

APPENDIX B. UNIVERSAL TEST ADMINISTRATION CONDITIONS AND ACCOMMODATIONS GUIDE

Test administration manuals and guidelines address the need for all students to have the opportunity to demonstrate achievement by providing them with a testing environment that is comfortable and free of distractions. Following are suggested universal testing conditions, tools, and accommodations that administrators and teachers can use to meet student needs:

- Test in a small group, test one-on-one, or test in a separate location such as a study carrel.
- Sit in a specified location within the testing room and/or at special furniture.
- Have the test administered by a familiar staff member. Teachers cannot proctor their own students, but they can proctor other teachers' students.
- Use read-aloud/text-to-speech software and other accessibility testing tools, i.e., magnification, and special lighting; zoom in/out, enlarge font, change font, screen readers, hearing aids, amplification, signing the scripted directions, use of different color choices, reverse contrast, color overlays, text blockers, and highlighting text.

Chrome Extensions for Universal Test Administration Conditions is a permitted tool for use during the Technical Skills Assessment. Prior to testing, the district's IT Department should ensure that the application is installed and that all features are functional. The Extensions application should be added to the student's Gmail account and the test should be opened in the Chrome Browser. To prevent issues on the day of testing, the staff administering the test and the student taking the test should be familiar with the application's features (i.e., text-to-speech, highlighter, color overlay, reverse contrast, text blocker, font changing, screen reading extension).

- Consider a line reader tool for students who struggle with reading. This will help the student focus on the question and/or answer choice one at a time.
- Wear noise buffers (headphones/earbuds only for blocking out noise) when taking the test.
- Repeat scripted directions, if needed, and answer all questions regarding the directions. Students may benefit by having directions they can read on their own.
- A student may be allowed to read the test quietly to himself/herself if other students are not being disrupted, or the student may sit in a different location.
- A student may take the test over multiple sessions and/or multiple days due to test fatigue, illness, school emergency, or having a parent or guardian remove them from school for an excused absence.
 - To interrupt the test, the student **should** use the "**Pause Test**" button.
 - A **Resume Test** button will display. Click this button to resume testing. The test will resume at the last question when paused.
 - If the **Pause Test** button is not used and the student exits the browser, the system will automatically pause after one (1) hour and the student can log on later using the original password and the system will start the assessment where it stopped.
- Extended time: Ideally, students should have 2 hours to take the test. Items are designed with the expectation of a 1- to 2-minute response time for each item. If there is insufficient time to complete the test, up to 180 extra minutes can be added by the test proctor or assessment coordinator.
- Scratch paper can be used but must be shredded at the end of testing.
- Test settings and automatic features of the test [Pause Test, Resume Test, Mark for Review, Save Answer, No Answer (Skip This Question)] should be previewed before testing begins. See visual slides on the testing features in the How to Take the Assessments PowerPoint found under the Resources Tab and under User Guides on the TSA Dashboard.

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.

Accommodations for Students with Injuries. A student with an injury, such as a broken hand or arm, may use, as appropriate, any of the universal test administration conditions mentioned above. There are no specific tools to support these accommodations. If the injured student requires an accommodation not mentioned, send an email to CTEAassessmentHelp@azed.gov or call 602-542-5452.

Accommodations for English Learners (ELs) and Fluent English Proficient (FEP) Students. For an English Learner or a Fluent English Proficient Year 1 or Year 2 student, accommodations are intended to allow the student the opportunity to demonstrate content knowledge even though the student may not be functioning at grade level in English. Students who are not proficient in English, as determined by the Arizona English Language Learner Assessment (AZELLA), may use, as appropriate, any of the Universal Test Administration Conditions and any of the EL accommodations mentioned above. (This includes English Learner (EL) students withdrawn from English language services at parent request.) Reclassified Fluent English Proficient (FEP) students are monitored for 2 school years. These FEP Year 1 and FEP Year 2 students may use, as appropriate, any of the Universal Test Administration Conditions and any of the following EL accommodations. If directions are read aloud, simplified, or translated as an accommodation, administration must take place in a setting that does not disturb other students (such as in a one-on-one or very small group setting).

- Simplified Directions – An assigned staff member may provide verbal directions in simplified English for the scripted directions from the Technical Skills Assessment User Guide. This must take place in a setting that does not disturb other students. No test content or directions embedded within the test may be simplified.
- Translate Directions – Exact oral translation, in the student's native language, of the scripted directions from the Technical Skills Assessment User Guide are permitted. Not permitted are translations that paraphrase, simplify, or clarify directions; written translations; and translation of the test content.
- Translation Dictionary provides a word-for-word published, paper translation dictionary. Students with a visual impairment may use an electronic word-for-word translation dictionary with other features turned off.

Accommodation for Students with Disabilities. Students with disabilities may use, as appropriate, any of the Universal Test Administration Conditions and testing tools mentioned above and any accommodation designated in their IEP about retesting:

- If an IEP stipulates that a student can take the test more than once, the student can retake the test in the current or next school year prior to graduation. Special arrangements will be made with the state's testing coordinator. Also, if accommodations are not met according to the IEP as listed above in the Universal Test Administration Conditions and Accommodations, the student is eligible to retake the test. This accommodation should not be introduced for the sole purpose of testing but used during regular instructional times. The last score counts.

If a student with a disability requires an accommodation not listed, call 602-542-5452 or send an email to CTEAassessmentHelp@azed.gov.