skills. |
| Mathematics | 60 questions | 60 minutes | Measures mathematical skills students have typically acquired in courses taken up to the beginning of grade 12. |
| Reading | 40 questions | 35 minutes | Measures reading comprehension. |
| Science | 40 questions | 35 minutes | Measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences. |
| Optional Writing Test | 1 prompt | 40 minutes | Measures writing skills emphasized in high school English classes and in entry-level college composition courses. |

ACT–Approved Accommodations:

ACT has established policies regarding documentation of an applicant’s disability and the process for requesting accommodations. Further details are available at <http://www.actstudent.org/regist/disab>.

If a student currently receives accommodations in school due to a professionally diagnosed and documented disability, documentation must be submitted to ACT to request accommodations. ACT’s request process can take up to seven weeks.

The ACT and ACT Plus Writing are offered only in English. Accommodations (including extended time) are not available solely on the basis of limited English proficiency.

Students who take the ACT In-School Online assessment will need to apply for ACT–Approved Accommodations using the same process. Some accommodations are only available on the paper/pencil assessment, as determined by ACT.

State-Allowed Accommodations:

Students who are denied an ACT-Approved accommodation that they typically receive in school or do not meet the eligibility requirements for an ACT-Approved accommodation should be considered for a State-Allowed accommodation. 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> for further information. Please note that **scores from State-Allowed administrations may only be used for state and district purposes; they will not be reported to colleges and other entities.**

WorkKeys Assessment

WorkKeys is a career skills assessment. The three required assessments given to students consist of Applied Mathematics, Locating Information, and Reading for Information.

| | | |
|--------------------------------|---|---|
| Applied Mathematics | <ul style="list-style-type: none"> • 33 items • 55 minutes (WorkKeys Internet Version) • 45 minutes (Paper-and-pencil) | <p>This assessment measures the skill people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems and do the types of calculations that actually occur in the workplace.</p> <p>This test is designed to be taken with a calculator. A formula sheet that includes all formulas required for the assessment is provided. While individuals may use calculators and conversion tables to help with the problems, they still need to use math skills to think them through.</p> |
| Locating Information | <ul style="list-style-type: none"> • 38 items • 55 minutes (WorkKeys Internet Version) • 45 minutes (Paper-and-pencil) | <p>The Locating Information test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.</p> <p>The skill people use when they locate, synthesize, and use information from workplace graphics such as charts, graphs, tables, forms, flowcharts, diagrams, floor plans, maps, and instrument gauges is a basic skill required in today's workforce.</p> |
| Reading for Information | <ul style="list-style-type: none"> • 33 items • 55 minutes (WorkKeys Internet Version) • 45 minutes (Paper-and-pencil) | <p>The Reading for Information test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience. Reading for Information materials do not include information that is presented graphically, such as in charts, forms, or blueprints.</p> |

Allowable Accommodations for WorkKeys

The Department of Education & Early Development has developed State-allowable accommodations on the WorkKeys Assessment to assist school districts with selecting accommodations for students with disabilities and identified LEP students prior to testing with WorkKeys. ACT has provided guidance in the *ACT WorkKeys Supervisor's Manual for State Testing—Special Testing*. The below State-allowable accommodations should only be used when selecting accommodations for students with disabilities and identified LEP students for WorkKeys testing during the approved Alaska testing window. 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> for further information. These same accommodations and State-allowable accommodations may not be available for any other agencies or testing formats. In the event of any discrepancy between State-allowable accommodations and the *ACT WorkKeys Supervisor's Manual for State Testing Special Testing*, the *ACT WorkKeys Supervisor's Manual for State Testing Special Testing*, as amended from time to time, will control.

IEP, 504, and LEP teams should become familiar with the column headings in the tables below during the selection process. Both Internet Testing and Paper/Pencil Event Testing ad-

ministration are represented. The letter “I” for Internet Testing and/or “P” for Paper/Pencil Event Testing is printed in the WorkKeys Eligible and/or State–allowable columns indicating the accommodation is allowed. WorkKeys reportable scores and National Career Readiness Certificates (NCRCs) will be issued for students using the accommodation if it is marked in the appropriate column. The NCRC is contingent on the student’s level score. A blank in any column indicates not allowable or consequences apply. **Both WorkKeys Eligible and State–allowable accommodations must be administered according to the special criteria noted on the tables and *WorkKeys Supervisor’s Manual for State Testing Special Testing*.**

Note: Manipulatives for WorkKeys tests are not eligible accommodations. Other accommodations in the tables that are grayed out are not allowable or applicable accommodations for WorkKeys, and if used may invalidate the assessment.

Accommodations for Students with Disabilities for WorkKeys

Applies to students on an IEP/504 and Transitory Impairment Plans

| |
|--------------------------|
| I = Internet Testing |
| P = Paper/Pencil Testing |
| ■ = Allowable |
| Gray = Not Allowable |

TABLE 15 TIMING/SCHEDULING

| ACCOMMODATIONS | WORKKEYS ELIGIBLE | STATE ALLOWABLE | REPORTABLE SCORES | NCRC | SPECIAL CRITERIA |
|---|-------------------|-----------------|-------------------|------|--|
| Allowing frequent breaks during testing. | I/P | I/P | ■ | ■ | <ul style="list-style-type: none"> • Only individual testing • Internet Testing—only between Assessments—no stop-the-clock breaks • WorkKeys Paper/Pencil use codes for stop-the-clock breaks. • Must use accommodated form only |
| Allowing additional testing time. | I/P | I/P | ■ | ■ | <ul style="list-style-type: none"> • Only individual/small cluster testing • Must use accommodated form only |
| Administering at a time of the day most beneficial to the student. | I/P | I/P | ■ | ■ | <ul style="list-style-type: none"> • May be administered at any time during school day • Must use accommodated form only |
| Administering the test over several days completing the testing on or before the last day of the test window. | | | | | |

SETTING

| ACCOMMODATIONS | WORKKEYS ELIGIBLE | STATE ALLOWABLE | REPORTABLE SCORES | NCRC | SPECIAL CRITERIA |
|---|-------------------|-----------------|-------------------|------|--|
| Administering the test individually in a separate location. | I/P | I/P | ■ | ■ | |
| Administering the test to a small group in a separate location. | I/P | I/P | ■ | ■ | |
| Providing special lighting. | I/P | I/P | ■ | ■ | |
| Providing adaptive or special furniture. | I/P | I/P | ■ | ■ | |
| Providing special acoustics. | I/P | I/P | ■ | ■ | |
| Administering the test in locations with minimal distractions (e.g., small group, study carrel, or individually). | I/P | I/P | ■ | ■ | <ul style="list-style-type: none"> • Study carrel must be observable • Room supervisor must be able to view student and work area at all times |
| Using a communication device such as auditory amplification to give directions. | I/P | I/P | ■ | ■ | |
| Using a specific test proctor (e.g. examinee's regular or special education teacher). | I/P | I/P | ■ | ■ | <ul style="list-style-type: none"> • Proctor must meet all ACT, Inc's staffing requirements in Supervisor's Manual |
| Preferential seating. | I/P | I/P | ■ | ■ | |
| Support of physical position of student by increasing or decreasing opportunity for movement. | I/P | I/P | ■ | ■ | |
| Using a checklist to remind student of tasks to be completed. | I/P | I/P | ■ | ■ | |

I = Internet Testing
P = Paper/Pencil Testing
■ = Allowable
Gray = Not Allowable

PRESENTATION: Test Directions

| ACCOMMODATIONS | WORKKEYS ELIGIBLE | STATE ALLOWABLE | REPORTABLE SCORES | NCRC | SPECIAL CRITERIA |
|--|-------------------|-----------------|-------------------|------|---|
| Using the Braille edition or large print (20 font) edition, which are provided by the test contractor. | P | P | ■ | ■ | • Must use accommodated form only |
| Signing the verbal instructions to the student. | P | P | ■ | ■ | • May use American Sign Language or Exact English Signing |
| Allowing student to ask for clarifications on test directions. | P | P | ■ | ■ | |
| Clarifying directions by having student restate them. | P | P | ■ | ■ | |
| Reading, and re-reading if requested, embedded directions. | P | P | ■ | ■ | • Only individual/small cluster testing |
| Providing written version of verbal instructions. | P | P | ■ | ■ | |
| Presenting directions through use of projection equipment. | P | P | ■ | ■ | |
| Providing highlighted words in embedded directions. | P | P | ■ | ■ | |
| Writing helpful verbs from the directions on the board, or on a separate piece of paper. | P | P | ■ | ■ | |

PRESENTATION: Test Items

| ACCOMMODATIONS | WORKKEYS ELIGIBLE | STATE ALLOWABLE | REPORTABLE SCORES | NCRC | SPECIAL CRITERIA |
|---|-------------------|-----------------|-------------------|------|---|
| Reading or signing math, science, and/or writing items on the state required assessments to student. (Signing is allowed as long as the sign does not cue the correct response to a question.) | P | P | ■ | ■ | <ul style="list-style-type: none"> • Only individual testing • All signing must be Exact English Signing only • Must use/order Reader Script • All WorkKeys tests may be read or signed aloud • Must use accommodated form only |
| Using test contractor signing DVD. | | | | | • DVD does not exist |
| Using test contractor audio version. | P | P | ■ | ■ | <ul style="list-style-type: none"> • Refer to <i>Supervisor's Manual</i> • Must use/order Audio DVD • Must use accommodated form only |
| Reading or signing multi-step math, science, or writing test items one step at a time. (Signing is allowed as long as the sign does not cue the correct response to a question.) | P | P | ■ | ■ | <ul style="list-style-type: none"> • Only individual testing • All signing must be Exact English Signing (American Sign Language will result in state allowable scores only) • Must use/order Reader Script • All WorkKeys tests may be read or signed aloud • Must use accommodated form only |

I = Internet Testing
 P = Paper/Pencil Testing
 ■ = Allowable
 Gray = Not Allowable

PRESENTATION: Test Items (cont.)

| ACCOMMODATIONS | WORKKEYS ELIGIBLE | STATE ALLOWABLE | REPORTABLE SCORES | NCRC | SPECIAL CRITERIA |
|---|-------------------|-----------------|-------------------|------|------------------|
| Assisting student in tracking or sequencing test items. | I/P | I/P | ■ | ■ | |
| Providing detailed monitoring to ensure student marks responses in correct answer area. | I/P | P | ■ | ■ | |
| Turning pages for student. | P | P | ■ | ■ | |
| Masking portions of the test to direct attention to uncovered items. | P | P | ■ | ■ | |
| Using color screens to direct attention to specific sections on a page. | P | P | ■ | ■ | |
| Allowing student to highlight words except in answer document area. | P | P | ■ | ■ | |

PRESENTATION: Use of Assistive Devices/Supports

| ACCOMMODATIONS | WORKKEYS ELIGIBLE | STATE ALLOWABLE | REPORTABLE SCORES | NCRC | SPECIAL CRITERIA |
|--|-------------------|-----------------|-------------------|------|---|
| Using a calculator with minimal functions: having only addition, subtraction, division, multiplication, percentage, square root, and memory functions. | I/P | I/P | ■ | ■ | • Refer to <i>Supervisor's Manual</i> for list of approved calculators |
| Using visual magnification devices. | I/P | I/P | ■ | ■ | |
| Using templates to reduce visible print. | P | P | ■ | ■ | |
| Using auditory amplification device, hearing aid, or noise buffers. | I/P | I/P | ■ | ■ | |
| Securing papers to work area with tapes/magnets. | I/P | I/P | ■ | ■ | • Tape or other adhesive on the answer document will make the test unscorable |
| Using a device to screen out extraneous sounds (does not include music devices). | I/P | I/P | ■ | ■ | |
| Using adaptive equipment to deliver test (requires consultation with the department for security reasons). | P | P | ■ | ■ | |
| Using masks or markers to maintain place. | P | P | ■ | ■ | |
| Using special pen or pencil such as felt-tip marker or ink pen. | I/P | I/P | ■ | ■ | • Responses must be transcribed |
| Using an adaptive keyboard. | I/P | I/P | ■ | ■ | |
| Using math manipulatives. | | I/P | | | • Only individual/small group testing • Must use accommodated form only |

I = Internet Testing
P = Paper/Pencil Testing
■ = Allowable
Gray = Not Allowable

RESPONSE: Test Format

| ACCOMMODATIONS | WORKKEYS ELIGIBLE | STATE ALLOWABLE | REPORTABLE SCORES | NCRC | SPECIAL CRITERIA |
|--|-------------------|-----------------|-------------------|------|------------------|
| Using graph paper. | I/P | I/P | ■ | ■ | |
| Allowing students to mark responses in test booklet if test employs a separate answer sheet. | P | P | ■ | ■ | |
| Providing student with additional room for writing response. | P | P | ■ | ■ | |
| Using color visual overlays. | I/P | I/P | ■ | ■ | |
| Using ruler or object to maintain place in test. | I/P | I/P | ■ | ■ | |
| Using shield to reduce glare. | I/P | I/P | ■ | ■ | |

RESPONSE: Use of Assistive Devices/Supports

| ACCOMMODATIONS | WORKKEYS ELIGIBLE | STATE ALLOWABLE | REPORTABLE SCORES | NCRC | SPECIAL CRITERIA |
|---|-------------------|-----------------|-------------------|------|--|
| Allowing student to tape response for later verbatim transcription. | P | P | ■ | ■ | <ul style="list-style-type: none"> • Only individual testing • Must use accommodated form only • Responses must be transcribed |
| Using computer without spell or grammar Checker. | P | P | ■ | ■ | <ul style="list-style-type: none"> • Must use accommodated form only • Responses must be transcribed |
| Dictating to a scribe for all tests. | I/P | I/P | ■ | ■ | <ul style="list-style-type: none"> • Only individual testing • If extended time applies, order an accommodated form • Reference scribe procedures in the <i>Handbook for the Participation Guidelines</i> |
| Allowing alternative responses such as oral, sign, typed, pointing. | I/P | I/P | ■ | ■ | <ul style="list-style-type: none"> • Only individual testing • If extended time applies, order an accommodated form • Reference scribe procedures in the <i>Handbook for the Participation Guidelines</i> |
| Using a Braille. | P | P | ■ | ■ | <ul style="list-style-type: none"> • Must use accommodated form only • Responses must be transcribed |
| Using a specially-designed #2 pencil. | I/P | I/P | ■ | ■ | |

Accommodations for LEP Students for WorkKeys

I = Internet Testing
 P = Paper/Pencil Testing
 ■ = Allowable
 Gray = Not Allowable

TABLE 16 DIRECT LINGUISTIC SUPPORT ACCOMMODATIONS

| STATE-ALLOWABLE ACCOMODATIONS | | WORKKEYS ELIGIBLE | STATE ALLOWABLE | REPORTABLE SCORES | NCRC | SPECIAL CRITERIA |
|-------------------------------|---|-------------------|-----------------|-------------------|------|---|
| Ref Materials | Provide a commercial word-to-word bilingual dictionary. Dictionaries that include pictures or word definitions are not allowed. Electronic devices are not acceptable. | I/P | I/P | ■ | ■ | |
| Test Directions | In English or the native language: <ul style="list-style-type: none"> • provide written version of written/oral test directions • read aloud and/or repeat written and/or oral test directions • read aloud and/or repeat embedded test directions • clarify/explain test directions | P | I/P | ■ | ■ | <ul style="list-style-type: none"> • Only individual/small cluster testing |
| Test Items | Read aloud, and repeat if requested: writing, math, and/or science test items in English | | P | | | <ul style="list-style-type: none"> • Only individual testing • Must use accommodated form only • Must use/order a Reader Script |
| | Provide test contractor audio version. | | P | | | <ul style="list-style-type: none"> • Refer the <i>Supervisor's Manual</i> • Must use/order Audio DVD • Must use accommodated form only |
| | Provide the native language word for an unknown word in a test item, when requested by student. | | P | | | |
| | Allow the student to respond orally to constructed response items. | | | | | <ul style="list-style-type: none"> • Constructed response items do not exist on WorkKeys |

INDIRECT LINGUISTIC SUPPORT ACCOMMODATIONS

| STATE-ALLOWABLE ACCOMODATIONS | | WORKKEYS ELIGIBLE | STATE ALLOWABLE | REPORTABLE SCORES | NCRC | SPECIAL CRITERIA |
|-------------------------------|---|-------------------|-----------------|-------------------|------|--|
| Timing | Provide extended time. | | I/P | | | <ul style="list-style-type: none"> • Only individual/small group testing • Must use accommodated form only |
| | Provide scheduled breaks as needed during testing. | | I/P | | | <ul style="list-style-type: none"> • Only individual testing • Internet Testing—Only between Assessments—no stop-the-clock breaks • WorkKeys Paper/Pencil use codes for stop the clock breaks. • Must use accommodated form only |
| | Flexible Schedule: Administer the test over several days. | | | | | <ul style="list-style-type: none"> • Refer to page 6 of the Supplement |

TEST ADMINISTRATION PRACTICES

| STATE-ALLOWABLE ACCOMODATIONS | | WORKKEYS ELIGIBLE | STATE ALLOWABLE | REPORTABLE SCORES | NCRC | SPECIAL CRITERIA |
|-------------------------------|---|-------------------|-----------------|-------------------|------|------------------|
| | Administer the test individually. | I/P | I/P | ■ | ■ | |
| | Administer the test to small groups in a separate location. | I/P | I/P | ■ | ■ | |

Appendix A: Common Allowable Accommodations for the AMP

This accommodations appendix is not an exhaustive list of the allowable accommodations for students with disabilities for the AMP assessment. To determine whether an adaptation not found in this document is an accommodation or modification, refer to the procedure outlined in the Introduction to Participation in Assessments and Student Supports section of this document.

Common Accommodations Allowed for AMP Computer-Based or Paper-Based Assessment (ELA, Math, Science):

- Frequent or additional breaks
- Providing special lighting
- Preferential seating
- Support of physical position of student by increasing or decreasing opportunity for movement
- Using a student-generated checklist as a reminder of tasks to be completed
- Presenting directions through the use of projection equipment
- Extended testing time (one section taken over multiple days)
- Administering at a time of day most beneficial to the student
- Using an adaptive keyboard or computer with all other programs and features turned off
- Using color visual overlays
- Using shield to reduce glare
- Dictating to a scribe (see TAD for specific guidelines)
- Write helpful verbs from the directions on the board or a separate piece of paper

Common Accommodations Allowed Specific to AMP Paper-Based Administration:

- Turning pages for student
- Using a Braille
- Providing highlighted words in embedded directions
- Using adaptive devices, equipment or furniture. Some adaptive devices by require a scribe to transcribe student responses verbatim into the test booklet.
- Using auditory amplification device
- Providing detailed monitoring, individually or in a small group, to ensure student marks responses in correct answer area.

Appendix B: Modifications NOT Allowed for Testing

The following are examples of modifications that are not allowed for testing. 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 ELLs as an accommodation)
- Use of a mathematics or English language arts resource guide or reference sheets
- Use of a calculator on items where it is not permitted
- Proctors providing synonyms for unknown words

Appendix C: Acronyms and Definitions

- AA** – Alternate Assessment
- ADA** – Americans with Disabilities Act of 2008
- AMP** – Alaska Measures of Progress, Alaska’s assessment that is designed to measure student growth and achievement in the Alaska English Language Arts, Mathematics, and Science Standards
- CBA** – Computer-based Assessment
- CCRA** – College and Career-Readiness Assessments
- COA** – Certificate of Achievement, a certificate for students on an alternate assessment or who are unable to fulfill all requirements to receive a diploma
- DLM** – Dynamic Learning Maps, a system of assessment for students with significant cognitive disabilities
- EED** – Alaska State Department of Education and Early Development
- ELA** – English Language Arts
- ELLS** – English language learners
- ELP** – English language proficiency
- ESEA** – Elementary and Secondary Education Act, a federal act that emphasizes equal access to education
- ESER** – Evaluation Summary and Eligibility Report, a special education eligibility report
- FC** – First Contact survey, an initial placement survey for the computer-based Alternate Assessment
- IDEA** – Individuals with Disabilities Education Improvement Act of 2004
- IEP** – Individualized Education Program, individualized education plans for students with disabilities
- LEP** – Limited English proficient, a formally identified English language learner
- 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
- NCLB** – No Child Left Behind Act of 2001
- NCRC** – National Career Readiness Certificates, a WorkKeys certificate documenting a student’s level of career readiness
- PBA** – Paper-based assessment
- PLAAFP** – Present Levels of Academic Achievement and Functional Performance, a section within the IEP that documents the student’s academic and functional skills and knowledge
- PNP** – Personal Needs and Preferences, student supports that are selected in a computer-based assessment system prior to testing, for AMP and AA
- SBA** – Standards-Based Assessment



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