ARIZONA'S MENU OF ASSESSMENTS: CONSIDERATIONS FOR ACCESSIBILITY

Guidance for Stakeholders

Arizona Department of Education/Assessment Division

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Why Consider Accessibility?

When taken together, Arizona's student populations of English learners and students with disabilities make up more than twenty percent of our student body. The same high expectations are maintained for all of Arizona's students. These students are included in State accountability measures as part of all students, as well as in disaggregated groupings to evaluate growth.

To meaningfully access grade level content and to demonstrate what they know and can do in relation to Arizona's Academic Standards, many of these students require accommodations that create equity in both instruction and assessment. A careful examination of the accessibility options offered on each assessment featured on the Menu of Assessments will ensure considerations of equity and whether assessment results can confidently be interpreted as valid and reliable.

How Can LEAs Make Informed Decisions?

The Menu of Assessments offers an opportunity for Arizona's LEAs to select an assessment option that best meets their individual needs. As stakeholders at the local level begin the process of selecting an assessment, the optimal choice will depend on factors such as identified needs, the composition of the student body, funding, and accountability. This guide addresses factors associated with accessibility to the assessment content for all students, as well as providing for the accommodation needs of English learners and students with disabilities while maintaining the construct of items aligned to Arizona's Academic Standards.

Development of Arizona's State Assessments

How do Arizona's computer-based assessments improve accessibility?

Over the past 8 years, Arizona's ELA and Mathematics Standards have undergone significant changes, and the ADE Assessment team has partnered to develop new computer-based assessments to ensure alignment to those standards. The move to computer-based assessments has presented an opportunity to explore an expansive set of innovative accessibility options.

How has the ADE Assessment Team considered accessibility in assessment design?

During the early stages of test development, a team of stakeholders was assembled to review and consider available tools, features, and accommodations for inclusion in the new assessment. As the assessment continues to evolve and new technology options emerge, members of the Assessment Accommodations Taskforce continue to advise on accessibility features and accommodations to enhance the assessment experience for all students.

How does ADE Assessment select accessibility options?

In addition to stakeholder advisement, the ADE Assessment team has coordinated with Exceptional Student Services to survey the field regarding instructional accommodation selection and usage. Surveys have been distributed biennially since 2015 to both general and special education teachers across Arizona. Survey results indicate trends in the selection of instructional accommodations which help to inform accommodation offerings for our State assessments as well as identifying opportunities to offer professional development and technical assistance. We have worked with our vendor to develop the ability to track accommodation usage per assessment item. This complements our survey information by providing data on how instructional practices translate to assessment access and engagement.

How should accessibility comparisons be made?

When considering the aspect of accessibility, it may be useful to compare each assessment offered on the Menu of Assessments to the tools, features, and accommodations offered on our current Statewide assessments for ELA, science, and mathematics for elementary and high schools. Our State assessments have evolved over the past several years to include versatile features and tools. These have been integrated into test design to address student preferences, align with instructional practices, and to promote greater student engagement. The features and tools, many of which were formerly accommodations available only to students with documented special needs, are now available to all students. The move to an online assessment has afforded the opportunity to embed features such as text-to-speech for mathematics and the writing prompts, and these same supports are available for approved paper-based testing. The availability of various reference and editing tools replicate the authentic writing practices students employ during instruction.

As your LEA stakeholders begin a selection process, cross-checking among the supports offered on the Statewide assessments for ELA, science, and mathematics and those offered on an assessment under consideration from the Menu of Assessments may reveal important differences that may affect the performance of whole group as well as sub-groups of students that compose the student body.

What kinds of accommodation options are there? And will they compromise the validity of the results?

The Statewide assessments for ELA, science, and mathematics have also undergone significant enhancements in terms of the accommodations offered to students with disabilities and English learners. Braille, sign language, and various approved options for assistive technologies ensure that the Statewide assessments for ELA, science, and mathematics afford engagement options for the wide range of student needs that may exist within a school population.

English learners are afforded accommodations such as simplified directions and exact translations of directions, as well as a translation dictionary to increase accessibility to the assessment. Use of any of the available tools, features, and accommodations offered on the Statewide assessments for ELA, science, and mathematics do not compromise constructs being assessed, resulting in scores that can be interpreted as valid.

How can an LEA ensure a selected assessment meets all students' needs?

As stakeholders engage in the process of cross-checking accessibility considerations between the current Statewide assessments for ELA, science, and mathematics and the assessment options listed on the Menu of Assessments, it is important to investigate the offerings, approval and appeal processes, and any limitations in the usability of assessment results as described in the assessment's provision of accommodations so that the special needs of sub-groups within the school population are being met. Accessibility, a critical component of the decision-making process, may affect as many as one in five students in an LEA.

What Resources Are Available to Learn More About Assessment Accommodations?

ADE's Accommodations Manual:
http://www.azed.gov/assessment/assessment/accessibility/

National Center for Educational Outcomes - Accessibility and Accommodations:
https://nceo.info/Assessments/general_assessment

Contact ADE Assessment at Testing@azed.gov

The following pages list the current accommodations, features, and tools available on Arizona's achievement tests:

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, contact ADE 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 computer-based (CBT) and paper-based (PBT) tests for ELA, science, and mathematics 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 Test Administrator must record both provision and observed use of testing accommodations.

Accommodations for Students with Disabilities

If a student with a disability requires an accommodation not listed*, contact ADE for guidance.*

Test Session(s)	Accommodation	Additional Information
Mathematics	**Abacus** – Students may use an abacus without restrictions for any Math test or a talking calculator for students taking Part 1 of the 7th or 8th grade Math test or any part of the 10th grade Math test.	
Science ELA Part 1, 2 Mathematics	**Adult Transcription** – A student who requires one-on-one adult assistance during daily instruction may orally dictate or use gestures to indicate a selected response while an adult enters this in the test. The adult may not ask or answer any questions during the session or influence student responses in any way.	May not be used for the Writing portion of ELA.
ELA Part 1, 2	**ASL and Closed Captioning** – Available for the listening items on the Reading portion of the computer-based ELA test.	
All Test Sessions	**Braille Test Booklet** – Provide a paper Braille test booklet. Also requires Adult Transcription into the Data Entry Interface (DEI).	Braille tests must be ordered and approved through the test interface.
All Test Sessions	**Large Print Test Booklet** **CBT** – Students may either increase default zoom settings (up to 3x) or use Zoom Text when the student participates in CBT or provide a PBT Large Print test booklet. A PBT Large Print test booklet requires Adult Transcription into the Data Entry Interface (DEI). **PBT** – Provide a Large Print test booklet. This accommodation also requires Adult Transcription into the Data Entry Interface (DEI).	Large Print tests must be ordered and approved through the test interface. A screenshot of the IEP language may be required for approval.
All Test Sessions	**Paper Test Booklet CBT** – Provide a regular-sized paper test booklet for a student at a school administering the CBT. This accommodation may only be used for students who are unable, due to the disability, to access instructional and testing material on a computer during the school year and must be documented in the IEP or 504 Plan. 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).	Regular-sized paper tests for CBT schools must be ordered and approved through the test interface. A screenshot of the IEP language may be required for approval.

	Rest/Breaks – Individual students may take short breaks during testing sessions to rest.
	    PBT - Test Administrator must collect paper test booklet document
	    CBT - Test must be in "Pause" status	

Science Writing Mathematics	**Sign Test Content** – Any student who requires signing of content during daily instruction may have any of the content of Writing, Mathematics, and Science signed.	Signing the content of the Reading portion of the ELA test is prohibited.
All Test Sessions	**Simplified Directions** – The Test Administrator may provide verbal directions in simplified English for the scripted directions from the *Test Administration Directions* manual.	

Writing	**Technology Use for Paper-Based Testing** – Use of a tablet, laptop, or workstation for the writing response and/or open response items is permitted for PBT students with an IEP or 504 Plan. Grammar check, spell check, encyclopedia, word predictive functions, and internet access must be turned off.
	    o The student must type the response.
	    o An adult must transfer the student's response exactly as written into the PBT test booklet.
	    o Any print copy must be shredded. Any electronic copy must be deleted.
		Speech-to-Text is not permitted.

If a student with an IEP/504 plan requires an accommodation not listed*, contact ADE for guidance.*

Accommodations for an Injured Student

Specific accommodations for a student with an injury during the testing window will be considered based on a doctor's written recommendation and appropriateness for statewide testing. The District Test Coordinator must contact ADE to request the accommodation and submit a copy of the doctor's note (without student identifiable information) for verification.

Test Session(s)	Accommodation	Additional Information
All Test Sessions	**Frequent Breaks** – Students who are injured may take frequent stretch breaks as needed for relief of fatigue. The student cannot talk, use electronic devices, or leave the testing room during the break. o PBT – Test Administrator must collect paper test booklet/answer document o CBT – computer must be in "Pause" status during any break	
Science ELA Part 1, 2 Mathematics	**Adult Transcription** – A student who has a doctor's written recommendation for one-on-one adult assistance during daily instruction may orally dictate or use gestures to indicate a selected response while an adult enters this in the test. The adult may not ask or answer any questions during the session or influence student responses in any way.	**Requires:** Doctor's Written Recommendation ADE Approval
Science ELA Part 1, 2 Mathematics	**Request for Paper Testing** – A paper test may be requested for a student who had an injury that resulted in a concussion, eye injury, or similar issue if the doctor's written recommendation has indicated restricting the use of a computer for instructional activities.	**Requires:** Doctor's Written Recommendation ADE Approval
Writing	**Technology Use for Paper-Based Testing** – A student with an injury taking the paper-based test may use a tablet, laptop, or workstation to type his/her ELA Writing response. Grammar check, spell check, encyclopedia, word predictive functions, and internet access must be turned off. o An adult must transfer the student's response exactly as written into the PBT test booklet. Any print copy must be shredded. Any electronic copy must be deleted.	**Requires:** Doctor's Written Recommendation ADE Approval **Speech-to-Text is not permitted.**

If the injured student requires an accommodation not listed, *contact ADE for guidance.*

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

For an English learner (EL), 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. (This includes 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 EL accommodations.

Test Session(s)	Accommodation	Additional Information
All Test Sessions	**Simplified Directions** – The Test Administrator may provide verbal directions in simplified English for the scripted directions from the *Test Administration Directions* manual. This must take place in a setting that does not disturb other students.	No test content or directions may be simplified.
All Test Sessions	**Translate Directions –** Exact oral translation, in the student's native language, of the scripted directions from the *Test Administration Directions* manual are permitted. Not Permitted: • Translations that paraphrase, simplify, or clarify directions • Written translations • Translation of the test content	No test content or directions may be translated.
All Test Sessions	**Translation Dictionary** – During testing, students may use the word-for-word published paper translation dictionary that is used regularly for classroom instruction.	

If an EL or FEP student requires an accommodation that is not listed*, contact ADE for guidance.*

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** to provide a comfortable and distraction-free testing environment. Universal Test Administration Conditions are available for **ELA, science, and mathematics.**

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, Mathematics, and 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 from the *Test Administration Directions* manual have been read
- Signing the scripted directions from the *Test Administration Directions* manual
- Repeating the scripted directions from the *Test Administration Directions* manual
- Having assistance with logging into an online test
- Reading the test quietly to himself/herself as long as other students are not disrupted

Universal Test Administration Conditions include (cont.):

- 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 during the break)
    - Paper test booklet/answer document and scratch paper must be turned over
    - CBT must be in "Pause" status
- Students may use the restroom during test (only 1 student may sign out and leave the room at a time)
    - Test Administrator must collect paper test booklet/answer document
    - CBT must be in "Pause" status
- The use of scratch paper (plain, lined, or graph; schools provide). Scratch paper must be securely shredded at the conclusion of testing.
- Each testing session must be competed in the same school day in which it was started.

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 Computer-Based Testing

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

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

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

Additional Subject Area Tools for ELA and Mathematics (CBT and PBT)

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

Tool	Subject Area	Description
Dictionary/Thesaurus	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.
Writing Guide	Writing	CBT – Students have access to the writing guide tool in the test. PBT – The writing guide is included within the test booklet.
Calculator **Grades 7-8 (Part 1 only):** Scientific calculators are acceptable **Grade 10 (entire test):** 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.