ALABAMA STATE DEPARTMENT OF EDUCATION

ACAP

Alabama Comprehensive Assessment Program

ALTERNATE

Test Administration Manual

Spring 2022

Grades 2–8, 10, and 11 English Language Arts and Math

Grades 4, 6, 8, 10, and 11 Science

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INTRODUCTION

The *Alabama Comprehensive Assessment Program* (*ACAP*) *Alternate* is an assessment administered to students in Grades 2–8, 10, and 11 in English language arts and Math, and in Grades 4, 6, 8, 10, and 11 in Science, as an alternate to the general education state assessments. The *ACAP Alternate* is aligned to the *Alabama Alternate Achievement Standards* (*AAAS*) in English language arts (ELA), math, and science. The assessment is administered to students with the most significant cognitive disabilities who qualify for participation on the *ACAP Alternate* as determined by the IEP team. The *ACAP Alternate* consists of thirty-two multiple-choice items and two performance task items per grade per content area.

The *ACAP Alternate* will provide teachers, students, and parents with an assessment of student progress in mastering skills identified in the *AAAS*. The *ACAP Alternate* is an untimed, paper-based student booklet assessment, with an online testing environment for the Test Administrator (TA). The entire test will be read by the TA. The student will provide a response to each test item, and the TA will record the student's responses into DRC INSIGHT. The student may respond verbally, by pointing to or marking their response in the test booklet, by eye gazing, using a communication device, or by any other means of communication used regularly by the student in the classroom. At no time will the student interact with the computer. The student is not required to record any answers in the student test booklet but may do so if preferred.

Grade Levels and Content Areas Assessed

Grade	ELA	Math	Science
2	✓	✓	
3	✓	✓	
4	✓	✓	✓
5	✓	✓	
6	✓	✓	✓
7	✓	✓	
8	✓	✓	✓
10	✓	✓	✓
11	✓	✓	✓

Who Should Administer the *ACAP Alternate*?

A TA for the *ACAP Alternate* must be certificated and *ACAP Alternate* trained. The educator responsible for providing the majority of the student's daily classroom instruction should administer the assessment. If this is not possible, any certificated and *ACAP Alternate*–trained TA may administer the assessment.

The TA will capture the student responses within the DRC INSIGHT Secure Application (DRC INSIGHT). The student will use the *ACAP Alternate* student test booklet for the assessment. **The student will not interact with DRC INSIGHT.**

Participation for Students of Special Populations

Alabama requires that all students participate in the ACAP. All students must be included to the fullest extent possible in all assessments and have their results included in the state accountability system. This required participation is supported by federal legislation. The *ACAP Alternate* is available in English only; therefore, all students, including English learner students, must take the assessment as written in English.

TEST ADMINISTRATOR RESPONSIBILITIES

Before Test Day

- ❑ Attend test security and test administration training provided by the System Test Coordinator (STC) or Building Test Coordinator (BTC) and discuss any questions that you may have.
- ❑ Read this manual in its entirety, as well as any additional documents provided during test administration training.
- ❑ Ensure DRC INSIGHT software has been installed on the testing device that will be used to administer the test.
- ❑ Ensure that you know how to launch DRC INSIGHT on the device that will be used for capturing the student's responses. Note: Only the TA will interact with DRC INSIGHT.
- ❑ Ensure that you have watched the Test Administrator Tutorial training video.
- ❑ Ensure that you are aware of the communication plan, as instructed by the BTC, in the event an issue or technology challenge should arise.
- ❑ If a technology issue is encountered, stop testing and secure all test materials. Locate the BTC and report the issue.
- ❑ Prepare the classroom for testing:

  - ✓ Coordinate with the BTC to ensure that the testing room is free from any noise or distractions.
  - ✓ Charts or posters that provide factual information or guidance must be removed or covered.
  - ✓ If using a portable testing device, such as a laptop or a tablet, ensure the device is connected to a power source (preferred) or fully charged.

PREPARING FOR ADMINISTRATION OF THE *ACAP ALTERNATE*

Scheduling the Test

The students participating in the *ACAP Alternate* may require multiple testing sessions to complete each content area assessed. The TA should be aware of student fatigue and physical/emotional issues and plan testing sessions accordingly.

Test Materials

Test materials must be checked out from the BTC prior to beginning the test session. All test materials must be kept secure and in the possession of the TA at all times. If at any time a break from testing is required, the TA must ensure that test materials remain secure. This may require that the TA return the test materials to the BTC until the test session resumes.

The following materials are needed for each administration of the *ACAP Alternate*:

- Test Administration Manual (TAM)
- Test Administrator Notes (if administering the braille form of the test)
- Student test ticket
- Student test booklet
- Scratch paper (optional)
- Math reference sheet for Grade 3, Grades 4 and 5, or Grades 6 and 7 (if desired). These reference sheets will be provided by the STC or BTC if the decision is made to use them.
- Calculator for math Grades 6–8, 10, and 11 (if desired).

TEST ADMINISTRATION SET-UP

The TA is to create an appropriate testing environment for each student taking the test.

All students should have the opportunity to test under the same conditions.

Students may use **only** materials and/or supplies that are specified in this manual or needed as accommodations.

The Room

Charts or posters that provide factual information or guidance must be removed or covered.

Student desks/tabletops must be cleared of any materials not specified in this manual. Non-approved material that is affixed to desks/tabletops must be covered. This does not apply to materials required to facilitate student communication or for medical purposes.

Seating

Seating must be arranged to ensure that the TA can access DRC INSIGHT and still be able to point to the graphics and answer choices in the student booklet.

Recommended seating arrangements are displayed below. This graphic does not include all testing scenarios. The TA should arrange seating to best meet the unique needs of the individual student.
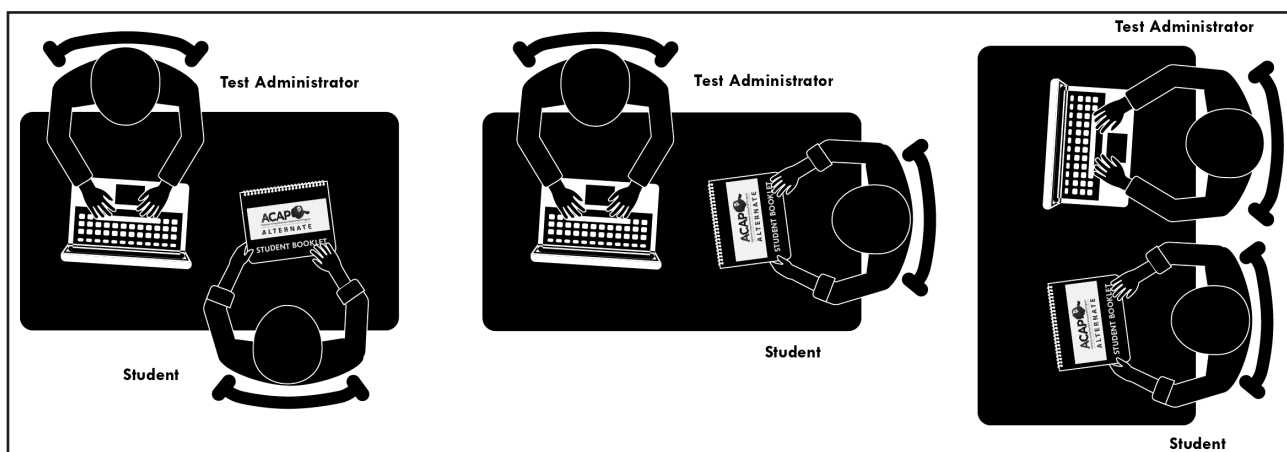
On Test Day, Before Beginning Each Session

- ❑ Obtain from the BTC all necessary materials for test administration. This may include reference sheets for math, Grade 3, Grades 4 and 5, and Grades 6 and 7, if the decision has been made to use these.
- ❑ Confirm that you have the correct test ticket and the correct test booklet for the student you are testing.
- ❑ Check the test ticket to confirm the applicable accommodations have been assigned.
- ❑ Ensure that any accommodated test materials are provided to the student.
- ❑ Certificated personnel must maintain custody of the test materials at all times.
- ❑ Post a "Testing" sign on your classroom door.

❑ Follow the cell phone collection process as detailed in the School Test Security Plan. Ensure that no one entering the testing room is in possession of a cell phone or a digital device other than the one that will be used for test administration. This includes smart watches, tablets, and any other device capable of accessing the internet or capturing images of test content.

❑ The only device(s) allowed in the testing session is the device/computer used for test administration and any device the student must use to communicate. Any other device(s) must be approved by ALSDE Student Assessment.

ADMINISTRATION OF THE *ACAP ALTERNATE*

To ensure accurate achievement results, the TA must follow the same procedures for administering the test to each student. Students will be administered the assessment in a one-to-one setting by a certificated TA. The entire test will be read by the TA. The student will respond to each test item, using their preferred method of communication recognized by the TA, and the TA will record the student's responses in DRC INSIGHT. At no time will the student interact with the computer.

A script is provided at the top of the TA's screen for each item. The TA must follow the script for each item exactly as it is written. The text printed in **bold type** must be read aloud **word for word** to the student. The text that is *italicized* is informational and for the TA only, and it should not be read to the student. (See the Sample Items section beginning on page 10.)

Students are allowed to write in the student test booklets if they prefer to do so. However, the TA must transcribe any responses the student writes in the test booklet into DRC INSIGHT.

If the TA reads a test item to the student but the student does not provide a response, the TA will record the student's response as "**no response**."

If the student provides a response that is not related to the question or answer choices, the TA will record the student's entire response and select "**off topic**."

Based upon the individual student's needs, the TA may determine

- the student's primary mode of communication,
- the number of items administered in one sitting,
- when to repeat test items and responses,
- appropriate breaks, and
- when to conclude the administration of the test.*

Note: Once a student's response to a test item has been recorded in DRC INSIGHT, the test item must not be repeated or revisited. If the TA has inadvertently missed marking the student's item response, the TA may revisit and administer the item.

Do not review, copy, reproduce, photograph, fax, or take notes on test items. Disclosure of test content is strictly prohibited and is a test security violation.

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* The test administration may be concluded when a student does not respond to the **first five consecutive items (Questions 1–5)** of a content area, and the TA determines that the student will have no response to the remainder of the test items. The student will be counted as a participant in the *ACAP Alternate* process; however, incomplete items will be scored as incorrect.

Prior to Starting the Test

❑ The TA will confirm that the student's test booklet and test ticket are correct for the student being tested.

❑ The TA will also confirm that the accommodations listed on the student's test ticket are correct.

❑ Once the student is seated, provide the Student Test Booklet, as indicated in the graphic above, scratch paper if needed, and any reference materials or manipulatives being used.

❑ Once the test begins, the TA is required to follow the script exactly as written. However, for *some* students, and **prior to beginning the test**, it may be appropriate to explain how the test will be administered. For example, the TA may say: "I will be reading the questions and prompts to you directly from the computer screen. I will wait for your response and then I will record your answer in the computer."

❑ Once the student and the TA are ready to begin testing, the TA will log in to DRC INSIGHT using the student's test ticket.

Beginning the Test

❑ The TA will first be prompted to enter their name in DRC INSIGHT. **Do NOT enter the student's name.** The TA will also choose the option(s) from the list provided that best describes how this student will respond to the writing prompts. If this student will respond to the writing prompts in a way not listed, the TA will describe the manner in which this student will respond. (See the Test Administrator Directions Prior to Beginning the Test on page 9 of this manual.)

❑ The next screen that appears is the first test item. At this point, the TA will read directly from the script, **verbatim**, which is located at the top of the screen.

❑ The TA will read the test items, passages, and answer choices as clearly as possible without emphasizing any word or phrase. Read each answer choice in the same manner so as not to cue or miscue the student.

❑ Pause between questions, statements, or answer choices to give the student sufficient time to reflect on the items.

❑ Follow the student's direction as to how quickly or how slowly to read. Pause at the student's request.

❑ The TA may repeat passages, item prompts, and answer choices at the student's request while on the item. If the student pauses for a considerable period of time, the TA may ask the student if he/she would like anything to be read again. Once a student has responded to an item and the response has been recorded in DRC INSIGHT, the TA cannot return to the item.

❑ In the event a student has a question, the TA should respond by repeating the passage, item prompt, or answer choices.

❑ While some conversation between the student and the TA is expected (for example, the TA may need to gently prompt the student to respond), this should be kept to a minimum.

❑ The TA may pause the assessment to provide students with a break by clicking the **Pause** button. The test session will automatically end after ten minutes. Once the student is ready to resume testing, the TA will log back into the test session using the student's same test ticket.

❑ The TA will determine when a sufficient amount of time has elapsed for a response. If no response is given, the TA will select the "No Response" option.

- ❑ If the student is unable to respond in any way, even with the TA's best efforts to solicit a response to the **first five consecutive items (Questions 1–5)** on the test, the TA should select "No Response" for each of the items and may submit the test without going through all of the remaining items. In this case, the TA must complete the *ACAP Alternate No Response Form* and submit it to the BTC.

- ❑ The "Off Topic" response option can be used to record student responses that clearly do not relate to the question being asked. For example, the question asks the student to give the answer to a multiplication problem, but the student responds by saying, "I love my new boots." This would indicate an "Off Topic" response.

Ending the Test

- ❑ Once the student has been given the opportunity to respond to all of the items in the test, the TA will see a review screen. This screen shows the item numbers with checkmarks in the boxes to indicate a response was selected for the item.

- ❑ If an item does not have a check mark in the box, there was no response option selected for that item. In this case, if the TA knows that the student DID respond to the item, the TA may return to that item and re-administer the item to the student.

- ❑ Once responses have been entered for all of the items, the TA will click on the "**Review/End Test**" button, then on the "**End Test**" button, then on the "**Submit**" button. The student's responses have now been submitted for scoring. The TA cannot log back in to this content area test.

- ❑ The TA will collect the student test booklet, scratch paper (if used), and any reference materials or manipulatives (if used) from the student.

- ❑ The TA will then return all test materials, including the student's test ticket, to the BTC.

- ❑ Report any testing irregularities immediately to your BTC, Principal, or STC. Failure to report an irregularity to the appropriate authority constitutes a violation of ALSDE Student Assessment guidelines and may result in a misadministration.

TEST ADMINISTRATOR DIRECTIONS PRIOR TO BEGINNING THE TEST

The Test Administrator will enter their name in the space provided and then select the option(s) that best describe(s) how the student will respond to the writing prompts.

If this student will respond to the writing prompts in a way not listed, the TA should describe the manner in which they will respond in the space provided.

ADMINISTERING EACH ITEM TYPE

Item Type Definitions Across Content Areas

Each *ACAP Alternate* assessment includes selected-response items (multiple-choice items, multi-select items, and two-part multiple-choice items). In addition, at grades 4–8, 10, and 11, the ELA assessment also includes a Constructed Response Performance Task writing item.

Multiple-Choice (MC) Items: MC items have three answer choices, including two distractors and one correct answer.

Constructed Response (CR) Items: CR items require students to respond using their preferred method of communication.

Multi-Select (MS) Items: MS items are similar in structure to MC items. However, unlike an MC item, an MS item has four options and more than one correct answer. In other words, multiple responses are required for a given item.

Two-Part Multiple-Choice Items: Two-Part Multiple-Choice Items have two questions. You may need to scroll down to see the complete item.

Multiple-Choice Item

> **The TA must follow the script *verbatim*.** The TA will read every bolded statement and follow the instructions that are italicized. Do not read the statements that are not bolded. The TA will enter the student's response into DRC INSIGHT.

Question 1

SAY: Follow along while I read the story. *Point to and read the story.*

My Summers. *Pause.* **My summers are fun. I play at the park. I ride my bike. I go swimming. I wish summers would never end.**

What is the main idea of the story? *Point to and read the answer choices.*

ⓐ **My summers are fun.**

ⓑ **I play at the park.**

ⓒ **I ride my bike.**

ⓓ no response

ⓔ off topic

Review/End Test   Pause   Flag   Options   Next

Constructed Response Item

The TA must follow the script *verbatim*. The TA will record the student's response in detail in the text box. The student may write or draw their responses in the space provided in the student test booklet. In that case, the student should communicate what was written or drawn, and the TA will type the entire student response in the text box. If the student is unable to communicate their response(s), the TA will describe what they drew or wrote.

If the student responds using picture(s) or manipulative(s), the TA should state that the student responded using picture(s) and/or manipulative(s) and then describe the response in detail in the text box.

If the student does not respond to any of the prompts, the TA should scroll down and select "No Response".

If the student's response is "Off Topic", the TA must still type the student's entire response in the text box, and then select "Off Topic".

ENLARGE Tool: The TA should read the *Writer's Checklist* to the student to ensure that the student knows what should be present within their response. Click the *Enlarge* button to open. Click the X to close.

Multi-Select Item
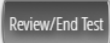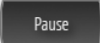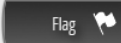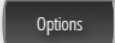
The TA must follow the script *verbatim*. The TA will read every bolded statement and follow the instructions that are italicized. Do not read the statements that are not bolded. The TA will enter the student's **two** responses into DRC INSIGHT.

Question 6

SAY: Here is the number fifty-three. *Point to the number.* **Which <u>two</u> numbers are less than fifty-three? Choose two.** *Point to and read the answer choices.*

(a) **seventeen**

(b) **sixty-three**

(c) **fifty**

(d) **eighty**

(e) no response

(f) off topic

Review/End Test Pause Flag Options Back Next

Two-Part Multiple-Choice Item

The TA must follow the script *verbatim*. The TA will select the student's response to the first question. Then the TA will read the second question and use the Pointer tool to select the student's response. Use the scroll bar on the right side to view all answer options.

ACCOMMODATIONS

Accommodations provided to students for testing must be the same accommodations that are provided to students in the classroom and on classroom tests. The accommodations listed in the table below should have been selected for the student in the DRC INSIGHT Portal by the STC/BTC during one of the ACAP Accessibility Supports and Accommodations Windows. The abbreviations for each selected accommodation will appear on the test ticket. The TA must ensure that the student receives the selected accommodations.

ACAP Alternate Test Ticket Abbreviations for Accessibility Supports and Accommodations

Accommodation Name	ELA	Math	Science	Ticket Abbreviation
Abacus	Yes	Yes	Yes	AB
Assistive Technology	Yes	Yes	Yes	AT
Augmented Alternative Communication Device	Yes	Yes	Yes	AAC
Braille	Yes	Yes	Yes	BRL
English Native Language Word-to-Word Glossary	Yes	Yes	Yes	WW
FM System	Yes	Yes	Yes	FM
Low Vision Aids	Yes	Yes	Yes	LVA
Magnifier	Yes	Yes	Yes	MG
Manipulatives	Yes	Yes	Yes	MP
Sign Language (Instructions and Test Items)	Yes	Yes	Yes	SLI

ADMINISTRATION INSTRUCTIONS FOR BRAILLE

The TA should follow the same policies and procedures when administering a braille test as when administering a standard form test. All braille test materials are secure. Materials and equipment needed by the student should be provided before testing begins.

Be sure to have available all the materials needed to administer the braille tests, including

- the TA Notes,**
- the *ACAP Alternate* TAM,
- the braille test booklet,
- the standard student test booklet,
- a device/computer for the TA with DRC INSIGHT installed, and
- any reference sheets, such as the math reference sheets for Grade 3, Grades 4 and 5, or Grades 6 and 7.

BREAKS

Every student must be given sufficient time to respond to and complete every test item. Students are allowed breaks during the testing period. The length of time taken for a break may be determined by the TA and/or be based on individual student needs.

When stopping a session of the assessment, the TA should **Pause** and **Exit** the test in DRC INSIGHT. **DO NOT SUBMIT** the test. It is recommended that the session end after the student has completed an item set rather than between items within the set. When resuming the assessment, any item that has already been administered may not be repeated. The TA must begin the test administration at the point where it was stopped during the previous administration.

The TA Notes guide the TA in the administration of the braille test. Information such as the braille page number, item number, and notes (text to **SAY to the student and **ASK** the student) is included in the braille kit materials. Please refer to the TA Notes when you are ready to administer the braille forms of the *ACAP Alternate*.

TEST ADMINISTRATION POLICIES AND TEST SECURITY

TAs involved in the administration of the *ACAP Alternate* must be trained on test administration, the handling of test materials, and test security.

Each TA must sign the *District/School Report of Training* and all forms associated with test security, ethics in test administration, and the use of digital devices (see the *Alabama State Department of Education Digital Device Policy for ACAP Testing* in the appendix of this manual).

Assisting Students

The TA must maintain an impartial and professional attitude. Students are to receive no help during the administration of the test beyond making certain that they understand test directions. School officials/personnel who offer/provide inappropriate assistance to students can face severe consequences, including suspension or revocation of teaching certificates.

Monitoring Students

Students must be supervised by trained and certificated personnel while having access to the test. BTCs should check on the testing rooms periodically to verify proper monitoring by the TA and to assist in the event of an emergency.

Disclosing Test Content

TAs and students are **not** allowed to discuss the test items with anyone.

Security of Test Materials

Test tickets and used scratch paper are considered secure test materials. Used scratch paper MAY NOT be reused for another test session. Both test tickets and scratch paper must be returned to the BTC immediately after testing is completed.

TAs are responsible for collecting all test materials at the end of the testing period and returning the materials as instructed to the BTC.

Testing Irregularities

TAs should immediately report any testing irregularities to the BTC and/or Principal. A testing irregularity is any occurrence that may influence a student's performance. Examples of testing irregularities include, but are not limited to, the following:

- A student is observed in possession of a digital device during the testing session or during a break.
- A teacher or another adult provides improper assistance to a student.
- A teacher or another adult is observed using a cell phone or other digital device.
- Testing accommodations specified in a student's IEP, Section 504 Plan, or I-ELP are not provided.
- A student is provided a testing accommodation that is not specified in an IEP, Section 504 Plan, or I-ELP.
- An excessive disturbance or disruption occurs during the testing session.
- Ineligible students are tested.

Invalidation of Test Scores

Failure to strictly adhere to consistent and uniform test administration procedures may result in the invalidation of student scores. Only STCs are authorized to invalidate student scores. STCs must call ALSDE Student Assessment for an invalidation code.

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APPENDIX

Irregularity Report

IRREGULARITY REPORT

1. The Principal or BTC should complete this report if unusual or unexpected circumstances have occurred (e.g., misconduct of student, illness of student, suspicion of cheating, interruption of testing) during the administration of a state assessment. Once the report is completed, it must be submitted to the STC.

2. The STC must complete this report only in the event that a major violation/irregularity has occurred. Upon receipt of a major irregularity, contact Student Assessment immediately.

General Information	
District:	School:
Assessment:	Content Area:
Date of Incident:	Grade(s):
Test Administrator:	Proctor (if applicable):
Mode: ☐ Paper ☐ Online	Number of Students Affected:
Building Test Coordinator:	Principal:
Location:	Call Student Assessment for Irregularity/Invalidation Code #

Irregularity	
Irregularity (Check all that apply)	
☐ **Major Irregularity**	☐ **Procedural Irregularity**
☐ Staff ☐ Student	☐ Staff ☐ Student
☐ Altering responses during/after testing	☐ Disturbance inside/outside the classroom
☐ Tampering with students' tests or any test materials	☐ Disruptive behavior from a student
☐ Assisting students with responses	☐ Illness of a student
☐ Viewing secure test content	☐ Improper ID or late arrivals
☐ Discussing/disclosing/coaching secure test content or responses	☐ Computer/technology issues
☐ Cheating by the student	☐ Defective test materials or audio equipment
☐ Duplicating/recording/electronically capturing test content	☐ Incorrect name on answer documents
☐ Improperly exempting/preventing student(s) from participating	☐ Environmental teaching aids being exposed
☐ Failing to provide accessibility supports/accommodations	☐ Directions not being followed
☐ Violation of Digital Device Policy	☐ Materials being distributed inappropriately
☐ Encouraging/assisting in violation of security and confidentiality	☐ Other (explain)
☐ Failing to report an irregularity	
☐ Other (explain)	

Student Information		
Grade	**State ID # (SSID)**	**Name**

Witness Names and Contact Information	
Name	**Contact Information**

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Irregularity Report (page 2)

Persons Involved - List everyone <u>directly</u> involved in the incident being reported. Include Contact Information.	
Name	**Contact Information**

In detail, describe the irregularity that occurred:

_____   _____

    Name of Person Reporting Irregularity   **Signature of Person Reporting Irregularity**

_____   _____

        Position/Title   **Contact Information**

_____

Date

Page 2/2

ACAP Alternate Print-on-Demand Form

A L T E R N A T E

ACAP Alternate Print-on-Demand Form

The *ACAP Alternate Print-on-Demand Form* is to be used for students who require a paper form in order for modifications to be made to the presentation of the assessment. For students who experience low vision or for students who are totally blind, it may be necessary to cut the test apart so the student will be better able to see it (for example, placing individual pages on an eye gazing board).

Please note that this modification of the assessment is intended to be used for those students who receive this same type of presentation in the classroom.

Use this form to request a **Print-on-Demand** form of the assessment. **ALSDE Student Assessment APPROVAL REQUIRED.**

NOTE: Once the test is modified (cut apart), all pieces must be placed into a Manila envelope and returned to the System Test Coordinator to be shredded.

District: _____

School Name	Student Name	SSID Number	Grade

_____
System Test Coordinator's Signature

_____
Date

Upload this signed form to the Caveon portal. Inform S. Beard at sbeard@alsde.edu that the form has been uploaded. System Test Coordinators will be notified when the paper form is available for download.

ACAP Alternate No Response Form

ACAP
Alabama Comprehensive Assessment Program
A L T E R N A T E

No Response Form
(Five Consecutive Item Rule*)

The *ACAP Alternate No Response Form* should be used to document instances in which students are unable to complete the first five consecutive items of a content area.

District Name: _____

Date	Subject(s)	School Name	Student Name	Student SSID	Grade

* Within each content area of the ACAP Alternate, the first five consecutive items (Questions 1-5) are completed with a No Response answer selection.

_____   _____
System Test Coordinator's Signature   **Date**

Upload this form to the Caveon portal. Inform Susan Beard at sbeard@alsde.edu that the form has been uploaded.

Alabama State Department of Education Digital Device Policy for ACAP Testing

Alabama State Department of Education Digital Device Policy for ACAP Testing

Each local education agency (LEA) shall have in place a digital device collection plan for each school for both school personnel and students who participate in the Alabama Comprehensive Assessment Program (ACAP). This collection shall take place prior to school personnel or students entering the testing room.

For purposes of this policy, digital devices are defined to include anything that can capture, store, relay, or receive electronic information. **Exceptions** to this policy include any digital device that is medically necessary for the health and/or well-being of school personnel or students. **All exceptions must be pre-approved by ALSDE Student Assessment.**

LEAs shall make all school personnel participating in the ACAP, students, parents, and/or guardians aware of this prohibition through inclusion of this policy in the employee handbook, the Student Code of Conduct Handbook, and may also publicize this policy through other normally accepted methods.

LEA Personnel

LEA personnel shall not **possess or use** any digital device when they are administering or proctoring an ACAP test. This prohibition does not apply to school personnel who are hall monitors during the test. **The possession or use of a digital device by school personnel participating in the ACAP is strictly prohibited during the administration of the test, unless pre-approved by the ALSDE.** If school personnel are observed in possession of a digital device during the administration of an ACAP test the device may be confiscated. If school personnel are observed using a digital device during the administration of an ACAP test (or if there is reasonable suspicion that the device was used during the test), the device may be **confiscated and searched for any information related to the ACAP.** Additionally, the personnel shall be dismissed from testing, and the tests may be invalidated in accordance with ACAP policy. Violation(s) may result in disciplinary action by the LEA and by the Alabama State Department of Education, up to and including possible employment termination and certification revocation.

Student Policy

Students shall not **possess or use** any digital device when they are participating in ACAP testing. **The possession or use of a digital device by a student participating in the ACAP is strictly prohibited during the administration of the test, unless pre-approved by the ALSDE.** If a student is observed in possession of a digital device during the administration of an ACAP test, the device may be confiscated. If a student is observed using a digital device during the administration of an ACAP test (or if there is reasonable suspicion that the device was used during the test), testing for the student shall cease, the device may be **confiscated and searched for any information related to the ACAP.** Additionally, the student shall be dismissed from testing, and the student's test shall be invalidated in accordance with ACAP policy. Violation(s) may result in disciplinary action by the LEA in accordance with the LEA's disciplinary policy.

By signing I am affirming that I understand, accept, and will comply with this policy.

_____	_____
Name (Typed or Printed)	Signature
_____	_____
System	School
_____	_____
Position/Title	Date

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ACAP Alternate

Test Administration Manual

Spring 2022