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## Section 2



### **AzMERIT and AIMS Science Testing Conditions, Tools, and Accommodations Guidance for Spring 2019 Assessments**

**Audience:** Test Coordinators, Test Administrators, Service Providers, and IEP and ILLP Team Members

Arizona Revised Statutes, the Individuals with Disabilities Education Act, and the Elementary and Secondary Education Act mandate that **all students** who are educated with Arizona’s public funds must participate in state assessments. This includes all students with disabilities and all students identified as English Learners. The purpose of this section is to inform all Achievement Test coordinators and administrators of the universal test administration conditions, the testing tools, and the accommodations available on Arizona’s Achievement Tests (AzMERIT and AIMS Science). This section also provides guidance on the use of these conditions, tools, and accommodations.

Achievement tests are standardized, and the correct administration of these tests requires the use of this manual as well as the corresponding *Test Administration Directions* manuals. All test administrators are expected to read and follow the guidance in this document. All test administrators are also expected to read and follow the guidance and scripted directions in the *Test Administration Directions* for the selected grade level.

This section provides guidance for testing ELs and students with disabilities who take the general assessments. Students with significant cognitive disabilities may be eligible to participate in Arizona’s alternate assessments: MSAA and AIMS A Science. Please see **Section 3** of this document for guidance on MSAA and AIMS A Science accommodations, or contact the Alternate Assessment Unit with additional questions or concerns at [AssessingSWDs@azed.gov](mailto:AssessingSWDs@azed.gov).

#### **Overview of Achievement Tests**

AzMERIT is Arizona’s statewide achievement assessment of English language arts (ELA) and math. AzMERIT includes grade level tests for students enrolled in Grades 3-8 and End-of Course tests for students enrolled in courses aligned to the first three English credits required for high school graduation, and for the first three math credits required for high school graduation. AIMS Science is administered to students in Grades 4, 8, and High School. High school students will participate in AIMS Science in the spring of their first or second year of high school. Details regarding when high school students participate in AIMS Science are available from the school or district test coordinator.

To prepare for the assessments, every student should be engaged in instructional programs based on Arizona’s Academic Content Standards. These programs should use varied approaches to instruction, offer a range of opportunities that enable students to demonstrate their knowledge and skills, and provide any necessary, appropriate program supports and instructional accommodations to ensure student access to the academic content.

### **Universal Test Administration Conditions**

All *Test Administration Directions* manuals address the need to provide students with an appropriate testing location 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 a comfortable and distraction-free testing environment. Universal Test Administration Conditions are **available for both AzMERIT and AIMS Science**.

### **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 a place holder
- Read-aloud (text-to-speech or human reader) content of the ELA-writing, math, and AIMS Science assessments
- Using devices that allow the student to see the test: glasses, contacts, magnification, and special lighting
- Using different color choices, reverse contrast (for CBT), or 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
- Signing the scripted directions
- Having the scripted directions repeated
- Having questions about the scripted directions or the directions that students read on their own answered
- Reading the test quietly to himself/herself as long as other students are not disrupted
- Individual students may take a stretch break (1 or 2 minutes) during test session (students cannot talk, use electronic devices, or leave the testing room)
- Students may use the restroom during test (only 1 student may leave room at a time)
  - Test Administrator must collect paper test booklet/answer document
  - CBT must be in “Pause” status
- Extended time (Testing session must be completed in the same school day it was started)
- The use of scratch paper (plain, lined, or graph; schools provide). Scratch paper must be securely shredded at the conclusion of testing.

While some of the items listed as Universal Test Administration Conditions might be included in an IEP or ILLP as an accommodation, for achievement testing purposes these are not considered testing accommodations and are available to any student who needs them.

## Universal Testing Tools for AzMERIT (CBT)

The AzMERIT computer-based testing platform offers numerous testing tools. **Test features and tools are available for exploration in the AzMERIT Sample Tests.** Students who will participate in the computer-based AzMERIT are advised to practice with the AzMERIT Sample Tests and try out all of the available tools.

The following Universal Test Tools are available to **all students** taking the AzMERIT CBT tests and cannot be disabled.

AzMERIT Universal Testing Tools for CBT - Available to All Students	
<b>Area Boundaries</b>	Allows student to click anywhere on the selected response text or button for multiple choice options.
<b>Expand/Collapse Passage</b>	Expand a passage for easier readability. Expanded passages can also be collapsed.
<b>Help</b>	View the on-screen <i>Test Instructions and Help</i> .
<b>Highlighter</b>	Highlight text in a passage or item.
<b>Line Reader</b>	Allows student to track the line he or she is reading.
<b>Mark (Flag) for Review</b>	Mark an item for review so that it can be easily found later.
<b>Notes/Comments</b>	Allows student to open an on-screen notepad and take notes or make comments. In ELA, notes are available globally and available throughout the session. In math, comments are attached to a specific test item and available throughout the session.
<b>Pause and Restart</b>	Allows the session to be paused at any time and restarted and taken over a one-day period.
<b>Review Test</b>	Allows student to review the test before ending it.
<b>Strikethrough</b>	Cross out answer options for multiple-choice and multi-select items.
<b>System Settings</b>	Adjust audio (volume) during the test.
<b>Text-to-Speech</b>	Text-to-Speech for instructions and content of AzMERIT Math, Writing, and Aims Science.
<b>Tutorial</b>	View a short video about each item type and how to respond.
<b>Writing Tools</b>	Editing tools (cut, copy, and paste) and basic text formatting tools (bold, underline, and italic) for extended response items.
<b>Zoom In/Zoom Out</b>	Enlarge the font and images in the test. Undo zoom in and return the font and images in the test to original size.

Text-to-Speech or Human Reader are **limited to the scripted Test Administration Directions** for the **Reading section** of ELA on AzMERIT.

## Additional Subject Area Tools for AzMERIT (CBT and PBT)

AzMERIT testing requires specific subject area tools or resources for certain portions of the assessment.

AzMERIT Subject Area Tools/Resources - Available to All Students		
<b>Dictionary/Thesaurus</b>	Writing	CBT – Students have access to the dictionary/thesaurus tool. Students may opt to use a published, paper dictionary or thesaurus instead of using this tool. PBT – Schools must make published, paper dictionaries and thesauruses available to students. Students with a visual impairment may use an electronic dictionary and thesaurus with other features turned-off.
<b>Writing Guide</b>	Writing	CBT – Students have access to the writing guide tool. PBT – The writing guide is included within the test booklet.
<b>Calculator</b>  <b>Grades 7-8 (Part 1 only):</b> scientific calculators are acceptable  <b>EOC (entire test):</b> graphing calculators are acceptable	Math	CBT – Students have access to the calculator tool when calculator use is permitted. Students may opt to use an acceptable handheld calculator instead of this tool when calculator use is permitted. PBT – Students may use an acceptable handheld calculator when calculator use is permitted. Schools should provide students with an appropriate handheld calculator.

## Assessment Accommodations

### Administering Achievement Tests with Testing Accommodations

To ensure valid interpretation of assessment results, it is not permissible to simplify, paraphrase, explain, or eliminate any test item, writing prompt, or answer option. If a student's IEP calls for a testing accommodation that is not listed below, contact ADE at [AzMERIT@azed.gov](mailto:AzMERIT@azed.gov) or [AIMSScience@azed.gov](mailto:AIMSScience@azed.gov) for guidance.

Prior to the day of a test, test administrators must know what accommodations each student will be using and how to administer them properly. Testing 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. Provision of designated accommodations are recorded differently for AzMERIT CBT, AzMERIT PBT, and AIMS Science testing. Refer to the appropriate *Test Administration Directions* on how to properly record accommodations provided for each test. Use of designated accommodations is captured electronically on the CBT. For PBT, the TA must record both provision and observed use of testing accommodations.

## Accommodations for an Injured Student

A student with an injury, such as a broken hand or arm that would make it difficult to participate in AzMERIT, may use as appropriate any of the universal test administration conditions listed above and any of the following accommodations. There are no specific CBT tools to support these accommodations. If the injured student requires an accommodation not listed, *contact ADE at [AzMERIT@azed.gov](mailto:AzMERIT@azed.gov) or [AIMSScience@azed.gov](mailto:AIMSScience@azed.gov) for guidance.*

AzMERIT and AIMS Science Accommodations for a Student with an Injury	
<b>Adult Transcription</b>	An adult marks selected response items on CBT test form or PBT test booklet based on student answers provided orally or using gestures. An adult transfers student responses produced using Assistive Technology on CBT test form or PBT test booklet.
<b>Assistive Technology</b>	Use of assistive technology for the writing response and/or other open response items. Grammar check, spell check, encyclopedia, word predictive functions, and internet access must be turned off. <b>Speech-to-Text is not permitted.</b> An adult must transfer the student's responses exactly as written into the Direct Entry Interface (DEI) or PBT test booklet. Any print copy must be shredded. Any electronic copy must be deleted. This accommodation also requires Adult Transcription.
<b>Rest/Breaks</b>	Student may take breaks during testing sessions to rest.
<b>Paper Accommodation</b>	CBT schools may allow an injured student to use paper accommodation. This accommodation must be used for all parts of the ELA test or Math test. Students that receive this accommodation must have their responses entered into the Direct Entry Interface (DEI) by a Test Administrator.

Only accommodations used regularly during instruction should be considered for assessment use. It is inappropriate to introduce an accommodation for the sole purpose of assessment and doing so may negatively impact student performance.

## Accommodations for English Learners (ELs) and Fluent English Proficient (FEP) Students

For an English Learner or a Fluent English Proficient Year 1 or Year 2 student, accommodations are intended to allow the student the opportunity to demonstrate content knowledge even though the student may not be functioning at grade level in English.

Students who are not proficient in English, as determined by the Arizona English Language Learner Assessment (AZELLA), may use, as appropriate, any of the Universal Test Administration Conditions and any of the EL accommodations listed below. (This includes English Learner (EL) students withdrawn from English language services at parent request.)

Reclassified Fluent English Proficient (FEP) students are monitored for two school years. These FEP Year 1 and FEP Year 2 students may use, as appropriate, any of the Universal Test Administration Conditions and any of the following EL accommodations.

If directions are read aloud, simplified, or translated as an accommodation, administration must take place in a setting that does not disturb other students (such as in a one-on-one or very small group setting).

If an EL student requires an accommodation that is not listed, *contact ADE at [AzMERIT@azed.gov](mailto:AzMERIT@azed.gov) or [AIMSScience@azed.gov](mailto:AIMSScience@azed.gov) for guidance.*

AzMERIT and AIMS Science Accommodations for EL and FEP Students	
Rest/Breaks	Student may take breaks during testing sessions to rest.
Simplified Directions	Provide verbal directions in simplified English for the scripted directions or the directions that students read on their own as needed.
Translate Directions	Exact oral translation, in the student’s native language, of the scripted directions or the directions that students read on their own as needed. <b>Translations that paraphrase, simplify, or clarify directions are not permitted.</b> <b>Written translations are not permitted.</b> <b>Translation of the test content is not permitted.</b>
Translation Dictionary	Provide a word-for-word published, paper translation dictionary. Students with a visual impairment or an EL with disabilities such as dyslexia may use an electronic word-for-word Translation dictionary with other features turned off.

Text-to-Speech or Human Reader are **limited to the scripted Test Administration Directions** for the **Reading section** of ELA on AzMERIT.

### Accommodations for Students with Disabilities

For **AzMERIT and AIMS Science**, students with disabilities may use, as appropriate, any of the Universal Test Administration Conditions and testing tools listed above and any of the following accommodations as designated in their IEP or 504 plan. If a student with a disability requires an accommodation not listed, *contact ADE at [AzMERIT@azed.gov](mailto:AzMERIT@azed.gov) or [AIMSScience@azed.gov](mailto:AIMSScience@azed.gov) for guidance.*

### AzMERIT and AIMS Science Accommodations for Students with Disabilities

Abacus	Students with a visual impairment may use an abacus without restrictions for any <b>AzMERIT math</b> test or a talking calculator for students taking Part 1 of the 7 <sup>th</sup> or 8 <sup>th</sup> grade math test or any part of the EOC math tests
Adult Transcription	An adult marks selected response items onto the CBT test form or into the PBT booklet based on student answers provided orally or using gestures. An adult transfers student responses produced using Assistive Technology into the Direct Entry Interface (DEI) or into the PBT test booklet.
ASL and Closed Captioning	CBT – Available for the listening items on the <b>Reading ELA</b> test.
Assistive Technology	Use of assistive technology*, including a Braille writer, for the writing response and/or other open response items. Internet access, spell check, grammar check, and predict-ahead functions must be turned off. An adult must transfer the student's responses exactly as written into the Direct Entry Interface (DEI) or into the PBT booklet. <b>Any print copies must be shredded. Any electronic copy must be deleted. This accommodation also requires adult transcription. *The use of speech-to-text is prohibited.</b>
Braille Test Booklet	Provide a paper Braille test booklet. <b>This accommodation also requires Adult Transcription into the Data Entry Interface.</b>
Large Print Test Booklet	CBT – <b>Either</b> increase default zoom settings (up to 3x) <b>or</b> use Zoom Text when the Student participates in CBT <b>or</b> provide a PBT Large Print test booklet. <b>A PBT Large Print test booklet requires Adult Transcription into the Data Entry Interface (DEI).</b> PBT – Provide a large print test booklet. <b>This accommodation also requires Adult Transcription into the Direct Entry Interface (DEI).</b>
Paper Test Booklet	CBT – Provide a regular-sized paper test booklet for a student at a school administering the CBT. <b>If a paper test booklet is ordered as an accommodation for a student at a CBT school, the student must use the paper test booklet and may not participate in computer-based testing. This accommodation also requires Adult Transcription into the Data Entry Interface (DEI).</b>
Rest/Breaks	Student may take breaks during testing sessions to rest.
Sign Test Content	Sign any of the content of the Writing portion of the ELA, the math test, and AIMS Science. <b>Signing the content of the Reading portion of the AzMERIT ELA test is prohibited.</b>
Simplified Directions	Provide verbal directions in simplified English for the scripted directions or the directions that students read on their own.

Text-to-Speech or Human Reader are **limited to** the **scripted Test Administration Directions** for the **Reading section** of ELA on AzMERIT.