ACAP
Alabama Comprehensive Assessment Program
SUMMATIVE

Accessibility Supports and Accommodations Supplement

October 2020

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Appendices

Please use the link below to access the recorded webcast training for this manual:

[ACAP Summative Accessibility Supports and Accommodations Supplement](#)

Introduction

System Test Coordinators (STCs), Building Test Coordinators (BTCs), and Testing Accommodations Coordinators (TACs), if applicable, must be knowledgeable about the information in this document to ensure a valid and reliable test administration. It is the responsibility of the STC to ensure that all district and school staff are aware of this document and its contents.

The purpose of the *ACAP Summative Accessibility Supports and Accommodations Supplement* is to provide guidance on the use of selected accessibility supports and/or accommodations during the administration of the assessment.

Procedures and conditions for administering the selected accessibility supports and accommodations are presented in this document and must be reviewed to ensure that they are provided appropriately and that testing irregularities and security breaches are avoided.

Planning for Test Day

Once decisions have been made about providing accessibility supports or accommodations to meet individual student needs, the logistics of providing them during state assessments must be determined. It is important to involve the appropriate personnel to assist with planning for and providing the test accessibility supports and accommodations.

BTCs are responsible for the overall test administration in their buildings and should be involved in planning for the provision of accessibility supports and accommodations. Prior to the day of a test, BTCs and/or TACs, if applicable, must ensure that Test Administrators know what accessibility supports and/or accommodations each student will be using and how to administer them properly. Test Administrators should have a list of all students who should receive accessibility supports and/or accommodations, whether embedded or non-embedded, to ensure these students are receiving the supports assigned.

When scheduling test sessions, BTCs must consider the different timing scenarios. Students must test with other students with the same timing designation. For example, students who receive extended time cannot test in a session with students receiving standard time. Timing designations cannot be mixed.

Changes to the *ACAP Testing Supports Form*

The *ACAP Testing Supports Form* is a new form that will be used to document the accessibility supports and/or accommodations a student should receive on state assessments. It takes the place of the *Checklists* that have previously been used for this. In the event that a revision to a student's *ACAP Testing Supports Form* must be made, please use the *Letter of Notification of Change for State Assessment* form to notify the student's parent or guardian. ~~This form is located in Appendix C of this manual~~. An in-person team meeting is **NOT required** unless requested by the student's parent or guardian.

DRC INSIGHT Portal
(Assigning Accessibility Supports and/or Accommodations)

BTCs and/or TACs are responsible for assigning accommodations and accessibility supports in the DRC INSIGHT Portal**. All accessibility supports and accommodations should be assigned in the DRC INSIGHT Portal prior to test tickets being printed.** See "Update Student Accommodations and Testing Supports" in the *DRC INSIGHT Portal User Guide* for instructions on entering accommodations and accessibility supports into the DRC INSIGHT Portal.

Test Tickets

The STC or BTC is responsible for printing test tickets. Students receiving accessibility supports or accommodations will have the selected support(s) indicated on their test ticket. Test tickets will have abbreviations for the selected accessibility supports and/or accommodations printed next to the word "accommodations." Accessibility supports and/or accommodations **must be assigned in the DRC INSIGHT Portal prior to test day.**

Spring 2020 ACAP Summative
Test Ticket - G4 Science - Part 1

Test Session: Olson_Gr4_Sci

Student Name: ADLER, EDITH M
Date of Birth: 11/22/2008
　　　　　　　　　　　　Username: eadler3
　　　　　　　　　　　　Password: NAME3200
Accommodation(s): CC, CT, MD, RC, TTS

Practice with the Online Tools Training

Test Administrators and students should practice using the embedded accessibility supports and accommodations available in the DRC INSIGHT test engine using the Online Tools Training available at this link:

ACAP Summative OTTs or by going to the DRC INSIGHT Portal welcome page
https://www.drcedirect.com/all/eca-portal-v2-ui/#/login/AL

When you click on the **Online Tools Training** button, you will see the options shown below:

Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Accommodations and Testing Supports

Click on the "Accommodations and Testing Supports" link, and you will see these options:
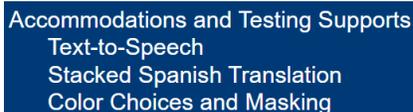
Accommodations and Testing Supports
　　Text-to-Speech
　　Stacked Spanish Translation
　　Color Choices and Masking

Accessibility Supports

Breaks

Description: Breaks are designed to permit students, based on their medical, behavioral, or physical needs, the opportunity to take breaks as needed during a single test session. These breaks are anticipated to occur due to the nature of the student's unique situation and **should not be confused with routine unplanned restroom breaks**. This support is available to ALL students but must be a documented support that the student receives regularly in the classroom.

Setting: Large group, small group, or individual

Considerations/Constraints:

- Students who take breaks will not be allowed to make up lost time.

- If the student does not return to the testing room and resume testing within 10 minutes, the student's test will time out. The student must be placed into a make-up session—**on the same day**—in order to complete the test.

- Students who require multiple breaks or breaks lasting longer than 10 minutes should be assigned the Extended Time accommodation.

NOTE: Documentation is required for any student who leaves the testing room using the *ACAP Summative Timing Form*. Guidance for the use of this form is located in the *ACAP Summative Test Administration Manual.*

FM System

Description: An FM System is a wireless assistive hearing device that enhances the use of hearing aids and cochlear implants and assists students who are hearing impaired but do not wear hearing aids.

Setting: Large group, small group, or individual

Considerations/Constraints:

- None

Set Up:

- The student can test with other online testers in a large group setting.

Individual (1:1) Administration

Description: Test location is provided so that the student can be tested individually.

Setting: Individual

Considerations/Constraints:

- This accessibility support is primarily for students who have a behavioral or medical issue or a learning disability that necessitates their testing individually.

- A Proctor is required in addition to the Test Administrator.

Set Up:

- The student, the Test Administrator, and the Proctor are set up in a room separate from other students.
- Unless there are additional supports or accommodations that apply, the administration of the test will follow the same guidelines as those for group online testing.
    - The tests are timed.
    - Breaks are limited to 10 minutes, and the timer does not stop.
    - The student must complete a given session in a single day.

Oral Reader

Description: The student reads the test content aloud to him- or herself. This support must be administered in an individual setting.

Setting: Individual

Considerations/Constraints:

- This accessibility support requires a **Test Administrator** and a **Proctor** in the room at all times.

Set Up:

- The student, the Test Administrator, and the Proctor are set up in a room separate from other students.
- Unless there are additional supports or accommodations that apply, the administration of the test will follow the same guidelines as those for group online testing.
    - The tests are timed.
    - Breaks are limited to 10 minutes, and the timer does not stop.
    - The student must complete a given session in a single day.

Small Group

Description: Test location is provided so that the students can be tested in a **group of 10 or fewer** students, in a setting separate from that made available for most students.

Setting: Small group

Considerations/Constraints:

- This accessibility support does not require a Proctor.
- Students must be grouped by same grade and tested on the same content area and session number.

Set Up:

- **Ten or fewer** students and the Test Administrator are set up in a room separate from other students.

- Unless there are additional supports or accommodations that apply, the administration of the test will follow the same guidelines as those for group online testing.
    - The tests are timed.
    - Breaks are limited to 10 minutes, and the timer does not stop.

ACCOMMODATIONS

Abacus

Description: Students with a visual impairment who regularly use an abacus may use this device in place of using scratch paper.

Setting: Large group, small group, or individual

Considerations/Constraints:

- Student must have an IEP or Section 504 Plan.

Set Up:

- The student can test with other online testers in a large group setting.
- The school or district is responsible for providing the Abacus, and it must be a support the student uses regularly in the classroom.
- The tests are timed.

Assistive Technology

Description: Students who have difficulty manipulating a mouse, standard keyboard, or keypad may need an assistive device in order to respond to items on the online assessment platform. These may include a mouse, head stick, or pointing devices.

Setting: Large group, small group, or individual

Considerations/Constraints:

- Student must have an IEP or Section 504 Plan.
- This accommodation should only be provided to students who regularly use assistive technology in the classroom and on classroom assessments.
- A Proctor is required in addition to the Test Administrator.

Set Up:

- The Test Administrator must be proficient in the use of the assistive technology utilized.
- The school or district is responsible for providing the Assistive Technology, and it must be a support the student uses regularly in the classroom.
- Any grammar, internet, or file-storing functions must be disabled.
- This accommodation **must not be provided for the first time on test day**. Make sure the student has had an opportunity to practice with the Online Tools Training (OTTs).
- The tests are **untimed**.

Braille (paper)

Description: Students who are visually impaired or blind may read text via braille. Braille test forms are provided on paper.

Setting: Individual

Considerations/Constraints:

- A Proctor is required in addition to the Test Administrator.
- A Scribe is required for students who will be verbally responding.
- The Scribe may act as the Proctor.
- A paper copy of the braille version of the test will be available at each grade level and for each content area assessment.
- The Test Administrator or Scribe must be proficient in reading braille.

Set Up:

- Braille tests should be ordered by the STC, BTC, or TAC during the Enrollment Window.
- If a student enrolls in the school after the Enrollment Window and needs a braille test, the BTC or STC will follow the process for additional orders detailed in the *ACAP Summative Test Coordinator Manual.*
- The Braille test is part of a packet of materials that includes the following:
    - Braille Test Booklet
    - Standard Paper Test Booklet
    - Test Administration Instructions
    - Script for Administering Braille Edition
    - Braille Math Reference Sheet (Grades 4-8 Math kit ONLY)
    - Braille Writers Checklist (Grades 4-8 ELA kit ONLY)
    - Braille Periodic Table (Grade 8 Science kit ONLY)

- There is a separate kit for each grade and content area test. The kit should be distributed by the BTC to the assigned Test Administrator on the appropriate testing day.
- This accommodation is **untimed**.

Possible Scenarios:

1. The student and a Scribe sit side by side at the computer. The Test Administrator reads the directions. The student begins the test by reading the braille test form. The student verbally states his/her answer choice, and the Scribe enters the response directly into the online testing engine. The Scribe will need to log in to the test engine using the student's username and password.

2. The student works independently and marks their responses directly into the braille test booklet, which will later be transcribed into the online test engine using the student's username and password (See Transcription Guidance).

3. The student uses the brailler to record their responses, which will later be transcribed into the online test engine using the student's username and password (See Transcription Guidance).

4. The student begins the braille test and verbally states his/her answer choice to the Scribe, who marks it directly into the test booklet. The responses are later transcribed into the online test engine using the student's username and password (See Transcription Guidance).

For the Text Dependent Writing item, the student can use a brailler, Alternative Augmentative Device (AAC), or other device regularly used by the student.

NOTE: For visually-impaired students who cannot read braille, contact the ALSDE for guidance.

Specific Guidance for Scribing:

▪ **Refer to the *Alabama Comprehensive Assessment Program Integrity Handbook for Test Administration* for the requirements and responsibilities of a Scribe.**

▪ The Scribe must use the student's test ticket to log in to the test engine and record the responses dictated by the student.

▪ When the student has completed the test, the responses and the Text Dependent Writing item are ready to be transcribed into the test engine. See Transcription Guidance.

Transcription Guidance:

At least two certificated educators must be present during any transcription of student responses. One of these persons will be the transcriber and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be the STC or BTC. The student's responses must be transcribed verbatim into the online test engine.

NOTE: DO NOT ALTER the student's test in any way. Additionally, do not add or subtract from what the student has provided.

Extended Time

Description: The student is allotted **twice the standard time** for each session of each content area test. Extended time may not extend beyond the a school day; students must complete each test session on the same day the session is started.

Setting: Large group, small group, or individual, as long as all students in the session are receiving extended time.

Considerations/Constraints:

▪ Student must have an IEP, Section 504 Plan, or I-ELP.
▪ Students with an I-ELP are not required to have an IEP or Section 504 Plan as long as the student is receiving extended time as an English Learner (EL) Accommodation.

Set Up:

● Students receiving the extended time accommodation must be placed with other students receiving the same accommodation. These students should not be placed with students who are taking the test in standard time.

● Unless there are additional supports or accommodations that apply, the administration of the test will follow the same guidelines as those for group online testing.

  ○ The tests are timed (double time).

  ○ Breaks are limited to 10 minutes, and the timer does not stop.

  ○ Students must complete a session in a single day.

Large Print (paper)

Description: A Large Print paper form of the test may be provided to a student with a visual impairment. The font is 18 point. However, a magnifier is embedded in the online test engine that magnifies up to twice the size and may be more appropriate.

Setting: Large group, small group, or individual, as long as all students in the session are testing on a Large Print form.

Considerations/Constraints:

- **Only students with a visual impairment documented in an IEP or Section 504 Plan qualify for a Large Print form.**

- If testing individually, a Test Administrator and a Proctor are required.

- If testing in a large or small group, the group is limited to other students taking the test in a Large Print booklet.

- Test Administrators are responsible for keeping up with the timing of the test sessions according to allotted times shown in the *ACAP Summative Test Administration Manual*. Unless the student has been granted an extended time accommodation, these test times must be strictly adhered to.

Set Up:

- Large Print tests should be ordered by the STC, BTC, or TAC, if applicable, during the Enrollment Window.

- If a student enrolls in the school after the Enrollment Window and needs a Large Print paper test, the BTC or STC will follow the process for additional orders detailed in the *ACAP Summative System Test Coordinator Manual.*

- The Large Print test is part of a packet of materials that includes the following:

    - Large Print Test Booklet
    - Script for Administering Large Print Edition
    - Large Print Math Reference Sheet (Grades 4-8 Math kit ONLY)
    - Large Print Writers Checklist (Grades 4-8 ELA kit ONLY)
    - Large Print Periodic Table (Grade 8 Science kit ONLY)

- There is one Large Print Test Booklet for each content area. All sessions of the content area test are included together in the one test booklet.

- The student will mark his/her responses directly into the Large Print test booklet.

- After each test session, two certificated educators must be present to perform the transcription from the Large Print directly into the online testing engine using the student's test tickets.

- The Large Print Test Booklet **will not be submitted for scoring** but will be returned to DRC.

Transcription Guidance:

At least two certificated educators must be present during any transcription of student responses. One of these persons will be the transcriber and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be the STC or BTC. The student's responses must be transcribed verbatim into the online test engine.

NOTE: DO NOT ALTER the student's test in any way. Additionally, do not add or subtract from what the student has provided.

Multiple Days
(Office of Assessment Approval Required)

Description: The student is allowed more than one day to complete a test session. This accommodation should be reserved for students with significant medical, physical, mental, or behavioral conditions that prohibit their ability to test for more than small increments of time.

Setting: Individual

Considerations/Constraints:

- Office of Assessment approval is **required** prior to testing a student over multiple days. The STC must contact the Office of Assessment to make a request for approval. Further guidance will then be provided by the Office of Assessment.

- The Multiple-Days accommodation is available for all content area assessments.

- The test sessions are untimed.

Set Up:

- **For online testers**, the student, a Test Administrator, and a Proctor will test in a room separate from other testers.

    o The Test Administrator will read the verbal instructions for the test session verbatim, as written in the *Test Administration Manual*.

    o In addition, the Test Administrator will instruct the student to exit his/her test—but NOT submit—when the appropriate amount of time has passed.

    o Upon resuming testing in the session (e.g., next day), the student will log back into the test session using the same test ticket and resume testing.

NOTE: In **rare** circumstances, a student's IEP or Section 504 Plan may require that the student **test on paper**, as well as be granted a multiple-days accommodation. Office of Assessment approval is required for a paper test.

- **For paper testers**, adhere to the following:

    o The Test Administrator must follow the **guidance for a Paper Test** outlined in this document.

    o The student's responses must be transcribed into the online testing engine using the student's test ticket.

Transcription Guidance:

At least two certificated educators must be present during any transcription of student responses. One of these persons will be the transcriber and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be the STC or BTC. The student's responses must be transcribed verbatim into the online test engine.

NOTE: DO NOT ALTER the student's test in any way. Additionally, do not add or subtract from what the student has provided.

Oral Presentation: Text-to-Speech/Human Reader

Description: Oral Presentation consists of the following **read aloud** options for Math and Science and the ELA language and writing sessions (no read aloud accommodation is allowed for ELA reading). This accommodation may not be identified in the IEP or Section 504 Plan as "Text-to-Speech" but rather as a **read aloud** accommodation that is provided regularly in the classroom.

1. Text-to-Speech (TTS)
2. Human Reader

Criteria for EL students who require an Oral Presentation accommodation:

EL students may also receive this accommodation as long as it is provided regularly on classroom assignments and tests and documented in the I-ELP. There is no requirement of a documented reading disability nor a requirement to have an IEP or Section 504 Plan

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Text-to-Speech (TTS)

The TTS accommodation is used for students who have a documented reading disability that is indicated in the IEP or Section 504 Plan as a "read aloud" accommodation.

This accommodation is **untimed**.

Setting: Large group, small group, or individual, as long as all students in the session are testing with the TTS accommodation.

NOTE: Make sure the student has had an opportunity to practice with the Online Tools Training (OTTs).

- Specifically, the student needs practice with the audio controls within the test engine.
- When the student logs in, a voice will begin reading immediately, and the words are highlighted as the voice reads them.
- The student will see **STOP, START/PAUSE**, and **STARTING POINTS** buttons.
- Practice with this feature is extremely important, as the student can manipulate the buttons repeatedly to hear the content read again.

Accommodations and Testing Supports
Text-to-Speech
Stacked Spanish Translation
Color Choices and Masking

Human Reader

This accommodation is used for a student who has a documented reading disability **and** a need for an "in person" reader (example: a student with a hearing impairment who reads lips) who cannot benefit from the TTS functionality embedded in the INSIGHT test engine. This read aloud accommodation must be provided regularly in the classroom and indicated in the IEP or Section 504 Plan as a read aloud accommodation.

This accommodation is **untimed**.

Setting: Individual

NOTE: Refer to the *Alabama Comprehensive Assessment Program Integrity Handbook for Test Administration* for the requirements and responsibilities of a Human Reader.

Specific Guidance for Human Reader Administration:

- Human Reader Scripts should be ordered by the STC, BTC, or TAC during the Enrollment Window.

- If a student enrolls in the school after the Enrollment Window and needs a Human Reader accommodation, the BTC or STC will follow the process for additional orders detailed in the *ACAP Summative Test Coordinator Manual.*

- The Reader Scripts are considered secure test materials and must be treated as such from receipt by the STC to their return to DRC upon completion of testing. Please refer to the guidance for the handling of paper test materials in the *ACAP Summative Test Administration Manual*.

- The Reader Scripts will contain detailed information and instructions for the administration of a Human Reader accommodation.

- The student signs into the test using his/her test ticket. The Reader sits next to the student at the computer and reads from a Reader Script. The student will independently interact with the computer.

- Unless otherwise specified in the student's IEP or Section 504 Plan, the student will maintain control of the testing device. The student will respond to each question and be responsible for all navigation and final submission of the test for scoring.

Paper Test
(Office of Assessment Approval Required)

Description: The student has a disability that prohibits his or her participation via an online platform that is clearly documented in the IEP or Section 504 Plan. **This accommodation requires Office of Assessment approval**. The STC should contact the Office of Assessment for further guidance.

Setting: Individual or with students testing with the same accommodation.

Considerations/Constraints:

- Paper tests are not an *option*. The *ACAP Summative* is an online, technology-enhanced assessment that utilizes Universal Design elements to ensure that all students can meaningfully participate, with or without the use of supports.

- On **rare** occasions, some students may have a documented disability that prohibits participation via an online platform. These students may require a paper test. Paper tests require Office of Assessment approval.

- The student must have an IEP or Section 504 Plan. The IEP/Section 504 Plan must indicate that the student **requires all tests to be taken on paper.**

- Since the student will not have access to all of the enhanced technology supports available in the online platform, the parent/guardian(s) MUST be included in the decision for the student to take the assessment on paper.

- If a student requires a paper test as documented in the IEP or Section 504 Plan, the BTC or TAC, if applicable, will complete the *ACAP Summative Request for Paper Test* form and submit to the STC.

- The STC will confirm the eligibility of the student for a paper test and will sign and submit the *ACAP Summative Request for Paper Test* form to the Office of Assessment for approval.

Set Up:

- Test Administrators are responsible for keeping up with the timing of the test sessions according to allotted times shown in the *ACAP Summative Test Administration Manual*. Unless the student has been granted an extended time accommodation, these test times must be strictly adhered to.

- Following the administration of a paper test form, two trained and certificated employees will transcribe the student's responses into the online testing interface using the student's test ticket. See Transcription Guidance.

Transcription Guidance:

At least two certified educators must be present during any transcription of student responses. One of these persons will be the Transcriber and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be the STC or BTC. The student's responses must be transcribed verbatim into the online test engine.

NOTE: DO NOT ALTER the student's test in any way. Additionally, do not add or subtract from what the student has provided.

~~Refreshable Braille~~ NOT AVAILABLE FOR SPRING 2021

~~**Description**: A refreshable braille display is an electro-mechanical device for displaying braille characters, usually by means of round-tipped pins raised through holes in a flat surface. Visually impaired computer users who cannot use a computer monitor can use this device to read text output.~~

~~**Setting**: Individual~~

~~**Considerations/Constraints**:~~

- ~~This accommodation should only be provided to students who regularly use a refreshable braille device in the classroom and on classroom assessments.~~

- ~~A Proctor is required in addition to the Test Administrator.~~

- ~~This accommodation is untimed.~~

- ~~A paper copy of the braille version of the test will also be available for each content area assessment.~~

~~**Set Up:**~~

- ~~Braille paper tests should be ordered by the STC, BTC, or TAC during the Enrollments Window.~~

- ~~If a student enrolls in the school after the Enrollments Window and needs a Refreshable Braille accommodation, a braille paper test should be ordered following the process for additional orders detailed in the *ACAP Summative System Test Coordinator Manual*.~~

- ~~It is the responsibility of the school or district to provide the Refreshable Braille device.~~

- ~~Any grammar, internet, or file-storing functions must be disabled.~~

- ~~Paper braille test materials will be provided for reference purposes in a braille kit shipped to the STC. The following items will be included in the kit:~~

    - ~~Braille Test Booklet~~
    - ~~Standard Paper Test Booklet~~
    - ~~Test Administration Instructions~~
    - ~~Script for Administering Braille Edition~~
    - ~~Braille Math Reference Sheet (Grades 4-8 Math kit ONLY)~~
    - ~~Braille Writers Checklist (Grades 4-8 ELA kit ONLY)~~
    - ~~Braille Periodic Table (Grade 8 Science kit ONLY)~~

~~Screen Reader~~ NOT AVAILABLE FOR SPRING 2021

~~**Description**: Screen readers are software programs that allow **blind or visually impaired** users to read the text that is displayed on the computer screen with a speech synthesizer or braille display (see Refreshable Braille guidance).~~

~~**Setting**: Individual~~

~~**Considerations/Constraints**:~~

- ~~Student must have an IEP or Section 504 Plan and a documented visual impairment.~~

- ~~Students who do not use Screen Reader software on a regular basis in the classroom should not use Screen Reader software on the *ACAP Summative*. Screen Reader software is not appropriate for students who do not have a visual impairment.~~

- ~~Screen Reader software is not embedded in the DRC test engine, and neither DRC nor ALSDE is able to assist with the installation or functionality of the chosen software.~~

- ~~The Screen Reader accommodation is available in Math and Science and for the language and writing sessions on the ELA assessment. It is not available for ELA reading sessions.~~

- ~~This accommodation **must not be provided for the first time on test day**. It should be software with which the student is familiar and that he or she has been using in the classroom.~~

- ~~Make sure the student has had an opportunity to practice with the Online Tools Training (OTTs) and the Screen Reader software.~~

~~**Set Up**:~~

- ~~Students using Screen Reader software must test individually, with a Test Administrator (Scribe) and a proctor.~~

- ~~Only the language and writing sessions of the ELA assessment can be administered using Screen Reader software. **The Test Administrator is responsible for turning off the Screen Reader for the reading sessions of the ELA assessment**. All Math and Science sessions can be administered using Screen Reader software.~~

- ~~The BTC or TAC should work with the Technology Coordinator to ensure that the appropriate Screen Reader software is downloaded on any computers that will be used for visually impaired students who need a Screen Reader accommodation.~~

- ~~The test is **untimed**.~~

- ~~**Note**: If the device being used for the assessment has a Mute button, we *strongly recommend* that the Test Administrator mute the device until after the Testing Script has been read aloud. If the device is not muted, the student will hear the screen reader while the script is being read.~~

Scribe

Description: The student dictates her/his responses to an experienced, certificated educator who records verbatim what the student dictates. This accommodation should be a last resort, after all other options have been eliminated.

Setting: Individual

NOTE: Refer to the *Alabama Comprehensive Assessment Program Integrity Handbook for Test Administration* for the requirements and responsibilities of a Scribe.

Considerations/Constraints:

- This accommodation is for students who have a physical disability or injury that severely limits or prevents their ability to use a keyboard or touchpad.
- The test is untimed.

Set Up:

- This accommodation requires an individual administration with a Test Administrator and the Scribe. No Proctor required.
- The Test Administrator will read verbal directions as printed in the *Test Administration Manual* and monitor the student and the Scribe throughout the administration of the test.
- The Scribe will sign in using the student's test ticket. The Scribe sits next to the student at the computer. The student independently reads the test.
- The student dictates a response, and the Scribe enters the response verbatim using the keyboard or touchpad.
- The Scribe will enter a student's responses to technology-enhanced items exactly as directed by the student.
- The Scribe may interact with the embedded universal tools, such as line reader, highlighter, and magnifier, as requested by the student.
- The Scribe must not answer or explain anything to the student during testing and must be careful not to give hints of any type.
- **For the Text Dependent Writing** item, the Scribe must type exactly what the student says and not add or take away from the dictation of the student.
    - The Scribe must not alert the student to mistakes.
    - The Scribe must not suggest that the student say more or go back and check the response.
    - While mechanics are not specifically scored for the Text Dependent Writing item, grammatical structures and organization of text does affect the student's score.
    - The Text Dependent Writing item is scored based on a holistic approach. Refer to the *Text Dependent Writing (TDW) Scoring Guidelines*.

Specific Guidance for the Text Dependent Writing Item:

- The student can dictate the entire response at one time. The Scribe will type the response **without** capitalization and punctuation. When the student is finished dictating, the Scribe will show the response to the student. The student will tell the Scribe which letters are to be capitalized and where punctuation should be added.
- **SPELLING:** The student should provide exact spelling the first time they use a KEY WORD (such as a noun or verb relevant to the content); thereafter, the Scribe can spell the word as the student first spelled it.

- If the Scribe has difficulty understanding what the student dictates, the Scribe may say: **"Please say the last sentence again."**

- If the student does not respond to the writing prompt after a reasonable length of time, the Scribe must type into the response box: **NO RESPONSE.**

English Learner Considerations:

- For English learners who do not speak English but need a Scribe for the Math and Science Spanish tests, a Spanish speaker acting as the Scribe is required. This is due to the nature of the technology-enhanced items, which may require the student to direct the Scribe in order to respond to the item. For English learners who **do** speak English, this would not be a requirement.

- For the Text Dependent Writing item, the student must respond in English. There is no Spanish test for ELA.

- If the student is unable to respond to the writing prompt after a reasonable length of time, the Scribe must type into the response box: **NO RESPONSE.**

Sign Language: Directions Only

Description: This accommodation is for students who are deaf or hard of hearing and who typically use sign language to communicate.

Setting: Large Group, small group, or individual (see **Set Up** below)

NOTE: Refer to the *Alabama Comprehensive Assessment Program Integrity Handbook for Test Administration* **for the requirements and responsibilities of a Sign Language Interpreter.**

Considerations/Constraints:

- The student must have an IEP or Section 504 Plan.

Set Up:

- The Sign Language Interpreter may provide this accommodation in a large group setting; however, the Sign Language Interpreter and the student must be positioned in an area that is away from the view of the other students, so as not to distract from their testing experience.

- The Sign Language Interpreter must not talk to or visit with testing staff.

- The Sign Language Interpreter must sign verbatim exactly the words read by the Test Administrator.

- The Sign Language Interpreter must never clarify, elaborate, paraphrase, or provide assistance to the student.

- The Sign Language Interpreter must remain in the room for the duration of the test.

Sign Language: Test Items

Description: This accommodation is for students who are deaf or hard of hearing and who typically use sign language **and who meet the criteria for an Oral Presentation (Read Aloud) accommodation**.

Setting: Individual

NOTE: Refer to the *Alabama Comprehensive Assessment Program Integrity Handbook for Test Administration* **for the requirements and responsibilities of a Sign Language Interpreter.**

Considerations/Constraints:

- Student must have an IEP or Section 504 Plan.

- This test is **untimed**.

Set Up:
- Signing Test Items is only allowed for Math, Science, and the language and writing sessions of the ELA test.

- This accommodation requires a Test Administrator and a Proctor. The Sign Language Interpreter will act as the Proctor.

- This accommodation requires an *Oral Presentation: Human Reader Script* for the Test Administrator to read aloud for the Sign Language Interpreter.

- The student will respond independently, directly into the test engine.

Specific Guidance:
- Human Reader Scripts should be ordered by the STC, BTC, or TAC during the Enrollment Window.

- If a student enrolls in the school after the Enrollment Window and needs a Sign Language accommodation, the BTC or STC will follow the process for additional orders detailed in the *ACAP Summative Test Coordinator Manual.*

- The Reader Scripts are considered secure test materials and must be treated as such from receipt by the STC to their return to DRC upon completion of testing. Please refer to the guidance for the handling of paper test materials in the *ACAP Summative Test Administration Manual*.

- The Reader Scripts will contain detailed information and instructions for the administration of a Human Reader accommodation.

- The Sign Language Interpreter must sign directly verbatim (word for word) as it is read by the Test Administrator as printed in the test booklet.

- The Sign Language Interpreter must not alter, emphasize, or add words. The Sign Language Interpreter must not clarify or provide additional information, assist, or influence the student's selection of a response in any way.

- The student can ask for anything to be repeated as many times as necessary.

- The Sign Language Interpreter may repeat test items and response options, as requested, according to the needs of the student.

- The Test Administrator must not rush through the test and should ask the student if they are ready to move to the next item.

- If the student chooses an answer before the Sign Language Interpreter has signed all the answer choices, the Sign Language Interpreter must ask if the student wants the other response options to be read.

- After the Sign Language Interpreter finishes signing a test item and all response options, the Sign Language Interpreter must allow the student time to pause before responding. If the pause has been lengthy, say: **"Do you want me to sign the question or any part of it again?"**

English Learner (EL) Accommodations
I-ELP Required
(All EL accommodations are automatically assigned extended time. Oral Presentation: English and Spanish Text-to-Speech/Human Reader are untimed).

English/Native Language Word-to-Word Glossary

Description: A word-to-word bilingual glossary may be provided as a designated language support. Word-to-word glossaries are word lists provided in two languages. **Definitions, synonyms, sentences are not included.**

Setting: Large group, small group, or individual, as long as all students in the session are receiving Extended Time.

Conditions/Constraints:

- Individual English Language Plan (I-ELP) is required for this accommodation.
- **CAUTION: Glossaries must be word-to-word only! No definitions, synonyms, or sentences. If a student uses a glossary that includes any text other than the translated English word, the test will be invalidated.**
- ALSDE does not have an approved list of glossaries. We recommend using the ACT-approved list, which can be found here: https://www.act.org/content/dam/act/unsecured/documents/ACT-ApprovedBilingualDictionariesList.pdf.
- Ultimate responsibility for the selection and use of a glossary is placed upon the District.

Set Up:

- Students using this accommodation will receive extended time.
- To ensure a student receives extended time, the Word-to-Word Glossary accommodation must be selected in the DRC INSIGHT Portal prior to starting the test.

Extended Time for EL Students

Description: EL students are allotted **twice the standard time** for each session of each content area test. Extended time may not extend beyond the school day; students must complete each test session on the same day the session is started. This accommodation is available to all EL students with an I-ELP who receive this accommodation on a regular basis.

Setting: Large group, small group, or individual, as long as all students in the session are receiving Extended Time.

Considerations/Constraints:

- Students with an I-ELP are not required to have an IEP or Section 504 Plan as long as they are receiving Extended Time as an EL Accommodation in the classroom.

Set Up:

- Students receiving the Extended Time accommodation must be placed with other students receiving the same accommodation. These students should not be placed with students who are taking the test in standard time.

- Unless there are additional supports or accommodations that apply, the administration of the test will follow the same guidelines as those for standard-time testing.
    - The tests are timed (double time).
    - Breaks are limited to 10 minutes, and the timer does not stop.
    - Students must complete a session in a single day.

Oral Presentation: English Text-to-Speech/Human Reader

Description: Oral Presentation in English consists of the following **read aloud** options for Math and Science.

1. English Text-to-Speech (TTS)
2. English Human Reader

English Text-to-Speech/Human Reader is available for Math, Science, and the language and writing sessions of the ELA test.

Text-to-Speech: This accommodation is available for all EL students who receive this accommodation on a regular basis as documented in the I-ELP. This accommodation may not be identified in the I-ELP as "Text-to-Speech" but rather as a read aloud accommodation.

Setting: Individual, small group, large group, as long as all students are receiving the Text-to-Speech accommodation.

Human Reader: This accommodation is available for all EL students who receive this accommodation on a regular basis as documented in the I-ELP. This accommodation is used for an EL student who has a documented need for an "in person" reader (example: a student with a hearing impairment who reads lips) who cannot benefit from the TTS functionality embedded in the INSIGHT test engine.

Setting: Individual

NOTE: Follow the guidance for Oral Presentation: Text-to-Speech/Human Reader presented earlier in this document.

Oral Presentation: Spanish Text-to-Speech/Human Reader

Description: Oral Presentation in Spanish consists of the following read aloud options for Math and Science

1. Spanish Text-to-Speech (TTS)
2. Spanish Human Reader

Spanish Text-to-Speech/Human Reader is available for Math and Science only.

Spanish Text-to-Speech: This accommodation is available for all EL students who receive this accommodation on a regular basis as documented in the I-ELP. This accommodation may not be identified in the I-ELP as "Text-to-Speech" but rather as a read aloud accommodation.

Setting: Individual, small group, large group, as long as all students are receiving the Text-to-Speech accommodation.

Spanish Human Reader: This accommodation is available for all EL students who receive this accommodation on a regular basis as documented in the I-ELP. This accommodation is used for an EL student who has a documented need for an "in person" reader (example: a student with a hearing impairment who reads lips) who cannot benefit from the TTS functionality embedded in the INSIGHT test engine.

Setting: Individual

Considerations/Constraints:

- Only available for Math in Grades 2-8 and Science in Grades 4,6, and 8. There is no Stacked Spanish Translation for ELA.

- Prior to selecting this accommodation, refer to the *Guidance for English Learner Committees Regarding Participation of English Learners on State Assessments in Spanish* (below).

Set Up for Spanish TTS:

- The Spanish TTS form of the assessment is automatically assigned an **untimed** test session, so the student **must** test in a session with other students receiving an TTS.

- Spanish TTS must be selected in the DRC INSIGHT Portal prior to printing a test ticket to ensure that a student receives the appropriate form.

NOTE: Follow the guidance for Oral Presentation: Text-to-Speech/Human Reader presented earlier in this document.

Stacked Spanish Translation of the Test

Description: Stacked Spanish translations are available as a language accommodation to designated students on the Math and Science assessments. Stacked translations present students with a complete translation (Spanish) of test content together with the full text of the original English version.

Setting: Individual, small group, large group, as long as all students are receiving extended time

Considerations/Constraints:

- Only available for Math in Grades 2-8 and Science in Grades 4,6, and 8.

- Prior practice of this accommodation has been waived and is available to all ELs for whom the I-ELP Committee feels this accommodation would be beneficial.

- Prior to selecting this accommodation, refer to the *Guidance for English Learner Committees Regarding Participation of English Learners on State Assessments in Spanish*:

> ### *Guidance for English Learner Committees Regarding Participation of English Learners on State Assessments in Spanish*
>
> The *Every Student Succeeds Act* (ESSA) stipulates the following:
>
>> *English Learner students must be assessed in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency.*
>
> English Learner (EL) students have the opportunity to take the Mathematics and Science tests (if applicable) of the *ACAP Summative* and all parts of *ACT WorkKeys* in Spanish, until the EL student attains English language proficiency. Alabama has defined English language proficiency as a 4.8 composite score on *ACCESS for ELLs*.
>
> The decision to administer a state assessment in Spanish is made by the school's EL Committee and becomes part of the student's I-ELP; therefore, this is not an administrative decision. The determination should not be based solely on the fact that the student is a Spanish speaker. The EL Committee should carefully consider the following:
>
>> - Is the student literate in Spanish? Not all students who speak Spanish fluently have a

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strong command of the written language. Without strong literacy in the Spanish language, students will likely not benefit from this form of the assessment.

- Is there enough evidence to indicate the Spanish form of the assessment is most likely to yield accurate data?

EL students who will be administered the Spanish form of the assessments are not required to have prior practice of this accommodation on classroom assessments or tests. This accommodation is available to any EL student for whom the EL Committee feels it is in his or her best interest, as documented in the I-ELP.

Translated Directions

Description: Translated directions are available in the following languages. Prior practice for this accommodation is waived.

1. Spanish
2. Arabic
3. Chinese
4. Korean
5. Vietnamese

Constraints/Considerations:

The directions can either be printed on paper and given directly to the student to read while the Test Administrator is reading the directions in English, **OR** the directions may be read by a Native Language Interpreter.

Set Up—Option 1:

- Translated directions must be downloaded from the DRC INSIGHT Portal Documents page by the BTC and provided to the Test Administrator prior to the test session.
- The Test Administrator will give the printed directions directly to the EL student, who is responsible for independently reading the directions silently.
- After testing, the printed directions should be returned to the BTC and may be reused if desired.

Setting for Option 1:

- Individual or small group, as long as all students in the group are receiving extended time.

Set Up—Option 2:

- Translated directions must be downloaded from the DRC INSIGHT Portal Documents page by the BTC and made available to the Native Language Interpreter prior to the test session.

- The Native Language Interpreter will read the translated directions aloud while the student(s) follows along in English in the online test engine.

- After testing, the printed directions must be returned to the BTC and may be reused if desired.

Setting for Option 2:

- Individual or small group, as long as all students in the group are receiving extended time.

- The Native Language Interpreter may serve as the Test Administrator as long as he/she meets the guidance for a Test Administrator as indicated in the *ACAP Integrity Handbook for Test Administration.*

APPENDIX A:
Timing Assignments for *ACAP Summative* Accessibility Supports and Accommodations

Timing Assignments for *ACAP Summative* Accessibility Supports and Accommodations

Accessibility Support/Accommodation	Standard Time	Extended Time	Untimed
Breaks	X		
FM System	X		
Individual Administration	X		
Oral Reader	X		
Small Group	X		
Abacus	X		
Assistive Technology			X
Braille			X
Extended Time		X	
Large Print	X		
Multiple Days			X
Oral Presentation *(Text-to-Speech/Human Reader)*			X
Paper Test	X		
~~Refreshable Braille~~ NOT AVAILABLE SPRING 2021			~~X~~
~~Screen Reader~~ NOT AVAILABLE SPRING 2021			~~X~~
Scribe			X
Sign Language *(directions only)*	X		
Sign Language *(test items)*			X
English/Native Language Word-to-Word Glossary		X	
Oral Presentation *(Spanish Text-to-Speech/Spanish Human Reader)*			X
Stacked Spanish		X	
Translated Directions		X	

APPENDIX B:

ACAP Summative Paper Request Form

ACAP Summative
Paper Request Form

The *ACAP Summative* is an online, technology-enhanced assessment that utilizes Universal Design elements to ensure that all students can meaningfully participate, with or without the use of supports. Paper tests are not an option; however, they will be provided on a case-by-case basis, upon approval by the Office of Assessment and only for students with a documented disability that prevents them from being able to access the assessment in the online platform.

Student Information

Student Name: _____   SSID: _____ Grade: _____

System: _____   School: _____

Reason for Request:

☐ IEP specifies instruction and assessment are paper only.
☐ Section 504 Plan specifies instruction and assessment are paper only.
☐ The student has a unique situation that is not listed above. Describe, in detail, below:

_____
_____
_____
_____

Principal's Assurances

	Y	N	If no, add comment(s):
1. A team convened to discuss this request.			
2. The student's parent/guardian was consulted and agrees to this request. _____ *Parent/Guardian Signature*			
3. I certify that this student cannot participate in the computer-based assessment, even with designated supports and/or accommodations.			
4. I understand this student will not have access to any of the accessibility features that are only available in the online platform.			

I certify that the information contained within this request is complete and accurate.

Principal's Name: _____   Principal's Signature: _____

System Test Coordinator's
Name: _____   System Test Coordinator's
Signature: _____

****

Decision:
☐ Paper test approved.
☐ Paper test denied. Reason: _____

Office of Assessment Signature: _____   Date: _____

Track Revisions

Date	Page Number(s)	Nature of Revision
2020-11-17	14, 24	Strikethrough Refreshable Braille. It will no longer be available for spring 2021.
2020-11-17	15, 24	Strikethrough Screen Reader. It will no longer be available for spring 2021
2020-11-17	3	Strikethrough reference to Appendix C. It was decided not to include that form in the final version of this document.