

**TESTING ACCOMMODATIONS:
GUIDELINES FOR 2009-2010**



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PURPOSE OF DOCUMENT

Testing Accommodations: Guidelines for 2009-2010 is designed to guide **all** test administrators in the correct use of universal test administration conditions and testing accommodations on the AIMS and Stanford 10. The correct administration of these assessments requires the use of this document as well as the corresponding *Test Administration Directions* manual. **All** test administrators for AIMS and Stanford 10 are expected to read and follow the guidance in this document.

Students with significant cognitive disabilities may be eligible to participate in an alternate state assessment, AIMS A. **This document does not provide guidance for AIMS A.** For guidance regarding the use of AIMS A, including details regarding which students qualify to participate in AIMS A, please refer to the training modules listed on the AIMS A website at: <http://www.azed.gov/ess/SpecialProjects/aims-a/>.

OVERVIEW OF ARIZONA’S ASSESSMENTS

Arizona statute (§15-741), the Individuals with Disabilities Education Act (§300.160), and the Elementary Secondary Education Act (§1111) mandate that **all students who are educated with Arizona’s public funds must participate in state assessments, including all students with disabilities and all students identified as English Language Learners.** To prepare for the assessments, every student should be engaged in an instructional program based on Arizona’s Academic Standards. This program should use varied approaches to instruction, offer a range of opportunities that enables students to demonstrate their knowledge and skills, and provide necessary and appropriate program supports and instructional accommodations to guarantee student access to the academic content.

Arizona’s state assessments are administered to students enrolled in Grade 2 through high school.

ARIZONA’S ASSESSMENTS BY GRADE LEVEL

	Grade 2	Grades 3 through 8	Grade 9	Grades 10, 11, 12
State Assessments	Stanford 10	AIMS 3-8	Stanford 10	AIMS HS
Alternate State Assessment	 	AIMS A 3-8	 	AIMS A HS

Stanford 10 is a norm-referenced assessment of reading, language, and mathematics that is published by Pearson. Stanford 10 is administered to students in Grades 2 and 9. However, students with significant cognitive disabilities in Grades 2 and 9 do not participate in the Stanford 10.

Arizona’s Instrument to Measure Standards Grades 3-8 (AIMS 3-8) is a standards-based assessment of Arizona’s Academic Standards in writing, reading, mathematics, and science. The reading and mathematics portion of AIMS 3-8 is administered in all grades 3 through 8 and includes embedded Stanford 10 items. The writing portion of AIMS 3-8 is administered in Grades 5, 6, and 7. The science portion of AIMS 3-8 is administered in Grades 4 and 8.

Arizona’s Instrument to Measure Standards High School (AIMS HS) is a standards-based assessment of Arizona’s Academic Standards in writing, reading, mathematics, and science. The writing, reading, and mathematics portions of AIMS HS are administered to high school students for the first time the spring of their second year in high school. Since most students are required to pass the writing, reading, and mathematics portions of AIMS HS in order to graduate, students may also test on these content areas in the fall and spring of their third and fourth year of high school. The science portion of AIMS HS is administered to high school students in the spring of their first or second year of high school. Details regarding when students test on the science portion of AIMS HS are available from your school or district test coordinator.

UNIVERSAL TEST ADMINISTRATION CONDITIONS

State assessments are to be administered in a standardized way. Following the guidance and the scripted directions in the appropriate *Test Administration Directions* manual will assure a standardized test administration. All *Test Administration Directions* manuals address the need to provide students with an appropriate testing location one that is comfortable and free from distractions.

Universal Test Administration Conditions are specific testing situations and conditions that may be offered to **any** student in order to provide him/her a comfortable and distraction free testing environment.

Universal test administration conditions include:

- Testing in a small group, testing one-on-one, testing in a separate location or in a study carrel,
- Being seated in a specific location within the testing room or being seated at special furniture,
- Having the test administered by a familiar test administrator,
- Using a special pencil or pencil grip,
- Using devices that allow the student to see the test: glasses, contacts, magnification, special lighting, and color overlays,
- Using devices that allow the student to hear the test directions: hearing aids and amplification,
- Wearing noise buffers after the scripted directions have been read,
- Having the scripted directions included in the *Test Administration Directions* repeated (at student request) and having questions about the scripted directions or the directions that students read on their own answered.

While some of the items listed as universal test administration conditions might be included in a student's IEP as a required testing "accommodation," for Arizona state testing purposes these are not considered testing accommodations and are not limited to only students with IEPs.

STANDARD ACCOMMODATIONS

Standard accommodations are provisions made in how a student accesses and demonstrates learning that do not substantially change the instructional level, the content, or the performance criteria. For students with disabilities, standard accommodations are intended to reduce or even eliminate the effects of a student's disability. For English Language Learners and Continuing FEP Year 1 and Year 2 students, standard accommodations are intended to allow students the opportunity to demonstrate their content knowledge even though the student is not functioning at grade level in English.

Accommodations can be changes in the presentation, response, setting, and timing/scheduling of educational activities. There should be a direct connection between a student's disability, special education need, or language need and the accommodation(s) provided to the student during educational activities, including assessment.

Students should receive the same accommodations for classroom instruction, classroom assessments, district assessments, and state assessments. No accommodations should be provided during assessments that are not also provided during instruction. However, not all accommodations appropriate for instruction are appropriate for use during a standardized state assessment. **The accommodations available to students while testing on Stanford 10, AIMS 3-8, or AIMS HS are limited to those listed in later sections of this document.**

Accommodations may not provide verbal or other clues or suggestions that hint at or give away the correct response to the student. Therefore, it is not permissible to simplify, paraphrase, explain, or eliminate any test item, prompt, or multiple-choice option. Additionally, accommodations provided for one student may not impede or impact other students in the testing room. It is the responsibility of the Test Administrator to see that each student, who qualifies for testing accommodations, receives appropriate accommodations while also ensuring that other students, who do not receive accommodations, are not affected.

DETERMINING IF A STUDENT NEEDS AN ACCOMMODATION

When students need accommodations in how they learn or demonstrate learning, they are likely to need accommodations in how they are assessed. Conversely, if students do not need accommodations in how they learn or demonstrate learning, they will not need accommodations in how they are assessed. Therefore, no accommodation may be put in place for an assessment that is not already used regularly in the classroom.

To determine if a student will need testing accommodations to participate in state assessments, answer the following questions:

- Does the student use accommodations during daily instruction?
- If the student uses accommodations during daily instruction, does the student need accommodations in order to participate in the state assessment?
- If so, which testing accommodations are necessary and appropriate for the student?

The following sections identify the specific testing accommodations available to students while participating in a state assessment.

REPORTING RESULTS OF ASSESSMENTS TAKEN WITH ACCOMMODATIONS

The use of **standard accommodations** results in scores that are considered valid for comparison and accountability purposes. Students who received **standard accommodations** on AIMS 3-8 and AIMS HS will count as having tested for federal accountability (AYP) purposes. Their AIMS results will be included in aggregate results at the school, district, and state level on the reports provided by the testing contractor.

Students who receive **standard accommodations** while participating in Stanford 10, AIMS 3-8, or AIMS HS must have their accommodations appropriately identified on their answer documents as directed in the corresponding *Test Administration Directions*.

STANDARD ACCOMMODATIONS FOR STUDENTS WITH AN INJURY

Students with an injury, such as a broken hand or arm, that would make it difficult to participate in state assessments may use, as appropriate, any of the **universal test administration conditions** listed on page 4 and any of the following **standard accommodations**:

- Have answers transferred from a test book into an answer document *
- Record or dictate **multiple choice responses** to a scribe *
- Use assistive technology with spell check, grammar check, and predict ahead functions turned off *

* For these accommodations, the student's responses must be transferred to the student's answer document as directed in the corresponding *Test Administration Directions* manual.

STANDARD ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNER AND CONTINUING FEP YEAR 1 AND YEAR 2 STUDENTS

Students with a primary language other than English are administered the Arizona English Language Learner Assessment (AZELLA) to determine their level of English language proficiency. If a student achieves an "Overall Composite Proficiency Level" score of "Pre-Emergent, Emergent, Basic, or Intermediate" on the AZELLA, the student qualifies, with parental consent, to be placed into a language program. **This student is referred to as an English Language Learner (ELL) student.**

An "Overall Composite Proficiency Level" score of "Proficient" on the AZELLA for a student who is already in a language program qualifies the student to be Reclassified Fluent English Proficient (Reclassified FEP) and withdrawn from the language program. A Reclassified FEP student is monitored for the next two years after scoring "Proficient" on the AZELLA. **This student is referred to as a Continuing Fluent English Proficient (Continuing FEP) student.**

ELL and Continuing FEP Year 1 and Year 2 students may use, as appropriate, any of the **universal test administration conditions** listed on page 4 and any of the following **standard accommodations**:

- More breaks and/or several shorter sessions
- Simplify language for the scripted directions in English
- Read aloud in English the **writing prompt, mathematics test items⁺**, or **science test items⁺**, as needed upon student request
- Provide a word-for-word published, paper translation dictionary
- Exact oral translation of the scripted directions or the directions that students read on their own **as needed upon student request**

What Can Be Translated?

Only the verbal directions stated by the Test Administrator and the written directions that the student is expected to read may be orally translated into the student's native language. The translation must be an exact translation which is as close to verbatim as possible, and translation is to be provided on an as needed basis only. Students must request the translation. Translations that paraphrase, simplify, or clarify directions are not permitted. Written translations are not permitted. Translation of test items⁺ is **not** permitted.

+ A **test item** includes both the question and the corresponding answer choices. Any stimulus preceding the item may also be read aloud.

STANDARD ACCOMMODATIONS FOR STUDENTS WITH IEPs AND FOR STUDENTS WITH 504 PLANS

Students with IEPs and students with 504 plans may use, as appropriate, any of the **universal test administration conditions** listed on page 4 and any of the following **standard accommodations**:

- Place marker use
- More breaks and/or several shorter sessions
- Test at a different time of day
- Simplify language for the scripted directions in English
- Read aloud or sign the directions that students read on their own
- Read aloud in English or sign the **writing prompt, mathematics test items⁺, or science test items⁺**
- Large print or Braille edition of test
- For a student who is blind, use of an abacus for mathematics test items
- For a student who is blind, use of an electronic dictionary and thesaurus with grammar check, spell check, encyclopedia, translation, and internet access turned off
- For a student who is blind, Braille writers *
- Have answers transferred from the test book into an answer document *
- Record or dictate **multiple choice responses** to a scribe *
- Use assistive technology with spell check, grammar check, and predict ahead functions turned off *.
- For mathematics sections, use of personal whiteboard which can be seen by only the student and is erased after every problem.

Accommodations that do not produce valid results are not permitted for AIMS or Stanford 10 tests. Accommodations not permitted include the use of a scribe for writing, read aloud for reading, and use of a calculator or other manipulatives for mathematics.

During testing, all **universal test administration conditions** and **standard accommodations** identified in the students IEPs or 504 plans must be made available.

⁺ A **test item** includes both the question and the corresponding answer choices. Any stimulus preceding the item may also be read aloud.

* For these accommodations, the student's responses must be transferred to the student's answer document as directed in the corresponding *Test Administration Directions* manual.