AIMS A Science 2019

Test Manual

Arizona’s Instrument to Measure Standards

Alternate – Science
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AIMS A Science Alternate Assessment

Arizona’s Instrument to Measure Standards Alternate for Science (AIMS A Science) is administered to eligible students with significant cognitive disabilities (SCD) in the spring of each school year. The assessment is aligned with Arizona’s Alternate Academic Standards for Science. Eligible students are assessed in Science in Grades 4, 8, and 10. (See Eligibility Requirements on page 3.)

Students will receive test reports with information detailing their progress toward meeting the Alternate Standards for Science. Schools will receive test reports with student results that can be used to identify student strengths and opportunities for further learning.

Federal Guidance

Arizona’s Instrument to Measure Standards Alternate for Science (AIMS A Science) is an alternate assessment based on alternate achievement standards that was specifically developed to assess students with significant cognitive disabilities (SCD) as prescribed by Title I of the Every Student Succeeds Act (ESSA, 2015). AIMS A Science measures student abilities on grade-level alternate academic standards. These standards are based on the Arizona Academic Standards for Science, however the breadth, depth, and complexity have been reduced as outlined in federal law (IDEA, 2004).

**ESSA requires inclusion of all students with disabilities in the State assessment system.**

Title I further requires that assessment results for all students be used for system accountability to ensure that all students have had the opportunity to learn and demonstrate what they know and can do relative to grade level standards (Improving the Academic Achievement of the Disadvantaged, 2007).

TC Responsibilities

The Test Coordinator has the ultimate responsibility for the successful administration of AIMS A Science. A new Test Coordinator Information Form needs to be completed, signed, and emailed each year to the ADE, Assessment Unit regardless of whether the Test Coordinator is the same as the previous year or is new to the position. This form is located on the ADE Assessment webpage under the “District Test Coordinators” tab. The TC must also sign a test security agreement annually and email or fax it to ADE (AssessingSWDs@azed.gov; fax 602-542-5467).

Following annual training, each test administrator must also sign a TA Test Security Agreement which the TC keeps on file at the LEA for 6 years.

A TC Checklist has been developed to assist in planning and meeting timelines throughout the 2018-19 school year:
# Alternate Assessment Test Coordinator Checklist

This form is for your use only; DO NOT return to ADE.

<table>
<thead>
<tr>
<th>Dates*</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Test Coordinator?</td>
<td>Refer to bottom of this form, please access the resource links</td>
</tr>
<tr>
<td>August – September 2018</td>
<td>Verify teachers in ADEConnect (only one account per teacher, must have TA role at their school)</td>
</tr>
<tr>
<td>September 2018</td>
<td>Generate list of all students participating in alternate assessments, include data for Blind and No Response needs</td>
</tr>
<tr>
<td>October – December 2018</td>
<td>Student selector app (all students must have correct data records)</td>
</tr>
<tr>
<td>November 2018</td>
<td>Submit action plan for exceeding the 1% Cap, if notified</td>
</tr>
<tr>
<td>January 2019</td>
<td>AIMS A Science training</td>
</tr>
<tr>
<td>February 1-28, 2019</td>
<td>Monitor AIMS A Science administration progress</td>
</tr>
<tr>
<td>February 28 – March 30, 2019</td>
<td>Inventory and return AIMS A Science Materials</td>
</tr>
<tr>
<td>March 1-9, 2019</td>
<td>Final verification for AIMS A Science</td>
</tr>
<tr>
<td>March 2019</td>
<td>MSAA training</td>
</tr>
<tr>
<td>March 18 – May 3, 2019</td>
<td>Monitor MSAA Administration progress (there is no final verification process for this assessment)</td>
</tr>
<tr>
<td>June 20 – July 13, 2019</td>
<td>Download AIMS A Science Reports</td>
</tr>
<tr>
<td>TBD 2019</td>
<td>Download MSAA Reports</td>
</tr>
<tr>
<td>July – August 2019</td>
<td>Update data in Corrections Application</td>
</tr>
</tbody>
</table>

*Dates are subject to change. Refer to the Alternate Assessment and District Test Coordinator websites for updates.

**LINKS to various TC resources:** [The Examiner](#), [District Test Coordinators](#), [MSAA](#), [AIMS A](#)

Questions? Please contact the Alternate Assessment: [AssessingSWDs@azed.gov](mailto:AssessingSWDs@azed.gov) or at 602-542-8239

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September 2018
Testing Timeline

AIMS A Science must be administered according to the designated timeline. All school districts and charters must adhere to the timelines as noted. If there are any changes in the AIMS A timeline, notification will be sent to all Test Coordinators and posted on the ADE website.

<table>
<thead>
<tr>
<th>Task</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exception to the 1% Cap</td>
<td>October 2018</td>
</tr>
<tr>
<td>Identify Eligible Students in the Student Selector Application</td>
<td>October – November, 2018</td>
</tr>
<tr>
<td>Complete AIMS A Science Training</td>
<td>January 2019</td>
</tr>
<tr>
<td>Administer AIMS A Science</td>
<td>February 1 – February 28, 2019</td>
</tr>
<tr>
<td>Submit Final Data Closeout</td>
<td>March 1 – March 8, 2019</td>
</tr>
<tr>
<td>Receive Student Reports</td>
<td>May 2019</td>
</tr>
</tbody>
</table>

Exception to the 1% Cap for 2019

ESSA allows states to administer the alternate assessment to no more than 1% of students who participate in statewide testing. Under current regulations, states expecting to exceed the 1% Cap must request a waiver at least 90 days before the first day of the test window. The 1% Cap calculation is based on the number of students participating in alternate assessments in ELA, Mathematics, and Science out of the total students participating in Arizona state assessments in those content areas. Under ESSA regulations, when LEAs exceed the 1% cap the Alternate Assessment Test Coordinators are required to submit an Action Plan providing justification. The state will notify the TC when action plans are required.
Eligibility Requirements
AIMS A Science is designed for students with significant cognitive disabilities. Eligibility for the test is not based on the student’s disability category, but rather on specific eligibility criteria which must be met. Sections of the eligibility form are shown in the next few paragraphs. This form, and the ramifications to the student for choosing Alternate Assessments, should be discussed with parents and documented yearly at the IEP team meetings beginning in Grade 2. IEP teams will discuss and determine participation and eligibility using the Alternate Assessment Participation Decision Documents as guidance. A student will be eligible in all areas (ELA, Math, and Science) where grades overlap. The eligibility form is located on the ADE, Alternate Assessment webpage under the eligibility tab.

To be considered eligible for AIMS A Science, students must meet all three of the criteria below:

1. **Evidence of Significant Cognitive Disability (SCD):** 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.

2. **Curricular Outcomes:** Goals and instruction listed in the IEP for this student are linked to the enrolled grade level state standards and address knowledge and skills that are appropriate and challenging for this student.

3. **Intensity of instruction:** The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across academic content.
ADEConnect

Test Coordinators and Test Administrators will access the Alternate Assessments Application through ADEConnect. Each district and charter has Entity Administrators. Test Coordinators must request access to Alternate Assessments in ADEConnect from their Entity Administrator. Once designated, ADE Alternate Assessment Unit staff will act as secondary approvers for all Test Coordinators.

To access ADEConnect, locate the ADEConnect button on the right side of the banner. Click on the ADEConnect button to open the login page.

After logging into the ADEConnect home page, the next page to display is the access page to the Alternate Assessment. Clicking on “Alternate Assessments” under the LEA name will open the
AIMS A application. Note: Application options may differ from the picture depending on the applications assigned; and this is NOT the same location for accessing MSAA.

Adding Test Administrators
Test Administrators must have the Alternate Assessment Test Administrator Role in ADEConnect so that AIMS A Science students can be assigned to the correct TA. The entity administrator will add TAs in the fall of the year prior to identifying students in the Student Selector Application and throughout the year as staffing changes necessitate. This will ensure that TAs are properly uploaded into the MSAA system and have access to their students through ADE Connect for AIMS A Science administration once training has been completed. Test Administrators are not to identify or add eligible students. If Test Administrators cannot access the Alternate Assessment Application through ADEConnect, they must contact the district or charter Test Coordinator.
The Student Selector Application

Students that are correctly identified in the SpEd72 report will be automatically uploaded into the Student Selector Application by ADE. The Test Coordinator’s responsibilities include selecting all alternate assessment-eligible students, for both AIMS A Science and MSAA, from the list in the Student Selector Application during the fall window. The window to select eligible students is Fall 2018; TCs will be notified of exact dates. ADE will then extract and import student and teacher information into the correct testing platforms.

Adding New Student Enrollees After the Close of the Window

NEW THIS YEAR:
To add students to the alternate assessment systems after the Student Selector Application closes, the Alternate Assessment Test Coordinator must submit a letter signed by the Alternate Assessment Test Coordinator and District Superintendent/Charter Holder. The letter will include a list of student SAIS IDs and an explanation for why the students were missed during the selection process.

Please notify your teachers early so that they are prepared to give you their lists of students this fall. Eligible students participate in AIMS A Science (Grades 4, 8, and 10 only) and MSAA ELA and Math (Grades 3 through 8, and Grade 11).
Reassigning Students to a Different Test Administrator

<table>
<thead>
<tr>
<th>Action</th>
<th>S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edit / Forms</td>
<td>26</td>
</tr>
<tr>
<td>Edit / Forms</td>
<td>39</td>
</tr>
</tbody>
</table>

School Year 2018-2019

Student List / Student Edit

Student:
SAIS ID:
DOB:
Gender:
Student:
School:
Teacher:

Use the drop down menu to locate the TA’s Name
Then click Submit at the bottom of the page.
Accessing the Alternate Assessment Application:
The Test Coordinator Home page has three main drop-down menus across the top banner: School Selection, Student Testing, and Administration.
Tuitioned-out Students

2018-2019 TUITIONED OUT STUDENTS

<table>
<thead>
<tr>
<th>Role of the District of Residence (DOR)</th>
<th>Role of the District of Attendance (DOA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure tuitioned-out students are correctly designated to the DOA in the state student data system.</td>
<td>Administer all parts of the AIMS A Science Assessment and communicate progress and completion to the DOR</td>
</tr>
<tr>
<td>Monitor testing progress and completion by DOA</td>
<td>Identify students in the Student Selector Application</td>
</tr>
<tr>
<td>Assign the tuitioned-out students to a school within your district prior to completion of final verifications.</td>
<td></td>
</tr>
<tr>
<td>Receive and share final assessment reports with DOA</td>
<td></td>
</tr>
</tbody>
</table>

No Response Option
The No Response Option is only applicable to AIMS A Science, grades 4, 8, and 10.

The Test Coordinator will select a “no response” accommodation in the Student Selector Application for those students who have not yet developed a reliable mode of expressive communication. This is not to be confused with the scribe accommodation which may be necessary for those students who have impairments or disabilities that restrict their ability to physically respond to multiple choice questions in the assessment. A scribe accommodation
must be used regularly in instruction and listed in the student’s IEP to be utilized during assessment.

The National Center and State Collaborative (NCSC) recognizes the development of communicative competence as the cornerstone of their framework for instructing students with significant cognitive disabilities:

Communication is far and away THE most important skill students need and is pre-requisite for language development. While all students do communicate – without intervention and AAC - the development of language needed for most of these (basic) intents as well as more complex information requests cannot happen.


Indicators of student progress in communicative competence is reflected in targeted IEP goals as well as the student’s ability to engage with the content of Alternate Assessments. Maintaining a focus on establishing communicative competence during daily instruction will increase the likelihood of a student’s ability to meaningfully participate in assessment activities. If additional information or support is needed to clarify the ‘no response option’, please contact the Alternate Assessment unit.

**AIMS A Online Training**

The Test Coordinator must complete a mandatory online AIMS A Science training to understand roles/responsibilities and to prepare TAs for accurate procedures in test administration. The online training must be completed before the Test Coordinator has access to the AIMS A Science Application. Access to the training will be provided to each Test Coordinator by the ADE Alternate Assessment Unit.

**Training Staff to Administer AIMS A Science**

The Test Coordinator must provide training on testing procedures to all Test Administrators (TAs) prior to the opening of the testing window. The same online training PowerPoint can be used to train both TCs and TAs for the 2019 AIMS A Science assessment. Best practice is to provide the training in a whole group setting.

The Test Coordinators will keep on file all signed Test Security Agreement forms for a period of six years.

**Areas to cover in the TA training:**

- Consulting the IEP for testing accommodations specific to the student
- Clarifying that all Alternate Assessments are administered individually to ensure validity
- Logging into the AIMS A Science assessment system
- Downloading data sheets
• Preparing materials and any accommodations or necessary supplemental aids for access; this refers to manipulatives regularly used in instruction, not missing test materials. Notify Alternate Assessment if any test materials are missing.
• Administering the Learner Characteristic Inventory to Grade 10 students only
• Enter accommodations information on the accommodations tab for all grades
• Administering the performance tasks (Videos and Webinars) and multiple-choice sections
• Inputting data from the performance tasks
• Maintaining test security; notifying TCs of incidents that must be reported

Accommodations and Adaptations

English Learners with Disabilities: A guidance document covering identification, services, and assessment of English learners with disabilities can be found at the ADE Assessment website later this fall.

Students with significant cognitive disabilities (SCD) require intensive instructional supports which are provided through instructional adaptations and strategies. AIMS A Science incorporates many best practices, instructional adaptations, and strategies into the assessment; however, if there are other instructional adaptations being used routinely for instruction in the educational setting and documented in the student’s IEP, those adaptations and strategies can be used to support the student during the administration of AIMS A Science. The table below provides samples of accommodations and instructional strategies. This is not an exhaustive list.

<table>
<thead>
<tr>
<th>Time/Setting</th>
<th>Presentation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing over multiple days</td>
<td>Oral reading by Test Administrator</td>
<td>Augmentative device or other Assistive Technology</td>
</tr>
<tr>
<td>Extended time</td>
<td>Large print or magnification device</td>
<td>Adaptive calculators</td>
</tr>
<tr>
<td>Change in schedule</td>
<td>Tactile Graphics</td>
<td>Manipulatives</td>
</tr>
<tr>
<td>Noise buffers</td>
<td>Manipulatives</td>
<td></td>
</tr>
</tbody>
</table>
The TA must review the DTA and the test items for both ELA and Mathematics to determine which items may benefit from the use of tactile graphics, tactile symbols, or object replacements. Tactile graphics and symbols may be used when the student is not able to see graphics that are essential to understanding the item. Object replacements may be used when the visual and/or tactile graphics do not provide optimal accessibility to the student.

**Tactile graphics:** TA will identify the **critical features** needed to understand the item or passage:

For example, if an item showing a diagram of the water cycle includes a lake with a boat, mountain with a hiker, rain, clouds, and evaporation, it is important to tactiley enhance or provide replacement objects for the lake, mountain, rain, clouds, and evaporation. The boat and hiker are not essential to the item and do not need to be tactiley enhanced or represented with objects.

Be careful not to cue an answer:
For example, if the graphic illustrates parts of a butterfly and the item asks: “What part of the butterfly helps the butterfly locate flowers?” the TA should tactiley enhance, or represent with objects, all main parts of the butterfly, not just the antennae.

**Object replacements:** Use the actual object whenever feasible:
For example, using a real piece of tree bark rather than a plastic toy tree. TAs may also add tactile qualities to familiar objects, such as using various techniques to create raised images.

**Test Security**
It is unethical and shall be viewed as a violation of test security for any person to:

- Administer the test without completing all pre-test trainings
- Share any answer documents, paper-based assessments, online tests, or other secure ancillary documents
- Give access to secure test materials to anyone other than students to whom the test is administered and staff who have signed a District Test Coordinator and/or Test Administrator security agreement
- Fail to keep all secure test materials under lock and key except during actual test times
- Examine, read, or review secure student documents
- Use secure test materials for instruction before or after test administration
- Change student responses
If for any reason a testing incident occurs which involves the security of the AIMS A Science assessment, the Alternate Assessment Test Coordinator must alert the Alternate Assessment Unit and submit an Incident Report through the AIMS A Science Application in ADEConnect.

Instances that would qualify as test security incidents can include, but are not limited to, the following:

- Test administration outside of school hours
- Recording students’ responses on the multiple-choice section when students are not present
- Testing students as a group
- Release of testing materials
- Loss of testing materials
- Use of testing materials and items in instruction

In addition to the signature of the District Superintendent or Charter Representative, all Alternate Assessment Test Coordinators will read and sign their Test Security Agreement form and email it to the Alternate Assessment Unit, AssessingSWDs@azed.gov or fax 602-542-5467.

The Test Security Agreement form for Alternate Assessment Test Administrators must be signed yearly. Only one Alternate Assessment Test Security is need for both AIMS A Science and MSAA.
The TC Test Security Agreement form for Alternate Assessment Test Coordinators is updated yearly. It can be found on the next page and on the Assessment webpage under the “District Test Coordinators” tab.

The Test Security Agreement form for Alternate Assessment Test Administrators must be signed yearly. Only one Alternate Assessment Test Security is needed for both AIMS A Science and MSAA.

Upon completion of training, all Test Administrators must sign and submit a Test Security Agreement Form. Only one Alternate Assessment Test Security Agreement form is needed for both AIMS A Science and MSAA. This form can be found on the Assessment District Test Coordinator website under the “Alternate Assessments” and “Test Administration Directions and Test Coordinator Manuals” tab in fall, 2018.

The Test Coordinators will keep on file all signed Test Security Agreement forms for a period of six years.

**Test Materials**

Test Coordinators:

School districts and charters will receive pre-packaged testing materials for the performance tasks. Testing materials will be provided in classroom sets, not for each individual student. Testing materials will be shipped in the spring to the Test Coordinator who will be responsible for the initial inventory and distribution to schools; contents of packets should be inventoried upon arrival. Any discrepancies should be reported to the ADE Alternate Assessment Unit immediately for resolution. Shipments to LEAs are based on students selected in the student selector application, so it is important to provide accurate and complete information in the Student Selector Application. At the end of the testing window, all testing materials will be collected by the Test Coordinator, inventoried, and returned to ADE. Shipping labels will be emailed to the Test Coordinator during the last week of the testing window. These labels will expire 30 days after they are issued. Test Coordinators should contact the Alternate Assessment Unit if they have not received an email from Fed-Ex with the return label by February 28, 2019.

Test Administrators:

Each Test Administrator will receive a grade level set of performance task testing materials based on the grades taught. They will not receive testing materials for each student. Each TA should carefully inspect individual packets to ensure they contain all required testing materials and to determine whether any additional materials (routinely used during instruction) may be necessary for individual students to better access the assessment content. Test Administrators
are responsible for printing the data sheets for each student. **The data sheets are located on the home page of the Alternate Assessment Application.**

The Test Administrator will administer both sections of AIMS A Science. If a student becomes fatigued or is unable to complete the assessment, the assessment can be stopped and resumed later within that same school day or thereafter as long as tests are administered during school hours. The test sections can be given in any order.

Test Administrators must present every test question and prompt to the student. Time stamps are provided for all sections of the assessment. Each item is time stamped when a student starts and completes a section of the test.

The testing window opens February 1st. This is also the earliest that Test Administrators can print data sheets for their students. Test Administrators may print data sheets from the homepage of the Alternate Assessment Application or use the laminated data sheets from the performance task packets.

**Two Item Type Sections**

**Multiple-Choice Section**

Once a Test Administrator logs in and selects a student to begin testing for the multiple-choice section, a time stamp for that test is documented. The Test Administrator must select “Student Input” for the multiple-choice section even if that student is eligible for the No Response Option as communicated to the Alternate Assessment Test Coordinator and selected in the Student Selector Application.

The Test Administrator must administer all parts of the test during the student’s school hours. If the Test Administrator is using the “No Response” feature, the student must still be asked each test item prompt and the “No Response” still must be entered into the system while the student is present. The No Response option is located in the upper right corner of each test item on the screen. Test Administrators should make multiple attempts to elicit a response for all test items.
The student selects an answer from three options in the Multiple-Choice section. If a student has a Scribe Accommodation listed on the IEP and used regularly during instruction, the Test Administrator will select the response indicated by the student. **Test Administrators are not to write down student responses for multiple choice items nor input student responses for multiple-choice items later.** Failure to administer the multiple-choice section correctly could result in an invalidation of a student’s test score.

Test Administrators can adapt or use accommodations documented in the student’s IEP and routinely used in the classroom when administering the **multiple-choice section** of AIMS A Science Test.

Paper-based testing is an allowable accommodation for the multiple-choice section of AIMS A Science. This accommodation must be documented in the student’s IEP and used regularly during classroom instruction. Please contact ADE if a paper test is required. Student responses are entered into the system **as the student is responding** on paper. All printed test materials must be securely destroyed after the test administration.

**Performance Task Section**

Each Test Administrator will receive a grade level set of performance task testing materials based on the grades taught by each teacher. They will not receive individual testing materials for each student.

Testing materials will be sent to the Test Coordinator who will be responsible for the initial inventory and distribution to schools. At the end of the testing window, all testing materials will be collected by the Test Coordinator, inventoried, and returned to ADE. Test Administrators are still responsible for printing the data sheets for each student unless student responses are recorded on the laminated pages in the materials set and erased after being entered into the AIMS A Science system. **The data sheets are located on the home page of the Alternate Assessment Application.**

Test Administrators should become familiar with the rubric for the performance tasks as well as the performance task materials provided in the packet. Objects, photos, or more familiar pictures may be substituted for any picture card provided (see the Accommodations and Adaptations section for examples). Performance tasks are standardized constructed response items. Performance Tasks will be scored using the AIMS A Science Performance Task Scoring Rubric. There are very specific requirements for cues and prompts at different levels of support. Test Administrators must present every question or prompt, providing increasing scaffolds as needed to secure a student response before indicating a level 1 for a test item. The rubric is available for download and performance task demonstrations are available on the [AIMS A Science website](#) under the “Videos and Webinars” tab. Although the testing content in the demonstration videos are AIMS A ELA and math, the procedures for administration remain the same. Performance task results should be tallied on the data sheet and entered into the AIMS A Science platform as
time permits. However, all Test Administrators must follow their district’s or charter’s requirements for entering students’ responses. The student responses are still required to be entered during the testing window dates. Data sheets should be secured with other testing materials, then securely destroyed after responses have been entered.

The AIMS A Science Performance Task Scoring Rubric is shown below.

![AIMS A Performance Task Scoring Rubric](image)

Test Administrators may refer to the list of cues on the AIMS A Performance Task Scoring Rubric. This resource clarifies the types of cueing that are available and allowable as well as how to implement them within the various levels of the rubric. The cues from the AIMS A Performance Task Scoring Rubric are shown below.
Cues

Cueing is a way to help support or signal a student. A cue by itself does not give the student a direct answer. Most importantly cues should be understood by the student and eventually faded. This is not an exhaustive list.

Physical Cue: Offers physical guidance to support or elicit a response. Hand over hand, tapping the back of a hand, holding an elbow, pointing, or standing by a student to stop a behavior (proximity), etc.

Verbal Cue: Gives the student oral or verbal information. “Look at me”, “put letter A first”, “it’s 11:30 (lunchtime)”, etc.

Gestural Cue: A movement or gesture which is understood by student to extract a specific behavior. Pointing, tapping, winking, waving, etc.

Auditory Cue: Presents a sound or noise used to focus or gain student’s attention. Tapping on table, bells, timer, ringers, etc.

Visual Cue: Alerts a student to where to focus and/or where to respond: Color coding, labeling, highlighting, arrows, concrete objects, etc.

Tactile Cue: Provides an item for the student to feel or a touch support for student. Feather, velcro, sandpaper, concrete objects, etc.

Example of how to use rubric:

Give student an alphabet chart.

“Sally point to the letter S.” No response from student. Support at Level 5: wait time.

“Sally point to the letter S. It is between the letter R and U. Remember it is the first letter of your name.” No response from student. Support at Level 4: verbal cue and elaboration.

“Sally watch me point to the letter R. Now you point to the letter S.” (Teacher points to letter R and teacher puts hand on top of Sally’s and moves her hand near the letter S. No response from student. Support at Level 3: gestural and physical cues and demonstrated a similar response.

“Sally watch me point to the letter S. Now you point to the letter S.” (Teacher covers all letters with a paper, teacher guides Sally’s hand to letter S and Sally moves finger once over the letter S. Support at Level 2: physical cue, removes all distracters and modeled a response. SCORE: 1.

The above document can be located at the AIMS A Science website under the “Videos and Webinars” tab.
Administering the Online AIMS A Science Test

To begin the actual assessment for each student, the Test Administrator will use the menu option “Student Testing.” Before clicking on “Student Testing,” ensure that the school and student information is correct. The Test Administrator’s class list will display. If your students do not appear on your list, notify your Test Coordinator.

- The Test Administrator will then click on the student’s SSID.
- Above “Student Data”, select “Forms.”
- A list of tests assigned to the student will display.

The “Teacher View” allows the Test Administrator to view the questions only. This could assist in gathering the needed supports prior to administering the test. The Test Administrator will click on “Student Input” to allow the student to make answer selections. If the student has a No Response Option, the Test Administrator will click on “No Response”. The “No Response” button is located at the top right-hand corner of the page.
Overseeing Administration of AIMS A Science

When the testing window opens February 1, 2019, Test Administrators can print data sheets for their students. Test Administrators will access ADEConnect and the AIMS A application the same way as Test Coordinators.

Prior to testing, TAs should complete the Accommodations Tab (all grades) and the LCI (grade 10 only) to open the test; **the test will not launch until these tasks have been completed.** The Test Administrator will use the menu option “Student Testing” and select a student for testing.

**Test Coordinators are responsible for monitoring the progress and correct administration of AIMS A Science.** To ensure optimal outcomes, TCs are encouraged to collect a tentative 4-week calendar of planned AIMS A Science administrations prior to February 1\(^{st}\).

A calendar provides TCs the opportunity to verify that ample planning and attempts are made for students to respond to all test items. In addition, by anticipating possible testing difficulties and frontloading those students early in the testing window, the likelihood of test completions is increased. TCs are expected to observe targeted test administrations and support TAs in making alternate plans, if necessary. Planning for unexpected issues by leaving room during the final week of the calendar will also contribute to improved completion rates. (See example calendar).
**Observations**

Assessment monitoring is required to ensure test validity and reliability and to ensure continuity in subsequent assessment years. U.S. Department of Education Peer Review of State Assessment Systems Non-Regulatory Guidance for States for Meeting Requirements of the Elementary and Secondary Education Act of 1965, as amended, authorizes monitoring and evaluation activities to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>No a.m. testing</strong></td>
<td>9:00 a.m. SAIS *** performance section</td>
<td>10:00 a.m. SAIS *** performance section</td>
<td>9:00 a.m. SAIS *** performance section</td>
<td>8:30 a.m. SAIS *** performance section</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10:45 a.m. SAIS *** online section</td>
<td>11:30 a.m. SAIS *** online section</td>
<td>10:45 a.m. SAIS *** online section</td>
<td>9:15 a.m. SAIS *** performance section</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:15 p.m. SAIS *** performance section</td>
<td>1:00 p.m. SAIS *** online section</td>
<td>1:00 p.m. SAIS *** online section</td>
<td><strong>No p.m. testing</strong></td>
</tr>
<tr>
<td><strong>Note:</strong></td>
<td><strong>TC observation Scheduled</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>No a.m. testing</strong></td>
<td>8:30 a.m. SAIS *** Online section</td>
<td>9:15 a.m. SAIS *** Online section</td>
<td>8:30 a.m. SAIS *** Performance section</td>
<td>8:30 a.m. SAIS *** performance section</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:30 a.m. SAIS *** Performance section</td>
<td>10:00 a.m. SAIS *** Performance section</td>
<td>9:30 a.m. SAIS *** Performance section</td>
<td><strong>No p.m. testing</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:45 p.m. SAIS *** Performance Section</td>
<td>2:00 p.m. SAIS *** Performance Section</td>
<td>10:30 a.m. SAIS *** Performance section</td>
<td></td>
</tr>
<tr>
<td><strong>Holiday</strong></td>
<td></td>
<td>9:00 a.m. SAIS *** Online section</td>
<td>Open for additional attempts</td>
<td>9:00 a.m. SAIS *** Performance section</td>
<td>9:00 a.m. SAIS *** Online section</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>TC Check-in for outstanding tests</strong></td>
<td>Open for additional attempts</td>
<td>Note: TC observation Scheduled</td>
<td>10:30 a.m. SAIS *** Performance section</td>
<td><strong>No p.m. testing</strong></td>
</tr>
<tr>
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<tr>
<td><strong>Week 4</strong></td>
<td><strong>Open for additional attempts</strong></td>
<td>Open for additional attempts</td>
<td>9:00 a.m. SAIS *** Online section</td>
<td>Open for additional attempts</td>
<td><strong>Open for final attempts</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10:00 a.m. SAIS *** Performance section</td>
<td>Confirm testing completion status with TC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P.M. Open for additional attempts</td>
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</tbody>
</table>

Observations will be conducted by ADE trained external consultants and ADE Assessment staff during the testing window. School districts and charters will be randomly selected for observations, and the Test Coordinator notified through an official email memorandum. The notification will provide the name of the consultant or ADE staff who will conduct the observations. Onsite testing monitors will be observing the testing environment for the student being assessed as well as the actual administration of any part of the test. Test coordinators
should arrange to observe/monitor test administration of students with additional considerations (i.e. those students with chronic illnesses, excessive absences, short attention span, behavioral issues, etc.) to ensure that ample planning and attempts are made to complete test sections.

**Testing Incidents**
All testing incidents must be entered in the Alternate Assessment Application. See the screen shots below for submitting incident reports. To maintain student confidentiality, use the **SSID number only** when submitting testing incident reports. Only TCs submit incident reports.
A response from ADE will be provided through the Incident Reporting Section. All testing must be completed during the testing window. Approval to complete AIMS A Science testing beyond the testing window closing date will NOT be granted.

A testing incident report must also be completed for any multiple-choice tests identified as being administered before or after normal school hours. Test Coordinators will be notified to complete an incident report. Students who are homebound may be assessed after hours; however, documentation through an incident report is required.

If a student moved or withdrawn from your school district, you will need to submit an incident report and then delete the student from the Alternate Assessments Application (AIMS A Science) through ADEConnect. Deleting a student can only be done by the Test Coordinator. These procedures will also be posted to the Alternate Assessment website during the testing window.

**Procedures to delete a student:**
- Log into the Alternate Assessment Application through ADEConnect-AIMS A Science
- Click on “Student List” under the “Administration” tab
- Click on “edit” next to the student to delete

**Final Verification and Data Submission**
Test Coordinators will complete the Final Data Verification during the March 1-8 window. At this time, the Test Coordinator will verify that all testing has been completed and will assign tuitioned-out students to their home (DOR) school. Test Administrators will no longer have access to the AIMS A Science application. No tests should be administered or completed during this final verification window.

If a Test Coordinator fails to submit the Final Verification and Data Submission by the closing date, your Final Verification and Data Submission will be submitted automatically with all data submitted as is. Tuitioned-out students who are not assigned to a school in the DOR will not have a student report generated and will not be included in LEA data.

**AIMS A Science Test Report Distribution**
School districts and charters will receive hard copies of the Student Summary Reports. These reports will be distributed in May to the Alternate Assessment Test Coordinators. One copy should be provided to parents and one copy placed in a secure student file. Please be aware of the shipment dates of these reports; someone must be present at the time of delivery to sign for the package.

To get to the AIMS A Science Reporting Portal for report downloads – Go to ADEConnect and click on Alternate Assessments.
There you will see the AIMS A Science Homepage. Go to the Administration Tab-Test Reports.

The following reports will be included in the Reporting Portal for download:

- District Demographic Report (PDF)
- Confidential School Report Detail by School (PDF)
- Student Summary Report (PDF)
- 2019 District Data File (Excel)

The TC will click on the hyperlink to download reports for all schools.

Test Reports

<table>
<thead>
<tr>
<th>Filename</th>
<th>Name</th>
<th>Title</th>
<th>Create Date</th>
</tr>
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<tbody>
<tr>
<td>District Demographic</td>
<td>Demographic Report</td>
<td>6/2/2016</td>
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<tr>
<td>School Roster</td>
<td>Confidential School Report Detail</td>
<td>6/2/2016</td>
<td></td>
</tr>
<tr>
<td>Data File</td>
<td>Student Data File</td>
<td>6/2/2016</td>
<td></td>
</tr>
<tr>
<td>Student Reports</td>
<td>Student Report Summary, Performance Level Descriptors, Student Report Detail</td>
<td>6/2/2016</td>
<td></td>
</tr>
</tbody>
</table>
Alternate Assessment Unit Contacts

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