



ASSESSMENTS

Achievement

The following pages list the current accommodations, accessibility features, and tools available on Arizona's Statewide Achievement Assessments.

Achievement Assessments

Arizona's Statewide Achievement Assessments are summative assessments aligned to Arizona's Academic Standards. They are designed to show how well schools are teaching and how well students are learning. All Arizona public schools, including district schools and charter schools, are required to properly administer state and federally mandated assessments. All eligible public-school students are required to participate in the Statewide Achievement Assessments each spring, including students with disabilities and students identified as English learners. Assessment results are used for various state and federal reporting and accountability measures.

Arizona's [Statewide Achievement Assessments](#) include:

- **Arizona's Academic Standards Assessment (AASA)** – English Language Arts (ELA) and Math – Grades 3-8
- **Arizona's Science Assessment (AzSCI)** – Science – Grades 5, 8, and 11th grade cohort
- **ACT Aspire** – English, Math, Reading, Science, Writing – 9th grade cohort
- **ACT** – English, Math, Reading, Science, Writing – 11th grade cohort

Students with significant cognitive disabilities may be eligible to participate in MSAA, Arizona's Alternate Assessment. The eligibility determination is made annually by the student's Individualized Education Program (IEP) team. Students who take the Alternate Assessment should not be administered the AASA, AzSCI, ACT Aspire, or ACT statewide assessments. Achievement District Test Coordinators should work with Alternate Assessment District Test Coordinators and with appropriate district or charter school staff to ensure that students who have Alternate Assessments eligibility in their IEP are not administered the general Achievement Assessments.

Achievement Assessment Accessibility Features and Accommodations

The purpose of accessibility features and accommodations is to remove barriers to accessing the assessment content for all participating students. Accessibility features and accommodations enable students with specific needs the opportunity to demonstrate their proficiency without altering the validity of the test, test constructs, score interpretation, reliability, or security of the test. Instructional accommodations may or may not be suitable for statewide assessment.

IEP or Section 504 Plan teams are responsible for making all accommodations decisions, and accommodations must be documented in an approved IEP or 504 Plan. Students should have prior experience using the accommodation routinely during classroom instruction and on school and district assessments throughout the school year. Changing a student's routine accommodation(s) for use during testing may significantly impact the student's performance and test results.

Modifications are adjustments that are sometimes used during instruction. Modifications are not permitted for statewide assessment as they change what a test is designed to measure and prevent meaningful interpretation of a student's score.

To ensure valid interpretation of assessment results, it is not permissible to simplify, paraphrase, explain, or eliminate any test question, writing prompt, or answer option, even though this occurs in classroom instruction. If a student's IEP or 504 Plan includes a testing accommodation that is not listed in this manual, contact the Arizona Department of Education's Achievement Assessments team for guidance.

- For questions about AASA accommodations, email AASA@azed.gov.
- For questions about AzSCI accommodations, email AzSCI@azed.gov.
- For questions about ACT Aspire accommodations, email Testing@azed.gov.
- For questions about ACT accommodations, email Testing@azed.gov, or contact the ACT's accommodations team at ACTStateAccoms@act.org.

Administering Achievement Assessments with Accommodations

Prior to the day of a test, Test Administrators must know what accommodations each student will be provided 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 confirm 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.

TestNav Sample Tests and Student Readiness Tool

All students should be provided multiple opportunities to practice using the applicable [TestNav Sample Tests and the Student Readiness Tool](#) prior to the day of testing to be familiar with the testing tools, resources, and platform. These resources provide students a hands-on experience with the TestNav tools and question types they will encounter in the actual test environment. This ensures the correct test form has been chosen for the student, if applicable, and that any issues are addressed prior to the test window.

Universal Test Administration Conditions for AASA and AzSCI

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.

- Each testing unit must be completed on the same school day in which it was started.
- All AzSCI test units, as well as AASA Writing, Reading, and Math test units, are untimed. The AASA Grade 3 ELA Oral Reading Fluency test items are timed. Do not start a test unit unless there is sufficient time to complete the test unit in the same school day.
- **Students may not leave the testing room for lunch or recess during a test session.** Test units should be scheduled in a way that provides the student more than adequate time to complete the test. Lunch may be brought to the student, if necessary.

Universal Test Administration Conditions are available for **ELA, Mathematics, and Science test units and do not require an Accommodations Request to be submitted to ADE.**

Students are not permitted to access accessibility features and tools through their device that are not embedded in TestNav. Failure to disable accessibility features on testing devices, resulting in students accessing unapproved accommodations outside of TestNav, can result in student tests being invalidated.

AASA and AzSCI Universal Test Administration Conditions include:

- Testing in a small group, testing one-on-one, testing in a separate location on campus 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
- Text-to-Speech for students taking the Computer-Based Test on the ELA Writing, Mathematics, and Science assessments only
 - Students taking the Computer-Based Test must be provided wired headphones for use with Text-to-Speech. **Wireless headphones or earbuds are not permitted.**
- [Read-Aloud](#) (Human Reader) on the ELA Writing, Mathematics, and Science Paper-Based Tests or Special Paper Version Tests only
 - The use of a Human Reader must be done on an individual basis. If a student needs extensive Read-Aloud assistance, the test must be administered in a one-on-one test environment.
 - Only read what the student requests. This can be a word, phrase, sentence, item, or passage. Test content must be read exactly as written and must not cue or influence the student's responses in any manner.

AASA and AzSCI Universal Test Administration Conditions include (continued):

- Using devices that allow the student to see the test: glasses, contacts, magnification, CCTV, dome magnifier, large monitors, enlarged keyboards, and special lighting
 - Smart glasses are not permitted during state testing. If a student wears smart glasses and does not have a non-smart pair of glasses available during testing, contact ADE as soon as possible for guidance.
- Using different contrast settings (for Computer-Based Testing) or color overlays (for Paper-Based Testing)
- Using devices that allow the student to hear the test directions: Hearing Assistive Technology (HAT), including hearing aids, cochlear implants, and amplification.
 - Hearing Assistive Technology, hearing aids, cochlear implants, and amplification that require a Bluetooth connection are permitted. They must be paired with the student's testing device prior to launching TestNav for the student's test. If a student requires hearing devices with a Bluetooth connection, small group or one-on-one testing is recommended. All other Bluetooth devices in the classroom should have Bluetooth disabled. The Test Administrator must ensure that the Bluetooth does not connect to any other devices during testing. Students should practice using their Bluetooth hearing devices within the [Sample Tests](#) before testing day to troubleshoot any technical issues. Ensure the volume on the testing device is turned up and ensure that all batteries of the equipment to be used are fully charged.
- 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
 - The student's login information may not be used by anyone to practice using secure testing tickets, to view or change the student's responses, or for any other reason (other than assisting the student with logging into their own test).
- Reading the test quietly to themselves as long as other students are not disrupted
- **Medical Devices:** A phone or electronic device needed for medical care is permitted. The phone needs to stay close to the Test Administrator or proctor as well as the student and should be monitored to assure the device is only being used for medical purposes during testing.
- Individual students may take a stretch break (1 or 2 minutes) during a test session. Students may not talk, use electronic devices, go to lunch, or leave the testing room during the break. The Test Administrator may not initiate a student break during testing.
 - Computer-Based Testing (CBT) students must sign out of TestNav without submitting the test. The Test Administrator will need to resume the student's test session using PearsonAccess^{next} (PAN).
 - For Paper-Based Testing (PBT), the Test Administrator must collect the student's paper test booklet and scratch paper.

AASA and AzSCI Universal Test Administration Conditions include (continued):

- Students may use the restroom during a test (only one student may sign out and leave the room at a time).
 - Computer-Based Testing (CBT) students must sign out of TestNav without submitting the test. The Test Administrator will need to resume the student's test session using PearsonAccess^{next} (PAN).
 - For Paper-Based Testing (PBT), the Test Administrator must collect the student's paper test booklet and scratch paper.
 - A sign in/out log must be used for entering and exiting the testing room.
- The use of blank, lined, or graph scratch paper is permitted. If graph paper is used as scratch paper, it must be commercially produced, cannot be numbered, and cannot have an x- or y-axis. Scratch paper must be securely shredded at the conclusion of testing. Whiteboards or tracing/translucent paper are not permitted.
- If a student uses fidgets or stress balls during instruction (not just for testing), they may use the fidgets or stress balls during AASA or AzSCI testing as long as they do not make any audible noise, interfere with testing, or disturb other students.

While some of the items listed as Universal Test Administration Conditions might be included in an IEP or 504 Plan as an accommodation, for Achievement testing purposes, these are not considered testing accommodations and are available to any student who needs them. Please do not submit an Accommodations Request for Universal Test Administration Conditions or Universal Tools.

Universal Tools for AASA and AzSCI

The following AASA and AzSCI Universal Tools are available to **all students** taking the ELA, Mathematics, and Science computer-based tests. Embedded Computer-Based Testing accommodations may be set in the “Manage Student Tests” screen of PearsonAccess^{next} prior to testing. This will ensure that embedded accommodations, such as magnification, line reader, and color contrast, are already turned on for a student who needs them when the student signs into their test in TestNav. Additionally, students may enable these tools in the testing environment. Students should be provided ample opportunities to practice using these tools prior to testing by accessing the [TestNav Sample Tests and Student Readiness Tool](#), available year-round. Universal Tools appear in the TestNav Toolbar or in the User Dropdown Menu.

Universal Tool	Description
Alternate Mouse Pointer	There are six alternate mouse pointers available for students in TestNav. Alternate options include a medium, large, or extra-large sized white pointer, and extra-large sized black, green, or yellow pointer. Screenshots of each mouse pointer are available in the TestNav Alternate Mouse Pointer Guide . Alternate mouse pointers should be selected for a student on the Manage Student Tests screen of PearsonAccess ^{next} prior to the student logging into their test in TestNav.
Answer Masking	Allows the student to electronically cover and reveal individual answer choices.
Answer Eliminator	Allows the student to cross out answer options for multiple-choice and multi-select questions.
Area Boundaries	Allows the student to click anywhere on the selected response text or button for multiple-choice questions.
Bookmark for Review	Allows the student to mark a question for review so that it can be easily found later.
Color Contrast	Allows the student to change the background and text color based on need or preference. Color contrast options should be selected for a student on the Manage Student Tests screen of PearsonAccess^{next} prior to the student logging into their test in TestNav. The Contrast setting will not change images or artwork. The available options are: • Black text on white background • Black text on cream background • Black text on light blue background • Black text on light magenta background • White text on black background • Yellow text on blue background • Gray text on pale green background

Universal Tool	Description
Expand/Collapse Passage	Allows the student to expand a passage for easier readability. Expanded passages can also be collapsed.
Highlighter	Allows the student to highlight text in a passage or question.
Keyboard Navigation	Many item types within TestNav can be interacted with using a keyboard. Keyboard navigation in supported item types use the following keyboard commands: • Move forward: Tab • Move backwards: Shift and Tab • Select buttons: Enter or Spacebar • Navigate and select radio buttons: Arrow Up or Arrow Down • Select and unselect boxes: Spacebar • Increase/decrease screen size: Ctrl + and Ctrl – • Copy: Ctrl + C • Paste: Ctrl + V
Line Reader	An adjustable box allows the student to focus on one line or a few lines at a time. The box can be adjusted to increase or decrease the number of lines shown. The Line Reader and Magnifier tools may be used simultaneously.
Magnifier	Allows the student to make part of the screen larger. When in use, the magnifier can be moved around the screen as needed.
Notes/Comments	Allows the student to open an on-screen notepad and take notes or make comments. Notes carry over within a passage set. In non-passage questions, notes are attached to the specific test question on which they are entered. The notepad is available for ELA and Science only (not available for Math).
Pause and Restart	Students may sign out of TestNav. Before the student can resume testing, the Test Administrator will need to resume the student's session in PearsonAccess ^{next} (PAN).
Review Test	Allows the student to review the test before submitting it.
System Settings	Allows the student to adjust audio (volume) during the test.
Text-to-Speech	Allows the student to access Text-to-Speech for content of Math, Writing, and Science test units.
Writing Tools	Allows the student to use editing tools (cut, copy, and paste) and basic text formatting tools (bold, underline, and italic) for extended response questions.

Universal Tool	Description
Zoom In/Zoom Out	Allows the student to enlarge the font and images in the test up to 500%. The student may also undo the zoom to return the font and images in the test to original size. • Zoom may be set in PearsonAccess^{next} up to 200% prior to testing. • To zoom with a keyboard on a Windows device within TestNav, press CTRL+ to zoom in and CTRL- to zoom out. Use Ctrl 0 to return to the default size. • To zoom with a keyboard on a Mac device within TestNav, press CMD+ to zoom in and CMD- to zoom out. Use CMD 0 to return to the default size. • In TestNav, access the zoom feature from the User Dropdown Menu.

Additional Subject Area Tools for AASA and AzSCI

Achievement testing requires specific subject area tools or resources for certain portions of the assessment for both Computer-Based Testing (CBT) and Paper-Based Testing (PBT) schools.

Subject Area Tool	Subject Area	Description
Calculator AASA Math Grades 7-8 (Unit 1 only): Scientific calculators are acceptable. Calculators are not permitted for AASA Math Grades 3-6 or for AASA Math Grades 7-8 Unit 2.	Math AASA and AzSCI Calculator Guidance	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. For AASA Grades 7-8 Math Unit 1 only, talking calculators are permitted for low vision or braille students and require a one-on-one test administration or the use of headphones.
Calculator AzSCI Grade 5 Four-function calculators are acceptable. AzSCI Grades 8 and 11 Scientific calculators are acceptable.	Science AASA and AzSCI Calculator Guidance	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. For AzSCI, talking calculators are permitted for low vision or braille students and require a one-on-one test administration or the use of headphones.

Subject Area Tool	Subject Area	Description
Dictionary/Thesaurus	Writing	CBT – Students have access to the dictionary/thesaurus tool. Students may opt to use a commercially published, paper dictionary or thesaurus instead of using this tool. PBT – Schools must make commercially published, paper dictionaries and thesauruses available to students. Student-created or subject/vocabulary specific dictionaries and thesauruses are not permitted. Students may not access any online dictionaries or thesauruses outside of the TestNav platform. Students taking the AASA braille test may use a braille dictionary and thesaurus on the AASA Writing test unit. 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.

AASA and AzSCI Accommodations for Students with Disabilities

If a student with a disability requires an accommodation not listed in this document, contact ADE for guidance. **All identified accommodations for assessment must be used routinely during instruction and school/district assessments throughout the school year and must be included in the student's IEP or 504 Plan.**

Test Unit(s)	Accommodations for Students with Disabilities	Additional Information
ELA Reading Mathematics Science	Adult Scribe – A student who requires one-on-one adult assistance during daily instruction may orally dictate or use gestures to indicate a selected response for multiple choice and multi-select questions only, while an adult simultaneously enters the student's response in the test. The adult may not ask or answer any questions during the session or influence student responses in any way.	Adult Scribe <u>may not</u> be used for the Writing portion of ELA or for constructed response questions on ELA Reading or Math test units.
ELA Reading (Directions only) Mathematics Science Writing	American Sign Language (ASL) – The online ASL test form includes embedded ASL videos for any parts of the test for which ASL is allowed. Closed captioning is also available within the embedded ASL videos and can be toggled on and off by the student. ASL videos are available only on the Writing portion of the computer-based ELA test. ASL videos are not available for the ELA Reading test units. ASL videos are available on the entirety of the AzSCI and AASA Mathematics computer-based assessments. ASL videos are not provided for the scripted directions located in the Test Administration Directions manuals. The ASL test form must be indicated in PearsonAccess^{next} (PAN). ADE will set up the ASL test sessions in PAN for students approved for the ASL test form.	ASL test form must be requested using the Additional Accommodations request form, 9/10/25-2/6/26. Text-to-Speech is not available on the ASL form. Grade 3 students taking the ASL test will not take the AASA ELA Oral Reading Fluency test unit.

Test Unit(s)	Accommodations for Students with Disabilities	Additional Information
All Test Units	Braille (UEB Contracted with Nemeth) Test Kit – The braille test kit includes volumes of the braille test booklets, <i>Test Administration Directions</i> for administering the braille test, regular-size ink print test booklets, unbound braille pages for constructed response questions, Wikki Stix, Adhesive Dots, and scratch paper. Requires Adult Transcription: A Test Administrator who has been trained and who has signed a Test Security Agreement must transfer the student's responses exactly as written into the TestNav system, for both Computer-Based Testing (CBT) and Paper-Based Testing (PBT) schools, within the appropriate test window. CBT – The student's AASA Writing response must be entered in TestNav by the end of the AASA Writing test window. All other test units must be entered in TestNav by the end of the appropriate CBT test window. PBT – All student responses must be entered in TestNav by the end of the PBT test window. ADE will set up the Braille SPV test sessions in PearsonAccess^{next} (PAN) for students approved for the braille test form.	Braille tests must be requested using the Special Paper Version (SPV) request form, 9/10/25-2/6/26. Grade 3 students taking the braille test will not take the AASA ELA Oral Reading Fluency test unit. It is recommended that braille tests be administered separately from other test forms due to the differences in test administration directions.
ELA Reading	Braille (UEB Uncontracted) for AASA Reading Students will receive AASA Writing in UEB Contracted and AASA Math in UEB Contracted with Nemeth. Requires Adult Transcription: A Test Administrator who has been trained and who has signed a Test Security Agreement must transfer the student's responses exactly as written into the TestNav system, for both Computer-Based Testing (CBT) and Paper-Based Testing (PBT) schools, within the appropriate test window.	Braille tests must be requested using the Special Paper Version (SPV) request form, 9/10/25-2/6/26. Grade 3 students taking the braille test will not take the AASA ELA Oral Reading Fluency test unit.

Test Unit(s)	Accommodations for Students with Disabilities	Additional Information
All Test Units	Computer-Based Test (CBT) in a Paper-Based Testing (PBT) School ADE will set up the online test session in PearsonAccess^{next} (PAN) for students approved for a CBT test in a PBT school. The test must be administered during the PBT test window. Mixed modes of administration are not permitted.	Must be requested using the Additional Accommodations request form, 9/10/25-2/6/26.

Test Unit(s)	Accommodations for Students with Disabilities	Additional Information
All Test Units	Large Print Paper Test Booklet (18 pt. font on paper sized 14" x 18") – The large print test is an enlarged version of the regular print paper test. The amount of text and images per page is the same as the regular print paper test in a larger font size. Requires Adult Transcription: A Test Administrator who has been trained and who has signed a Test Security Agreement must transfer the student's responses exactly as written into the TestNav system, for both Computer-Based Testing (CBT) and Paper-Based Testing (PBT) schools, within the appropriate test window. CBT – The student's AASA Writing response must be entered in TestNav by the end of the AASA Writing test window. All other test units must be entered in TestNav by the end of the appropriate CBT test window. PBT – All student responses must be entered in TestNav by the end of the PBT test window. ADE will set up the SPV test sessions in PearsonAccess^{next} (PAN) for students approved for a large print test for both CBT and PBT schools. Note: Unless a student regularly has reading and math instructional materials enlarged, the student may benefit from using the Zoom feature in the online test rather than the large print paper test. The student should be provided opportunities to try out the Zoom feature within the TestNav sample tests to determine if online magnification will meet their needs. The Zoom feature in TestNav will increase the entire screen for a student's CBT test. Magnification can be set in PAN up to 200%. Within the test environment, the student can use the buttons Ctrl and + to increase the Zoom up to 500%, if needed. If the Zoom feature does not meet a student's needs, a large print paper test booklet may be requested.	Large print tests must be requested using the Special Paper Version (SPV) request form, 9/10/25-2/6/26. Mixed modes of administration are not permitted. The IEP or 504 Plan must document the need for large print materials for instruction and assessment. If a large print 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. It is recommended that SPV tests be administered separately from online tests due to the differences in the test administration directions.

Test Unit(s)	Accommodations for Students with Disabilities	Additional Information
All Test Units	Regular Print Paper Test Booklet for Computer-Based Testing (CBT) Schools – A student who cannot access the computer for classroom work due to injury, medical condition, or visual impairments may need a paper test in lieu of taking the test with peers on the computer. The student's IEP or 504 Plan must clearly indicate how the teachers accommodate the student's need in class and the restrictions the student has when using technology (examples: no more than xx minutes of screen time per day, must have a significant break after xx minutes, no computer usage at all, etc.). Requires Adult Transcription: A Test Administrator who has been trained and who has signed a Test Security Agreement must transfer the student's responses exactly as written into the TestNav system within the appropriate test window. The student's AASA Writing response must be entered in TestNav by the end of the AASA Writing test window. All other test units must be entered in TestNav by the end of the appropriate CBT test window. ADE will set up the SPV test sessions in PearsonAccess^{next} (PAN) for students approved for a regular print paper test in a CBT school. For Regular Print Paper test requests submitted due to parent request, documentation of the parent's request should be submitted within the online request form by the school, district, or charter. Subject to available inventory, Special Paper Version (SPV) tests may not be available for requests submitted after the February 6, 2026 request deadline.	Regular print paper tests for CBT schools must be requested using the Special Paper Version (SPV) request form, 9/10/25-2/6/26. Mixed modes of administration are not permitted. 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. It is recommended that SPV tests be administered separately from online tests due to the differences in the test administration directions.

Test Unit(s)	Accommodations for Students with Disabilities	Additional Information
All Test Units	Rest/Breaks – Individual students may take short breaks during testing sessions to rest. Students may only leave the room for a restroom break, for a visit to the nurse’s office, or for emergency purposes. Students can have lunch brought to them, if necessary. Computer-Based Testing (CBT) - Students must sign out of TestNav without submitting the test. The Test Administrator will need to resume the student’s test session using PearsonAccess^{next} (PAN). Paper-Based Testing (PBT) - The Test Administrator must collect the student’s paper test booklet and scratch paper.	Electronic devices are not permitted during breaks. Do not start the test unit unless there is sufficient time to complete the test unit.
All Test Units	Simplified Test Administration Directions – The Test Administrator may provide verbal directions in simplified English for the scripted directions from the <i>Test Administration Directions</i> manual. This must take place in a setting that does not disturb other students.	Test content or directions embedded within the test may not be simplified.

AASA and AzSCI 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 Special Paper Version test request or Additional Accommodations request must be submitted to ADE, as detailed in the chart below, and must include a copy of the doctor's note. Please include the student's SSID for verification. If the injured student requires an accommodation not listed, or if an injury occurs during the test window after a student has already completed one or more test units, contact ADE for guidance.

Test Unit(s)	Accommodations for an Injured Student	Additional Information
ELA Reading Mathematics Science	Adult Scribe – 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 for multiple choice and multi-select questions only, while an adult simultaneously enters the student's responses in the test. The adult may not ask or answer any questions during the session or influence student responses in any way. An adult scribe is not permitted for the AASA Writing test unit because it would alter the test construct being measured. Speech-to-Text is not permitted.	Requires doctor's written recommendation Requires ADE approval Must be requested using the Additional Accommodations request form, 9/10/25-2/6/26.
All Test Units	Frequent Breaks – Students who are injured may take frequent stretch breaks, as needed, for relief of fatigue. The student may not talk, use electronic devices, or leave the testing room during the break. Students may only leave the room for a restroom break, for a visit to the nurse's office, or for emergency purposes. Students may have lunch brought to them, if necessary. Computer-Based Testing (CBT) - Students must sign out of TestNav without submitting the test. The Test Administrator will need to resume the student's test session using PearsonAccess^{next} (PAN). Paper-Based Testing (PBT) – The Test Administrator must collect the student's paper test booklet and scratch paper.	ADE approval not required Do not start the test unit unless there is sufficient time to complete the test unit.

Test Unit(s)	Accommodations for an Injured Student	Additional Information
All Test Units	Regular Print Paper Test Booklet for Computer-Based Testing (CBT) Schools – 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 Adult Transcription: A Test Administrator who has been trained and who has signed a Test Security Agreement must transfer the student’s responses exactly as written into the TestNav system within the appropriate test window. The student’s Writing response must be entered in TestNav by the end of the Writing test window. All other test units must be entered in TestNav by the end of the CBT test window.	Requires doctor’s written recommendation and ADE approval Must be requested using the Special Paper Version (SPV) request form, 9/10/25-2/6/26. Mixed modes of administration are not permitted.
All Test Units	Computer-Based Testing (CBT) for Paper-Based Testing (PBT) Schools – A CBT test may be requested for a student who had an injury and with a doctor’s written recommendation. Mixed modes of administration are not permitted.	Requires doctor’s written recommendation and ADE approval Must be requested using the Additional Accommodations request form, 9/10/25-2/6/26.

Parent Request for Regular Print Paper Tests

For Regular Print Paper test requests submitted due to parent request, documentation of the parent’s request should be submitted within the online request form by the school, district, or charter. Subject to available inventory, Special Paper Version (SPV) tests may not be available for requests submitted after the **February 6, 2026 request deadline**.

AASA and AzSCI 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 performing 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 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. FEP Year 1 and FEP Year 2 students may use, as appropriate, any of the EL accommodations. If an EL or FEP student requires an accommodation that is not listed, contact ADE for guidance.

Test Unit(s)	Accommodations for ELs and FEPs	Additional Information
All Test Units	Simplified Test Administration Directions – The Test Administrator may provide verbal directions in simplified English for the scripted directions from the <i>Test Administration Directions</i> manual. This must take place in a setting that does not disturb other students.	Test content or directions embedded within the test may not be simplified.
All Test Units	Translated Test Administration Directions – Exact oral translation, in the student’s native language, of the scripted directions from the <i>Test Administration Directions</i> manual are permitted. <u>Not Permitted:</u> • Translations that paraphrase, simplify, or clarify directions embedded within the test • Written translations • Translation of the test content	Test content or directions embedded within the test may not be translated.
All Test Units	Translation Dictionary – During testing, students may use the word-for-word published paper translation dictionary that is used regularly for classroom instruction. The translation dictionary may not include pictures or definitions.	Students with a visual impairment may use an electronic translation dictionary with other features turned off.

ACT Aspire

The ACT Aspire test is administered to students in the 9th grade cohort. Students eligible for MSAA should not be administered ACT Aspire. Information regarding ACT Aspire accessibility supports, including universal supports, designated supports, English learner (EL) supports, and accommodations, can be found in the [ACT Aspire Accessibility Supports Guide](#). It is recommended that students use the [ACT Aspire Exemplars and Tutorial](#) to learn how to navigate online tools prior to testing.

ACT Aspire designated supports, EL supports, and accommodations must be documented in a student's Personal Needs Profile (PNP) in PearsonAccess^{next} (PAN) as directed in the ACT Aspire Accessibility Supports Guide. Accommodations for Text-to-Speech and extended testing time do not require an accommodations request be submitted to ADE for review and approval, but they do require a student's PNP be updated in PAN **prior** to moving the student into ACT Aspire test sessions. If this task is not completed before the student is moved into test sessions in PAN, then the accommodations will not be available to the student in their online test.

The ACT Aspire Text-to-Speech accommodation automatically applies 300% testing time for Science, Math, and Writing test sections but no extended testing time for Reading and English. If a student with the Text-to-Speech accommodation requires extended testing time for Reading and English, this extended testing time must be applied separately in the student's PNP. Contact ADE at Testing@azed.gov with any questions **prior** to the student beginning to test.

All identified accommodations for assessment must be used routinely during instruction throughout the school year and must be identified in the student's IEP or 504 Plan. Requests for the following ACT Aspire accommodations must be submitted to ADE for review and approval. The information provided in the table on the following page is only applicable to ACT Aspire.

ACT Aspire Request	Additional Information
American Sign Language (ASL) – Full Translation	Available for Writing, Math, and Science tests only. Requires one-to-one test administration. Requires a paper test, which must be administered during the Paper-Based Testing window for both Computer-Based Testing schools and Paper-Based Testing schools. *Submit request through ADE's Additional Accommodations Request Form, September 10, 2025 – February 6, 2026. Note: Request not required for students in need of ASL Directions Only for ACT Aspire.
Braille Test (Contracted UEB with Nemeth)	Braille test responses must be transcribed to a standard print answer document for scoring. Responses must be reproduced exactly as provided by the student. Students authorized for a braille test should be provided triple time. Braille tests are in Contracted UEB with Nemeth and must be administered within the Paper-Based Testing window for both Computer-Based Testing schools and Paper-Based Testing schools. *Submit request through ADE's Special Paper Version Request Form, September 10, 2025 – February 6, 2026.
Computer-Based Test (CBT) in a Paper-Based Testing (PBT) School	The test must be administered during the Paper-Based Testing window. Mixed test administration modes are not permitted. *Submit request through ADE's Additional Accommodations Request Form, September 10, 2025 – February 6, 2026.
Large Print Paper Test	Large print test booklets are approximately 18 inches tall and are printed in 18-point font. Responses on the large print answer document must be transcribed to a standard print answer document for scoring. Responses must be reproduced exactly as provided by the student. Large print tests must be administered within the Paper-Based Testing window for both Computer-Based Testing schools and Paper-Based Testing schools. *Submit request through ADE's Special Paper Version Request Form, September 10, 2025 – February 6, 2026.

ACT Aspire Request	Additional Information
Regular Print Paper Test in a Computer-Based Testing (CBT) School	A student who cannot access the computer for classroom work due to injury, medical condition, or visual impairments may need a paper test in lieu of taking the test with peers on the computer. The student's IEP or 504 Plan must clearly indicate how the teachers accommodate the student's need in class and the restrictions the student has when using technology (examples: no more than xx minutes of screen time per day, must have a significant break after xx minutes, no computer usage at all, etc.). 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. Mixed test administration modes are not permitted. All paper tests must be administered within the Paper-Based Testing window for both Computer-Based Testing schools and Paper-Based Testing schools. *Submit request through ADE's Special Paper Version Request Form, September 10, 2025 – February 6, 2026. For Regular Print Paper test requests submitted due to parent request, documentation of the parent's request should be submitted within the online request form by the school, district, or charter. Subject to available inventory, Special Paper Version (SPV) tests may not be available for requests submitted after the February 6, 2026 request deadline.
Speech-to-Text on ACT Aspire Only	Use of a computer with voice recognition software is required. The student's responses must be printed from the word processing program and then transcribed to the student's answer document. Requires one-to-one test administration. A paper test is required when administering a test using Speech-to-Text. The paper test must be administered within the Paper-Based Testing window for both Computer-Based Testing schools and Paper-Based Testing schools. *Submit request through ADE's Additional Accommodations Request Form, September 10, 2025 – February 6, 2026.

ACT

The ACT test is administered to students in the 11th grade cohort. Accommodations for ACT are to be submitted directly to ACT using ACT's processes. ACT has provided the following resources to assist in the planning and request submission process for students who require accommodations for ACT testing.

- [Requesting Accommodations and English Learner \(EL\) Supports](#)
- [Quick Start Guide for Requesting ACT Accommodations and/or EL Supports](#)
- [ACT Accessibility Supports Guide](#)
- [Practice Tests for Examinees Using Accommodations](#)
- [Accommodations vs. State Testing Accessibility Supports](#)
 - Note: Arizona is not permitted to use non-college reportable accommodations on statewide assessments as this would not provide equal benefit to all students.

Please also see the ACT-hosted website for Arizona, [Step 3: Accommodation](#) for additional resources.

ACT accommodations requests are submitted through ACT's Test Accessibility and Accommodations (TAA) system. Please see ACT's [TAA User Guide](#) for State and District Testing for more information. ACT accommodations request deadlines are published in the ACT Schedule of Events.

ADE Assessment Contact Information

- For questions about AASA, please contact us at AASA@azed.gov.
- For questions about AzSCI, please contact us at AzSCI@azed.gov.
- For questions about ACT Aspire or ACT, please contact us at Testing@azed.gov.

Resources

- [2025-2026 Assessments Overview](#)
- [AASA and AzSCI Calculator Guidance](#)
- [AASA and AzSCI Read-Aloud for Paper-Based Tests](#)
- [Accessibility for AASA Grade 3 ELA Oral Reading Fluency Items](#)
- [ACT Accessibility Supports Guide](#)
- [ACT Aspire Accessibility Supports Guide](#)
- [Additional Accommodations Quick Guide](#)
- [Additional Accommodations Request Form](#), available September 10, 2025 – February 6, 2026
- [Special Paper Version Quick Guide](#)
- [Special Paper Version \(SPV\) Request Form](#), available September 10, 2025 – February 6, 2026