ASAP MANUAL

*A*ccessibility *S*upports and *A*ccommodations *P*olicy

for State Assessments

2023-2024

Alabama State Department of Education
Student Assessment

Contents

CHANGE HISTORY

2021-2022	
All applicable pages	Changed ML to EL
Page 2	Inserted two links to the *ASAP Manual* Recorded Webinars
2022-2023	
Page 5	Added Classroom Accommodations vs State Testing Accommodations
Page 19	Added *Guidance on the Use of Service Animals During State Assessments*
Pages 52-53	Added *Special Request Form*
Pages 54-55	Added the *Letter of Notification of Change for State Assessments* form
Pages 56-57	Added *Temporary Medical Emergency Form*
Pages 58-59	Added the *Digital Device Exception Request*
Pages 60-61	Added *Human Reader Request Form*
All applicable pages	Updated all forms and *Accessibility Supports and Accommodations Tables*
All applicable pages	General aesthetic changes and updated guidance
All applicable pages	Removed all *ACT Accessibility Supports and Accommodations Tables*
All applicable pages	Removed the Descriptions of the Supports Tables – Information from these tables can be found in the *ACAP Supplement* and on the *ACAP Alternate Accessibility Supports and Accommodations Table*
2023-2024	
Page 19	English learner checklists: Updated all the checklists to adhere to WIDA changes and updates.
Pages 15-18	Updated the *ACAP Alternate* and *ACAP Summative Accessibility Supports and Accommodations Tables.*
All applicable pages	Updated all forms
-----------------------	Removed the *ACAP Summative Supplement.* It is now a standalone document.

To Reference the *PreACT Secure, ACT with Writing, and ACT WorkKeys Accessibility Supports and Accommodations Tables:*

ACT Accommodations – **Select the correct assessment and then STEP 3**.

INTRODUCTION

The *Alabama Comprehensive Assessment Program (*ACAP*) Accessibility Supports and Accommodations Policy (*ASAP*) for* state assessments, further referred to as the **ASAP Manual**, establishes **guidance** for the **selection** and **use** of accessibility supports and/or accommodations on state assessments for **all** students, including students with disabilities, English learner (EL) students, and ELs with disabilities. The guidance in this manual applies to students who use accessibility supports and/or accommodations for state assessments and emphasizes an individualized approach to the selection and implementation of accommodation practices for those students who have diverse needs in the classroom.

In addition, the ASAP Manual provides all of the supports that are available, including applicable forms, for the *ACAP Summative*, *ACAP Alternate*, and all of the EL assessments and screeners. Many of the supports identified within the manual are unique to each of the state assessments. This places a greater emphasis on educators to ensure that students are provided supports consistent with each assessment. This manual also serves as a guide for IEP teams, Section 504, and I-ELP committees during the development of a student's individual plan. Educators should use this manual when making decisions about the supports that will be provided to students in the classroom during instruction. This will help to ensure that students are receiving practice on a regular basis for those supports that are allowed on state assessments.

PARTICIPATION OF ALL STUDENTS ON THE ACAP

Federal legislation and Alabama law require the inclusion of every student in Alabama on the ACAP. The *Administrative Code of Alabama, Chapter 290-4-2,* states the following:

All students must be provided the opportunity to participate in the state testing program.

This pertains to **all students**, including students with disabilities, ELs, and ELs with disabilities. Federal laws, such as the *Every Student Succeeds Act* (ESSA), the *Individuals with Disabilities Education Improvement Act* of 2004 (IDEA), Section 504 of the *1973 Rehabilitation Act*, and Title III of the *Elementary and Secondary Education Act* (ESEA), require the participation of all students on state assessments. Educators must be cautioned against the development of IEPs, Section 504 Plans, or I-ELPs that are written to exclude students from participating on a state assessment.

If you have questions regarding the ACAP or the information contained in this manual, please contact:

Alabama State Department of Education
Student Assessment
50 North Ripley Street
Montgomery, Alabama 36130

studentassessment@alsde.edu

PURPOSE

The ASAP Manual is intended for educators who serve students with disabilities, educators who participate in state testing, district English learner (EL) Coordinators, District Test Coordinators (DTC)s, Special Education Coordinators, Principals, English as a Second Language (ESL) teachers, and decision-making teams (IEP Teams, Section 504 Teams, and I-ELP Committees) to serve as a resource in planning for implementation of supports on state assessments.

Training on this manual is provided annually by Student Assessment.

The information provided is for educators to use in preparing for the **selection** and **use of** accessibility supports and accommodations for those students who need them on state assessments. Consider the guidance in this manual as a whole, prior to informing instructional and assessment decisions, to ensure appropriate implementation. **Note: Accommodations appropriate for use on state assessments may vary from instructional accommodations used in the classroom in order to ensure the validity of the assessment.**

ASAP MANUAL
REQUIRED AUDIENCE for TRAINING

Educators who Serve Students with Deficiencies in Math or Reading and Provide Support (SRIP, SMIP, SBIP)	**Educators who Serve Students of Special Populations** (IEP, Section 504 Plan, or I-ELP)	**Anyone who will Participate in State Testing**
Members of: IEP Team Section 504 Committee I-ELP Committee	**Administrators: Principals, EL Coordinators, Special Education Coordinators, Section 504 Coordinators, District Test Coordinators**	

NOTE: General education teachers who are not participating in state testing and <u>who do not serve</u> Special Education, Section 504, EL students, or students on any type of plan where supports are provided, are not required to attend annual training on this manual. However, districts may choose to make this a requirement, as the likelihood of working with students of special populations or with students who require the use of supports is highly probable at some point.

ELIGIBILITY FOR THE USE OF ACCESSIBILITY SUPPORTS AND/OR ACCOMMODATIONS ON STATE ASSESSMENTS

In Alabama, students must be eligible to receive special education services, Section 504 services, or English language instructional services in order to qualify for testing **accommodations**. All students, however, are eligible to receive **accessibility supports** if there is documentation of the need and use of the support in the classroom.

In the context of technology-based instruction and assessment, various supports are available for students to meet their individualized needs and preferences. These new individualized approaches that incorporate Universal Design Learning place greater responsibility on educator teams and individuals who make decisions about which students **need** and **should receive** specific supports among a variety of choices. Students, whose IEP, Section 504 Plan, or I-ELP indicate the need for an accessibility support or accommodation, should be allowed to use that support on test day. The support, whether it be an accessibility support or an accommodation, must be one that is permissible for that particular assessment. Supports provided on test day should be supports that are used in the classroom on a regular basis and have proven to be successful for the student.

Additionally, the student must **REQUIRE** the use of the support so much so, that in the absence of the support, the student would not be able to meaningfully access the assessment.

<u>At no time should a support be provided to a student for the first time on test day.</u>

UNDERSTANDING ACCESSIBILITY SUPPORTS

An **accessibility support** is a tool or procedure available for use **by all students**, including general education students, ELs, ELs with disabilities, and students with disabilities, for whom the need has been documented in the student's plan, justified, provided regularly, and proven to be successful in the classroom. These supports are intended to provide equitable access to classroom content and allow the students to demonstrate what they know and can do in the content areas on state assessments. Many of these supports are universally designed features that are components of the online assessments, and all students have equal access to these supports. It is important that educators allow students to become familiar with the accessibility supports that are available on state assessments prior to using them on test day.

UNDERSTANDING ACCOMMODATIONS

Accommodations are tools and procedures that provide equal access to instruction and assessment for students with disabilities. Through accommodations, students have an opportunity to participate in classroom instruction, on classroom tests, and on state assessments. Without accommodations, students with disabilities or EL students with disabilities would not be able to access grade-level instruction or participate fully on state assessments. Accommodations are intended to reduce, or even eliminate, the effects of a student's disability. They **DO NOT**, however, reduce learning expectations and should not provide a false picture of what a student knows and can do. Reliance on accommodations should never replace appropriate and rigorous instruction in the content area.

An accommodation on a state assessment should enable the student to demonstrate the degree of knowledge the student possesses in the content area. When a disability or limited English proficiency prevents the student from being able to demonstrate what he or she knows or is able to do, accommodations may be needed. Accommodations should be provided to ensure that each student receives individual consideration of his or her disability or level of English proficiency.

It is important to note that accommodations provided on state assessments may be slightly different from those provided in the classroom. For example, a student who receives a human read aloud accommodation in the classroom would qualify for the text-to-speech accommodation on an online state assessment. Educators must be aware of the available supports for each state assessment when making decisions about a student's plan, as these supports vary from assessment to assessment.

It is also important that educators help students become familiar with the accommodations provided so they are not using the selected accommodations for the first time on test day. Accommodations provided to students on state assessments must be justified, provided regularly, and proven successful during classroom instruction and on classroom assignments and tests.

An accommodation should not be provided if it changes the nature, content, or integrity of the test. It should be noted that there are some accommodations that may be appropriate for instruction but would not be appropriate for use on state assessments. There may be consequences (e.g., invalidation of a student's test score) for the use of accommodations on state assessments that are not permitted on the state assessment or documented in the student's plan. For example, the use of a reading accommodation on a subtest designed to measure a student's skill in reading **could** invalidate the subtest.

CLASSROOM ACCOMMODATIONS vs STATE TESTING ACCOMMODATIONS

Classroom Accommodations that are provided during classroom instruction may not be appropriate for state assessments. Instructional supports used in the classroom are necessary to ensure students can demonstrate their understanding of the curriculum. These supports will vary from student to student and from year to year. **State Testing Accommodations** are supports provided to students that change some aspect of the testing environment or the testing conditions. These supports require a student to have an IEP, Section 504 Plan, or an I-ELP. Educators should use caution when developing IEPs, Section 504 Plans, or I- ELPs to make certain the supports identified for the student are the allowable supports indicated in the *Accessibility Supports and Accommodations Tables* located in this manual or in the *Accessibility Supports Guide for the ACT* for ACT assessments.

VARIATIONS IN ACCESSIBILITY SUPPORTS AND ACCOMMODATIONS PRESENTATIONS ON STATE ASSESSMENTS

On some state assessments, accessibility supports and/or accommodations **<u>may not</u> be presented the same way as they are presented in the classroom**. For example, a student who receives a read aloud accommodation regularly in the classroom would qualify to receive the text-to-speech accommodation in the online testing platform. The support is the same, but the presentation is different. Additionally, students who receive Spanish text in the classroom may receive the Spanish text in a stacked Spanish format on the *ACAP Summative*. These accommodations, though presented differently on the state assessment, are still considered to be the same type of accommodation.

ASSIGNING ACCOMMODATIONS FOR A STATE ASSESSMENT

IEP, Section 504, and I-ELP Teams have the important task of determining which supports are appropriate for the student. **Classroom supports** that have been provided to the student regularly for assignments and assessments, which allows the student to demonstrate what he/she knows and can do, should be discussed at the meeting. If the team determines these supports are necessary for the student, they should then be included and documented clearly in the student's plan. To ensure the student receives these supports on test day, the *Testing Supports Form* must be completed.

It is also very important to ensure that any support listed on the *Testing Supports Form* is backed by evidence in the student's plan indicating the need for the support and the use of the support on a regular basis**.**

When approval is required for an accommodation, Student Assessment must rely on the information in the student's plan. Therefore, this documentation of the <u>justification</u> of, and the <u>regular use</u> of the accommodation, **is imperative.**

POLICIES ON THE SELECTION AND USE OF ACCESSIBILITY SUPPORTS AND/OR ACCOMMODATIONS ON STATE ASSESSMENTS

It is critical that educators become familiar with state policies regarding the appropriate use of accessibility supports and accommodations during state assessments. Accessibility supports and accommodations facilitate instruction and assessment of students effectively if they are selected and used properly.
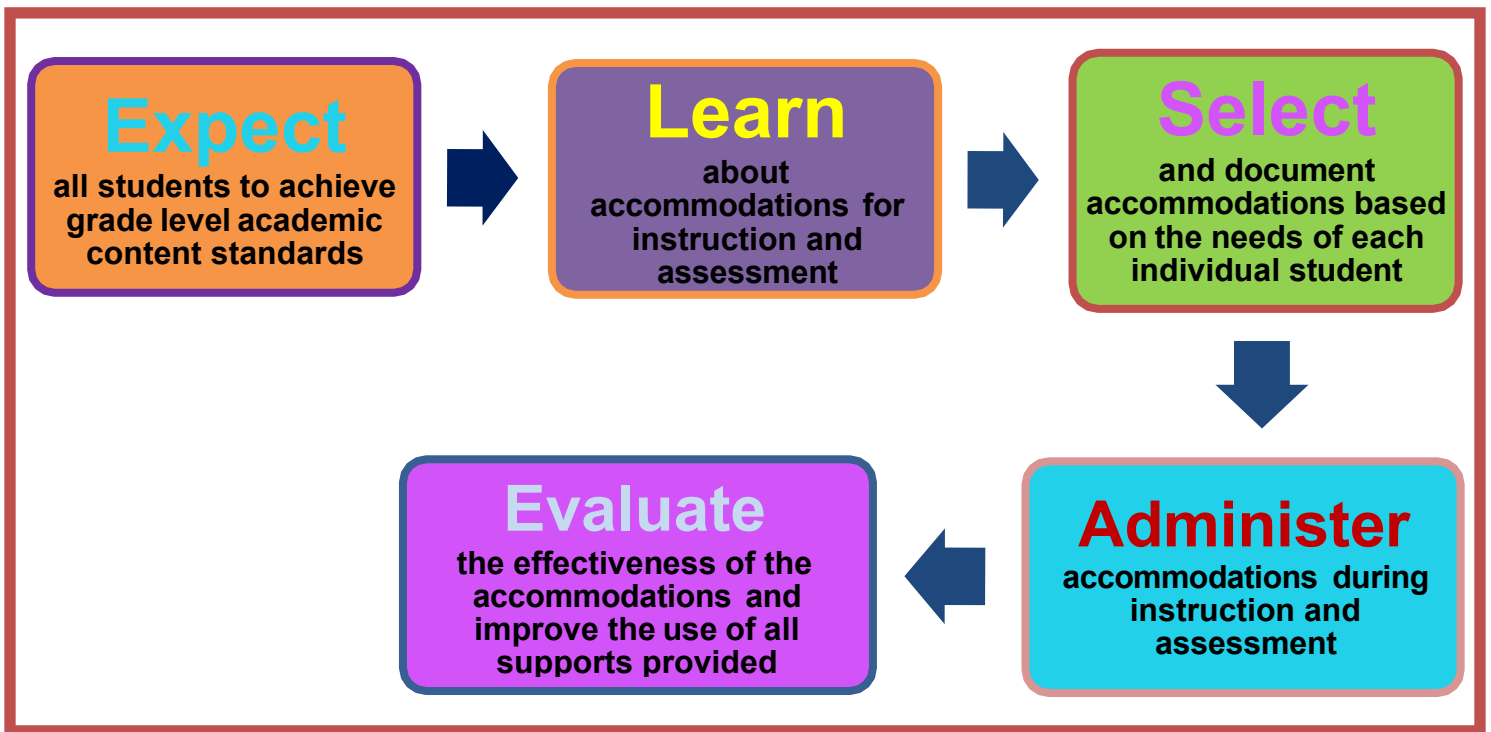
- Every student must be provided an opportunity to participate in state assessments.

- Selecting accessibility supports and/or accommodations for instruction and state assessments is the role of a student's IEP Team, Section 504, or I-ELP Committee.

- Every IEP Team, Section 504, or I-ELP Committee member must be knowledgeable about the available accessibility supports and/or accommodations for state assessments.

- Educators who will participate in the development of the student's plan, the administration of the assessment for a student with disabilities or an EL, and the provision of accessibility supports and/or accommodations must attend annual training on the ASAP Manual provided by Student Assessment and/or the district.

- Selected accessibility supports and/or accommodations should enable students to demonstrate their knowledge and skills.

- Accessibility supports and/or accommodations must be based upon individual student needs and not upon a category of disability, level of language proficiency, level of instruction, time spent in the general classroom, or program setting.

- Accessibility supports and/or accommodations used on state assessments must have been provided routinely during classroom instruction and on classroom assignments and tests.

- Accessibility supports and/or accommodations must be justified, proven successful, and documented in the student's plan.

- Accessibility supports and/or accommodations cannot supplant the skills the test is designed to measure.

- Accessibility supports and/or accommodations selected for state assessments must be identified on the *ACAP Testing Supports Form* and on the *Use of Accessibility Supports and/or Accommodations on State Assessments* form.

THE FIVE-STEP PROCESS FOR ACCOMMODATING STUDENTS WITH DISABILITIES

The Five-Step Process is to be used by educators during the process of selecting, implementing, and evaluating the use of supports in the classroom during instruction, on classroom assignments and tests and on state assessments. When making decisions and developing educational plans for students with disabilities, educational teams should consider each student's individual need for an accommodation. Once the accommodation is provided in the classroom, the educational team should examine evidence of the use of the accommodation, as well as the success of the accommodation on both classroom tests and state assessments.

It is important that educational teams take time to review the supports and investigate whether or not those supports were actually effective. Selecting supports for an educational plan, such as an IEP, Section 504 Plan, or I-ELP should be made carefully. To better promote the team's ability to make determinations about supports on state assessments, educators who work with the student should have results of classroom assignments and tests when the supports **were used** versus **when they were not used**. This provides a clear picture of which supports are most beneficial to the student.

FIVE-STEP PROCESS

Expect all students to achieve grade level academic content standards

→

Learn about accommodations for instruction and assessment

→

Select and document accommodations based on the needs of each individual student

↓

Administer accommodations during instruction and assessment

←

Evaluate the effectiveness of the accommodations and improve the use of all supports provided

Alabama Comprehensive Assessment Program Participation Chart
and
Decision Chart for English Learner Students in Their First 12 Months of Enrollment in a U.S. School

Purpose:

The purpose of these two charts is *to* identify the state assessments in which all students must participate. IEP, Section 504, and I-ELP Committees will use these charts to determine the subject areas assessed for each state assessment.

The ***Alabama Comprehensive Assessment Program Participation Chart*** lists all state assessments for which general education students and students participating on the *Alabama Alternate Achievement Standards* will participate. Students who receive instruction based on the *Alabama Alternate Achievement Standards* in grades 2-8, 10, and 11 will participate on the *ACAP Alternate.* Since there is no alternate assessment for grade 12, students must either be provided an "*alternative"* assessment, or they must be allowed to demonstrate their knowledge and understanding of the areas being assessed from a collection of work samples or "evidence".

Evidence should include a collection of student work that exhibits a student's efforts, progress, and achievements in areas of the curriculum that relate to the tested subjects. This collection of evidence can be an examination of student work samples related to the subjects being assessed. For *ACT WorkKeys*, this would be the areas of Graphic Literacy, Workplace Documents, and Applied Math.

The ***Decision Chart for English Learner Students in Their First 12 Months of Enrollment in a U.S. School*** is used for those newly arrived EL students who have been enrolled in a U.S. school for twelve months or less. These students are provided flexibility on the *ACAP Summative* for English language arts. This flexibility is only afforded for one administration of a state assessment.

This flexibility **IS NOT** provided for any of the ACT assessments.

Alabama Comprehensive Assessment Program Participation Chart

Grades 2-8	Grade 10	Grade 11	Grade 12
ACAP Summative English Language Arts Mathematics Science (Grades 4, 6, and 8)	***PreACT Secure*** Reading Mathematics English Science	***ACT with Writing*** Reading Mathematics English Writing Science	***ACT WorkKeys*** (Optional) Graphic Literacy Workplace Documents Applied Math
OR	OR	OR	OR
ACAP Alternate English Language Arts Mathematics Science (Grades 4, 6, and 8)	***ACAP Alternate*** English Language Arts Mathematics Science	***ACAP Alternate*** English Language Arts Mathematics Science	Evidence **must** be collected, or a locally created assessment **must** be administered for: Graphic Literacy Workplace Documents Applied Math

In order to meet federal and state guidelines, teachers will need to provide a locally created alternate assessment for **<u>any</u>** test administered in the district for which there is **<u>not</u>** a formal alternate assessment – or – collect evidence for the subjects tested. Options include:

1. **Collect evidence for the specific subject area.** No minimum requirement of evidence per subject.

OR

2. **Create a test to assess the specific subject area.** No minimum requirement of test items per subject.

Decision Chart
for English Learner Students in Their First 12
Months of Enrollment in U.S. Schools

This Decision Chart lists the state assessments for which the EL student in his/her first 12 months of enrollment must participate.

Use the chart below to help clarify the participation of English learner (EL) students in their first 12 months of enrollment in U.S. schools on state assessments. The EL Committee must include decisions regarding the criteria outlined below in the Individual English Language Plan. These decisions must be made on an individual basis. If you have questions concerning special situations, please contact Student Assessment.

Grades 2-8	Grade 10	Grade 11	Grade 12
ACAP Summative	*PreACT Secure*	*ACT with Writing*	*ACT WorkKeys* OPTIONAL
Mathematics Science Grades 4, 6, 8 only	Mathematics Science Reading English	Mathematics Science Reading English Writing	Applied Math Graphic Literacy Workplace Documents

❖ Flexibility given to EL students in their first 12 months of enrollment in U.S. schools pertains to the academic content assessments in reading and English language arts – excluding all of the ACT assessments - for accountability purposes. Participation in reading and English language arts, though not required, is also not prohibited. The EL Committee must be included when making decisions about participation in reading and English language arts.

❖ All EL students in Grades K-12, regardless of the number of years of enrollment in U.S. schools, must participate in *ACCESS for ELLs,* the state-administered English language proficiency test, or *WIDA Alternate ACCESS.*

❖ EL students who participate in *WIDA Alternate ACCESS* must also be assessed on the *ACAP Alternate.* Contact Student Assessment for guidance for EL students in their first 12 months of enrollment in U.S. schools who are also participating on the *ACAP Alternate.*

Flexibility is not extended to ELs in their first 12 months of enrollment for any of the ACT assessments.

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 the *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 Individual English Language Plan (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 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 is in the best interest of the student, as documented in the I-ELP.

Guidance on the Use of Service Animals During a State Assessment

The *Americans with Disabilities ACT* (ADA) and *Section 504 of the Rehabilitation Act* both permit a student with a disability who uses a service animal that meets the ADA definition to have the animal at school. Under ADA and Alabama law, a service animal is <u>any dog</u> that is individually trained to perform tasks or do work for the benefit of the person with a disability. The task or work the dog does must be directly related to the person's disability. Under these circumstances, service animals include a guide dog, a hearing dog, and a seizure alert dog. Neither the ADA nor Alabama's service animal law includes what is often referred to as "emotional support animals." Although these animals often have therapeutic benefits, they are not individually trained to perform specific tasks for the handler.

Requirements:

- The student **<u>must be the handler</u>** for the service animal.

- No other person may be in the testing room to maintain and handle the service animal.

- In an effort to discourage any disruptions in testing, it is recommended that students in the testing room have a familiarity with the service animal.

- Complete the *Special Request Form* for any student who requires a service dog during testing.

National Assessment of Educational Progress (NAEP)
Selected Schools and Students

It is the expectation of the Alabama State Department of Education that any student selected for participation on the NAEP assessments will participate. This includes most students with disabilities. **Only students who meet the participation criteria for the *ACAP Alternate* may be excluded from any NAEP assessment**. All other students with disabilities should participate in NAEP with or without NAEP-allowed accommodations, including ELs and ELs with disabilities.

Several of the accommodations provided on Alabama state assessments are not necessary for the NAEP digitally based assessments because they are available for all students through Universal Design Elements. NAEP accommodations are only allowed for a student with an IEP, Section 504 Plan, or I-ELP.

For further information regarding the NAEP assessment, visit: www.nationsreportcard.gov

ACCESSIBILITY SUPPORTS AND ACCOMMODATIONS TABLES

ACAP Alternate and *ACAP Summative*

ACCESSIBILITY SUPPORTS AND ACCOMMODATIONS TABLES

Purpose:

The purpose of the following tables is to assist educators in the development of the IEP, Section 504 Plan, or I-ELP. There is an *Accessibility Supports and Accommodations Table* for the *ACAP Summative* and the *ACAP Alternate*. Listed within each of the tables are all of the supports available for each particular assessment. These tables do not include the EL assessments. Those forms are located in the **English Learner Assessments Checklists** section of this manual. These tables also do not include any of the ACT assessments. Information on accommodations for these assessments is located at: ACT Accommodations. Select the correct assessment and then select STEP 3.

Directions for the Use of the Tables:

Educators should become familiar with the tables for those assessments for which they will have students who will participate. The tables will be used to determine which supports the student will be eligible to receive on that particular state assessment. Each of the supports listed is available; however, only those supports that are provided in the classroom on a regular basis may be used on a state assessment.

Accessibility Supports:

Available to all students who are using the supports regularly in the classroom. The student is not required to have an IEP, Section 504 Plan, or I-ELP; however, the use of the support must be documented in some way - for example, in the student's behavior plan, intervention plan, or classroom plan - as confirmation that the support is required and used regularly.

Accommodations:

Accommodations are supports that change the administration of the assessment in terms of how the student takes or responds to the assessment. Accommodations do not alter the construct of the assessment in any way. Accommodations provide equity – not advantage – for students with disabilities. Accommodations should be provided to students with disabilities who, in the absence of the support, would not be able to meaningfully show what they know and can do on classroom tests or state assessments.

Only those accommodations listed on the *Accessibility Supports and Accommodations Tables* or in the *Accessibility Supports Guide for the ACT* may be used on a state assessment. Students must have prior practice with the use of these supports.

NOTE:
Prior practice is waived for EL students who require the use of a Spanish form of the assessment. These students do not have to have an IEP or Section 504 Plan. However, they must have an I-ELP.

ACAP Alternate
Grades 2-8, 10 and 11

Accessibility Supports and Accommodations Table

ACCESSIBILITY SUPPORTS **Available to All Students**	ACCOMMODATIONS **IEP or Section 504 Plan Required**	ENGLISH LEARNER ACCOMMODATION **I-ELP Required**
Abacus	**Assistive Technology** FM Systems, Amplification Systems, Bluetooth Hearing Aids, Low Vision Aids, Magnification/Enlargement Systems, and CCTV This is not an exhaustive list.	**Bilingual Word-to-Word Dictionary/Glossary**
Breaks		
Calculators /Talking Calculators Braille Calculators Grades 6, 7, 8,10, 11 If needed		
Engagement Supports	**Braille** Paper Students who use this support may use any manipulatives routinely used in the classroom.	
Manipulatives Counting Blocks, Cubes, Base Ten Blocks, Number Lines, Number Charts		
Multiple Days	**Magnification/Enlargement Tool or Device**	
	Picture Cards Teacher Provided	
Scratch Paper	**Sentence Strips** Teacher Provided	
	Sign Language Test Items	

Breaks: It may be necessary to allow a break(s) during testing to give students an opportunity to redirect and refocus their attention. The number of breaks depends on the student. Students must be provided sufficient time to respond to every test item. The length of time will vary based upon each student's unique disability. Test Administrators should be familiar with the student's testing habits, amount of time needed to complete a single task, and whether or not a break(s) may be justified during testing. Consideration should be given to these factors when scheduling a test session for the student.

Multiple Days: Multiple days may be used for those students who require multiple breaks, reinforcements, or various supports throughout the testing session and therefore will not be able to complete a test in one day. For some students, choosing to test on another day may provide a more productive test experience.

Engagement Supports: Test Administrators may use engagement supports regularly used in the classroom, such as fidgets, toys, if/then boards, encouragement, or snacks, etc., to promote participation.

Picture Cards and Sentence Strips: THIS IS AN ACCOMMODATION. Some students depend on picture cards to communicate and on sentence strips to perform writing tasks. Students are allowed to utilize either or both of these supports on test day **but only if these supports are provided on a regular basis for classroom assignments and tests.**

NOTE: If a student requires the use of a support that is not listed on this table, submit a special request to Student Assessment using the *Special Request Form* located in this manual.

ACAP Summative
Grades 2-8
Accessibility Supports and Accommodations Table

ACCESSIBILITY SUPPORTS Available to All Students	ACCOMMODATIONS IEP or Section 504 Plan Required	ENGLISH LEARNER ACCOMMODATIONS I-ELP Required
Abacus	**Assistive Technology** FM Systems, Amplification Systems, Bluetooth Hearing Aids, Low Vision Aids, Magnification/Enlargement Systems, and CCTV This is not an exhaustive list.	**Bilingual Word-to-Word Dictionary/Glossary** Refer to the *ACT Authorized Bilingual Word-Word Dictionaries* list for a listing of allowable glossaries: https://www.act.org/content/dam/act/unsecure/documents/ACT-ApprovedBilingualDictionariesList.pdf
Breaks	**Braille** Paper Students who use this support may use any manipulatives routinely used in the classroom.	
Individual Administration	**Extended Time**	**Extended Time**
Oral Reader Student reads to self (1:1 administration)	**Large Print** This is a paper form of the test. ALSDE approval is not required.	**Oral Presentation: English Human Reader**
Small Group	**Multiple Days**	**Oral Presentation: English Text-to-Speech**
For detailed information regarding accessibility supports and accommodations on the *ACAP Summative*, refer to the *ACAP Summative Accessibility Supports and Accommodations Supplement.* Any accommodations in the IEP, Section 504 Plan, or I-ELP provided routinely in the classroom that are not listed on this table may be requested by completing and submitting to Student Assessment, the *Special Request Form* located in this manual. Student Assessment approval is required.	**Oral Presentation: Human Reader** ALSDE approval required	**Oral Presentation: Spanish Human Reader** **Available for Math and Science ONLY**
	Oral Presentation: Text-to-Speech	**Oral Presentation: Spanish Text-to-Speech** **Available for Math and Science ONLY**
	Refreshable Braille (1:1 administration)	
	Scribe (1:1 administration)	
	Sign Language (Directions Only)	**Stacked Spanish** **Available for Math and Science ONLY** Prior Practice is waived
	Sign Language (Test Items) (1:1 administration)	**Translated Directions**
		Extended Time: Double time is automatically provided for <u>all</u> EL accommodations.

English Learner Assessments/Screeners Checklists
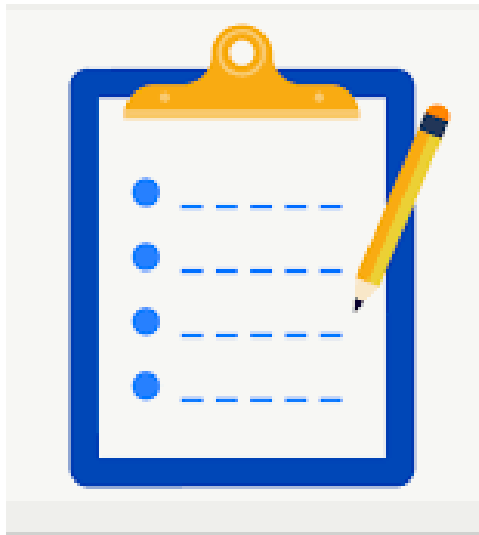
ACCESS for ELLs ACCESSIBILITY OPTIONS

Administrative Considerations: Available to any student who might benefit from some personalization of standard test procedures. Includes Test timing and scheduling, test environment, test content preparation, and test item responses.

Universal Tools: Available to all test takers. These supports align with tools likely used by students in the classroom.

For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu

Administrative Considerations	
Test Timing and Scheduling	
Supervised breaks	Any student may take a break at any point. Have the student pause the test before leaving the room.
Short segments	In the rare circumstance that a student needs a longer break than described above, the test can be administered in multiple short administration sessions that have been predetermined and are based on what is provided to the student on a regular basis.
Extended Testing Time	WIDA's assessments are not timed. Timing guidance is provided for scheduling purposes and is not intended to be a strict limit. Typically, a planned extended testing session is one and a half times the recommended testing time. However, any student who is actively engaged in testing may test until the end of the day. Note that for the Speaking test, **extended speaking response** time is an accommodation.
Test Environment	
Adaptive and specialized equipment and furniture	Weighted vests, fidget tools, noise reducing headphones, specialized lighting/seating, seating, or adaptive keyboard.
Alternative microphone	Students who are uncomfortable using a headset may use an alternative, such as the microphone built into the testing device or an external microphone that is connected to the testing device and is compatible with the testing platform.
Familiar Test Administrator	The test can be administered by any person that students is comfortable with, provided the individual is a trained and certificated employee of the district.
Individual or small group setting	Test students in any group size that makes the student the most comfortable.
Specific seating	Seat students in any location of the testing room that helps them to hear, see, focus, and otherwise engage with the test.

Test Content Presentation	
Test format	In rare circumstances, a student may require a paper form of the test. Contact Student Assessment for further guidance.
Redirection	Quietly, without disturbing other test takers, direct the student's attention to the test when the student is demonstrating off-task behavior. Do not coach the student or offer guidance on how to respond. You can redirect in the student's home language.
Encouragement	Quietly, without disturbing other students, offer verbal praise for on-task behavior. For example, say "Good job" after the student completes an item or a section of the test. Encouragement must not be tied to the student's test performance.
Read aloud to self	Students may read any part of the test to themselves, with or without the use of a device such as a whisper of fluency phone. If this is a distraction to other testers, consider an individual administration.
Test Item Responses	
Monitor placement of responses	Test Administrators may monitor students as they test to ensure that answers are marked int eh correct location. The Test Administrator can intervene to ensure students do not mistakenly select or change and answer while suing keyboard navigation in the online test platform, or to ensure students do not skip questions or mistakenly mark the wrong location in a paper test booklet.

Universal Tools

Audio aids	A tool the student can use to diminish or amplify sound such as noise buffers or white noise machines. For computer testing, headphones or earbuds may be connected to the computer.
Color preferences	A tool used to change the text and background color or the contrast between the text and the background color.
Highlighters, colored pencils, or crayons	For paper, the student will use the preferred tool.
Keyboard navigation	Navigation throughout the test is accomplished by using a keyboard in place of a mouse. Keyboard navigation does not allow for manipulation of embedded tools.
Line guide or tracking tool	For paper, students may the tool typically used in the classroom.
Low vision aids or magnification devices	For paper test, student will use low vision device used in the classroom.
Scratch paper and notepad	Available upon request. Destroy after use.

Accommodations: Available **only to EL students with disabilities** as specified in the student's IEP or 504 Plan. Accommodations can only be provided if the student receives the same accommodation for classroom instruction, on a routine basis, and must have the accommodation in order to meaningfully participate on the assessment. Refer to the *ACCESS for ELLs Accommodation Checklists* for available accommodations.

Kindergarten
ACCESS for ELLs
Accommodation Checklist

Kindergarten ACCESS for ELLs Accommodation Checklist

The accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student Name: _____ School: _____ Grade: _____ School Year: _____

_____ IEP   _____ 504 Plan

◯ Accommodation supports **are** required   ◯ Accommodation supports **are not** required

Accommodation

For additional guidance, refer to the *Accessibility and Accommodations Manual:* wida.wisc.edu

L=Listening   R=Reading   S=Speaking   W=Writing

ACCOMMODATION	Test Domains				Key Information
	L	R	S	W	
Extended testing of a domain over multiple days (**EM**) **ALSDE APPROVAL**					In rare cases and only when absolutely necessary due to an illness, disability, or interruption in testing.
Interpreter signs test directions in ASL (**SD**)					Interpreter signs administration instructions, test directions, and practice items. DO NOT SIGN SCOREABLE ITEMS.
Large Print (**LP**)					Must be ordered in advance of test day.
Scribed response (**SR**)			▨		Test Administrator records student responses as the student dictates responses directly into the test book/computer during testing. Refer to ACAP *Integrity Handbook for* additional guidance for Scribes.
Recording Device (**RD**)	▨	▨			Student responds using a recording device, which is played back and transcribed by the student. Device must be cleared after transcription by the student.
Test may be administered by school personnel in non-school setting (**NS**)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Refer to the *ACAP Integrity Handbook*. ALSDE approval required.
Word processor or similar keyboarding device to respond to test items (**WD**)			▨		Two certified personnel must transcribe verbatim immediately after testing. All content on the device must be deleted after transcribing.

Codes	
Recording Device (**RD**)	Extended testing of a domain over multiple days (**EM**)
Large print (**LP**)	Interpreter signs test directions in ASL (**SD**)
Scribe (**SR**)	Test may be administered in non-school setting (**NS**)
Word processor or similar keyboarding device to respond to test items (**WD**)	

ACCESS for ELLs ONLINE
ACCOMMODATION CHECKLIST

ACCESS for ELLs (ONLINE) ACCOMMODATION CHECKLIST

The accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student Name: _____ School: _____ Grade: _____ School Year: _____

_____ IEP _____ 504

○ Accommodation supports **are** required   ○ Accommodation supports **are not** required

Accommodation

For additional guidance, refer to the *Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening   R=Reading   S=Speaking   W=Writing

Accommodation	Test Domains				Key Information
	L	R	S	W	
Extended testing of a test domain over multiple days (**EM**) ALSDE APPROVAL					In rare cases and only when necessary due to an illness, disability, or interruption in testing.
Extended Speaking test response time (**ES**)	▨	▨		▨	Twice the programmed time. **Must be pre-selected in WIDA AMS.**
In-Person Human Reader (**IR**)		▨			The reader may read item text, graphic labels, and answer choices **exactly** as they appear on the screen.
Repeat In-Person Human Reader (**RP**) Individual Administration Required		▨			The reader may read item text, graphics labels, and answer choices exactly as they appear on the screen and **repeat once** at the student's request.
Interpreter signs **test directions** in ASL (**SD**)					Directions are labeled as "Directions" and refer to administration logistics, test directions, and practice items. The interpreter will sign the directions directly from the computer screen as they are being read by the virtual Test Administrator. Refer to the *ACAP Integrity Handbook*.
Manual control of item audio (**MC**)		▨			Allows the play button to be enabled by the student one time but cannot be paused or stopped. **Must be pre-selected in WIDA AMS.**
Repeat item audio (**RA**)					Listening audio may be repeated only one time. Speaking and Writing audio can be repeated multiple times. **Must be pre-selected in AMS.**
Scribe (**SR**) Individual Administration Required			▨		Scribe types student responses directly into the test platform as the student dictates. This accommodation requires a Test Administrator. Scribe cannot act in both capacities. Refer to the *ACAP Integrity Handbook* for additional guidance.
Recording Device and Transcription (**RD**) Individual Administration Required	▨	▨	▨	▨	Student uses a recording device to respond; the student transcribes the response into the platform.
Test administered in a non-school setting (**NS**) ALSDE APPROVAL					Students who are enrolled but unable to attend school. See the *ACAP Integrity Handbook* for Homebound Form.
Word processor or similar keyboarding device to respond to test items (**WD**)			▨		Responses recorded on the device must be transcribed into the online test platform by two certificated educators.

Codes		
Word processor/similar keyboarding device for test items (**WD**)	In-Person Human Reader (**IR**)	Scribe (**SR**)
Extended Speaking test response times (**ES**)	Repeat In-Person Human Reader (**RP**)	Repeat item audio (**RA**)
Manual control of item audio (**MC**)	Test may be administered in non-school setting (**NS**)	Interpreter signs test directions in ASL (**SD**)
Student responds using a recording device which is played back and transcribed by the student (**RD**)	Extended testing of a domain over multiple days (**EM**)	

ACCESS for ELLs PAPER
ACCOMMODATION CHECKLIST

ACCESS for ELLs Paper (ALSDE APPROVAL REQUIRED)
Accommodation Checklist

The accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student Name: _____   School Name: _____   Grade: _____   S c h o o l Year: _____

_____IEP   _____504 Plan

◯ Accommodation supports **are** required   ◯ Accommodation supports **are not** required

Accommodation
For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening   R=Reading   S=Speaking   W=Writing

Accommodation Requires IEP or 504 Plan	Test Domains				Key Information
	L	R	S	W	
Braille (**BR**) **ALSDE APPROVAL** **Individual Test Administration**			▨		Available in Unified English Braille and Nemeth. Available in both contracted and uncontracted. See the *WIDA Accessibility and Accommodations Manual*
Extended testing of a test domain over multiple days (**EM**) **ALSDE APPROVAL**					Only when necessary due to an illness, disability, or interruption in testing.
Extended Speaking test response time (**ES**)	▨	▨		▨	Twice the recommended time to complete.
In-Person Human Reader for items (**IR**)		▨			The reader must read item text, graphic labels, and answer choices **exactly** as it appears in the test booklet.
Repeat In-Person Human Reader (**RP**) **Individual Administration Required**		▨			Reader may read item text, graphics labels, and answer choices exactly as they appear and **repeat once** at the request of the student.
Interpreter signs **test directions** in ASL (**SD**)					Directions are labeled as "Directions" and refer to administration logistics, test directions, and practice items. The interpreter will sign the directions as they are being read by the Test Administrator. Refer to the *ACAP Integrity Handbook f o r* additional guidance for Sign Language Interpreters.
Larger Print (**LP**)					18-point font
Manual control of item audio (**MC**)		▨			CD included in paper kit.
Repeat item audio (**RA**)		▨			Listening items may be **repeated only one time**. Speaking items can be **repeated multiple times.**
Scribed response (**SR**) **Individual Administration Required**			▨		Scribe writes directly into the test booklet as the student dictates responses. Refer to the *ACAP Integrity Handbook* for additional guidance.
Student responds using a recording device, (**RD**) **Individual Administration Required**	▨	▨	▨		Student uses a recording device to respond then transcribes into the test platform. Device must be cleared after transcription by the student.
Test may be administered by school personnel in a non-school setting (**NS**) **ALSDE APPROVAL**					Students who are unable to attend school See the *ACAP Integrity Handbook* for the Homebound Form.
Word processor or similar keyboarding device to respond to test items (**WD**)			▨		Two certified personnel must transcribe verbatim immediately after testing. All content on the device must be deleted after transcribing.

Codes			
In-Person Human Reader (**IR**)	Manual control of item audio (**MC**)	Interpreter signs test directions in ASL (**SD**)	Scribe (**SR**)
Repeat In-Person Human Reader (**RP**)	Repeat item Audio (**RA**)	Word processor or similar keyboarding device to respond to test items (**WD**)	Large Print (**LP**)
Extended Speaking test response times (**ES**)	Extended testing of a test domain over multiple days (**EM**)	Student responds using a recording device which is played back and transcribed by the student (**RD**)	Test may be administered in non- school setting (**NS**)
Braille with tactile graphics (Braille writer/ note-taker) (**BR**) **ALSDE APPROVAL**			

WIDA Alternate ACCESS

ALSDE Approval Required

ACCOMMODATION CHECKLIST

WIDA Alternate ACCESS Accommodation Checklist

The accessibility and accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student Name: _____ School Name: _____ Grade: _____ School Year:_____

_____IEP _____504 Plan

○ Accommodation supports **are** required   ○ Accommodation supports **are not** required

Accommodation

For additional guidance, refer to the *Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening R=Reading S=Speaking W=Writing

Accommodation	Test Domains				Key Information
	L	R	S	W	
Extended testing of a test domain over multiple days (**EM**) **ALSDE APPROVAL**					Only when necessary due to an illness, disability, or interruption in testing.
Interpreter signs test directions in ASL (**SD**)					Directions are labeled as "Directions" and refer to administration logistics, test directions and practice items. The interpreter will sign the directions as they are being read by the Test Administrator. Refer to the *ACAP Integrity Handbook* for additional guidance for Sign Language Interpreters.
Scribed response (**SR**)					For students who produce text by means other than a pencil. Scribe writes directly into the test booklet as the student dictates responses. Refer to the *ACAP Integrity Handbook* for additional guidance for Scribes.
Recording Device (**RD**)					Student responds using a recording device.
Test may be administered by school personnel in non-school setting (**NS**) **ALSDE APPROVAL**					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window.
Word processor or similar keyboarding device to respond to test items (**WD**)					Student responses recorded on the device must be transcribed into the test booklet by two certified personnel. All content on the device must be deleted after transcribing.
Codes					
Recording Device (**RD**)				Test may be administered in non-school setting (**NS**)	
Extended testing of a test domain over multiple days (**EM**)				Scribe (**SR**)	
Word processor or similar keyboarding device to respond to test items (**WD**)				Interpreter signs test directions in ASL (**SD**)	

For *WIDA Alternate ACCESS* only, Test Administrators may adapt the Listening, Reading, and Speaking test booklet (where the answer choices are located) to meet the individual needs of the student. Refer to the Test Administration Manual for more information.

WIDA Screener Online
ACCOMMODATION CHECKLIST

WIDA Screener Online Accommodation Checklist for Students with an IEP/504 Plan

The accessibility and accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student Name: _____ School Name: _____ Grade: _____ S c h o o l Year: _____

_____ IEP   _____ 504 Plan

◯ Accommodations **are** required   ◯ Accommodations **are not** required

Accommodation

For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening   R=Reading   S=Speaking   W=Writing

Accommodation	Test Domains				Key Information
	L	R	S	W	
Extended Speaking test response time (**ES**)	▓	▓	▓	▓	**Must be pre-selected in WIDA AMS.**
Extended testing of a test domain over multiple days (**EM**) **ALSDE Approval Required**					In rare cases and only when necessary due to an illness, disability, or interruption in testing.
In-Person Human Reader (**IR**) **Individual Administration Required**		▓			The reader may read item text, graphic labels, and answer choices exactly as they appear on the screen.
Repeat In-Person Human Reader (**RP**) **Individual Administration Required**		▓			The Reader may read item text, graphics labels, and answer choices exactly as they appear and repeat once at the student's request.
Interpreter signs **test directions** in ASL (**SD**)					Directions are labeled as "Directions" and refer to administration logistics, test directions, and practice items. The interpreter will sign the directions as they are being read by the virtual Test Administrator. Refer to the *ACAP Integrity Handbook* for additional guidance for Sign Language Interpreters.
Manual control of item audio (**MC**)		▓			Allows the play button to be enabled by the student one time but cannot be paused or stopped. **Must be pre-selected in WIDA AMS.**
Repeat item audio (**RA**)		▓			Listening audio may be repeated only one time. Speaking and Writing audio can be repeated multiple times. **Must be pre-selected in WIDA AMS.**
Scribed response (**SR**) **Individual Administration Required**			▓		Scribe types student responses directly into the test platform as the student dictates. This accommodation requires a Test Administrator and a Scribe. Scribe cannot act in both capacities. Refer to the *ACAP Integrity Handbook* for additional guidance for Scribes.
Student responds using a recording device (**RD**) **Individual Administration Required**	▓	▓	▓		Student uses a recording device to respond, then the student transcribes the response into the test platform. Device must be cleared after transcription by the student.
Test may be administered by school personnel in a non-school setting (**NS**) **ALSDE APPROVAL**					Students who are unable to attend school. See ALSDE Homebound Form.
Word processor or similar keyboarding device to respond to test items (**WD**)				▓	Two certified personnel must transcribe verbatim into the test platform immediately after testing.
Codes					
In-Person Human Reader (**IR**)		Interpreter signs test directions in ASL (**SD**)			Scribe (**SR**)
Repeat In-Person Human Reader (**RP**)		Extended testing of a test domain over multiple days (**EM**)			Manual control of item audio (**MC**)
Extended Speaking test response times (**ES**)		Word processor or similar keyboarding device to respond to test items (**WD**)			Repeat item Audio (**RA**)
Test may be administered in non-school setting (**NS**)		Student responds using a recording device which is played back and transcribed by the student (**RD**)			

WIDA Screener Paper
ACCOMMODATION CHECKLIST

WIDA Screener Paper Accommodation Checklist for
Students with an IEP/504 Plan
(Contact Student Assessment for guidance on this screener)

The accessibility and accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When complete d by the educational team, the checklist becomes part of the student's plan.

Student Name: _____ School Name: _____ Grade: _____ School Year: _____

_____IEP _____504 Plan

◯ Accommodations **are** required   ◯ Accommodations **are not** required

Accommodation

For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening R=Reading S=Speaking W=Writing

Accommodation	Test Domains				Key Information
	L	R	S	W	
Extended Speaking test response time (**ES**)	▪	▪		▪	Test Administrator will pause the CD after the audio file for up to double the allowable time.
Extended testing of a test domain over multiple days (**EM**) **ALSDE Approval Required**					In rare cases and only when necessary due to an illness, disability, or interruption in testing.
In-Person Human Reader (**IR**) **Individual Administration Required**		▪			The reader may read item text, graphic labels, and answer choices exactly as they appear on the screen.
Repeat In-Person Human Reader (**RP**) **Individual Administration Required**		▪			The Reader may read item text, graphics labels, and answer choices exactly as they appear and repeat once at the student's request.
Interpreter signs **test directions** in ASL (**SD**)					Directions are labeled as "Directions" and refer to administration logistics, test directions, and practice items. The interpreter will sign the directions as they are being read by the virtual Test Administrator. Refer to the *ACAP Integrity Handbook* for additional guidance for Sign Language Interpreters.
Manual control of item audio (**MC**)		▪			CD required. See the *WIDA Accessibility and Accommodations Manual.*
Repeat item audio (**RA**)		▪			CD required. See the *WIDA Accessibility and Accommodations Manual.*
Scribed response (**SR**) **Individual Administration Required**			▪		Scribe types student responses directly into the test platform as the student dictates. This accommodation requires a Test Administrator and a Scribe. Scribe cannot act in both capacities. Refer to the *ACAP Integrity Handbook* for additional guidance for Scribes.
Student responds using a device (**RD**) **Individual Administration Required**	▪	▪	▪		Student uses a device then transcribes the response into the test platform.
Test may be administered by school personnel in a non-school setting (**NS**) **ALSDE APPROVAL**					Students who are unable to attend school. See ALSDE Homebound Form.
Word processor or similar keyboarding device to respond to test items (**WD**)			▪		Two certified personnel must transcribe verbatim into the test platform immediately after testing. All content on the device must be deleted after transcribing.

Codes		
In-Person Human Reader (**IR**)	Interpreter signs test directions in ASL (**SD**)	Scribe (**SR**)
Repeat In-Person Human Reader (**RP**)	Extended testing of a test domain over multiple days (**EM**)	Manual control of item audio (**MC**)
Extended Speaking test response times (**ES**)	Word processor or similar keyboarding device to respond to test items (**WD**)	Repeat item Audio (**RA**)
Test may be administered in non-school setting (**NS**)	Student responds using a recording device which is played back and transcribed by the student (**RD**)	

WIDA Screener for Kindergarten
ACCOMMODATION CHECKLIST

WIDA Screener for Kindergarten Accommodation Checklist for Students with an IEP/504 Plan

The accessibility and accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student Name: _____ School Name: _____ Grade: _____ School Year: _____

_____IEP _____504 Plan

◯ Accommodations **are** required   ◯ Accommodations **are not** required

Accommodation

For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening R=Reading S=Speaking W=Writing

Accommodation	Test Domains				Key Information
	L	**R**	**S**	**W**	
Extended testing of a test domain over multiple days (**EM**) **ALSDE Approval Required**					In rare cases and only when necessary due to an illness, disability, or interruption in testing.
Interpreter signs **test directions** in ASL (**SD**)					Directions are labeled as "Directions" and refer to administration logistics, test directions, and practice items. The interpreter will sign the directions as they are being read by the virtual Test Administrator. Refer to the *ACAP Integrity Handbook* for additional guidance for Sign Language Interpreters.
Scribed response (**SR**) **Individual Administration Required**			▓		Scribe types student responses directly into the test platform as the student dictates. This accommodation requires a Test Administrator and a Scribe. Scribe cannot act in both capacities. Refer to the *ACAP Integrity Handbook* for additional guidance for Scribes.
Student responds using a recording device (**RD**) **Individual Administration Required**	▓	▓	▓		Student uses a recording device to respond, then the student transcribes the response into the test platform. Device must be cleared after transcription by the student.
Test may be administered by school personnel in a non-school setting (**NS**) **ALSDE Approval Required**					Students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. See ALSDE Homebound Form.
Word processor or similar keyboarding device to respond to test items (**WD**)			▓		Two certified personnel must transcribe verbatim into the test platform immediately after testing. All content on the device must be deleted after transcribing.

Codes		
Test may be administered in non-school setting (**NS**)	Interpreter signs test directions in ASL (**SD**)	Scribe (**SR**)
Word processor or similar keyboarding device to respond to test items (**WD**)	Extended testing of a test domain over multiple days (**EM**)	Student responds using a recording device which is played back and transcribed by the student (**RD**)

ASSESSMENT FORMS

TESTING SUPPORTS FORM

Purpose:

The purpose of this form is to document the accessibility supports and/or accommodations the student will need on the identified state assessment, including the EL assessments.

Who Completes the Form:

The form should be completed by the student's IEP, Section 504, and/or I-ELP team.

Who Keeps the Form:

Once completed, this form becomes part of the student's IEP, Section 504 Plan, or I-ELP.

Directions for the Use of this Form:

The *Testing Supports Form* must be completed for each student who is eligible for and will receive accessibility supports and/or accommodations on any state assessment. Listed supports must be those provided to the student in the classroom on a regular basis.

If a school is selected for monitoring, the *Testing Supports Form* for a student(s) may be requested. Building Test Coordinators should have copies available as monitoring can occur at any time.

Information on subjects tested for each assessment can be found on the *Alabama Comprehensive Assessment Program Participation Chart* or the *Decision Chart for English Learner Students in Their First 12 Months of Enrollment in U.S. Schools* located in this manual.

Detailed information regarding the use of accessibility supports and accommodations for the *ACAP Summative* can be found in the *ACAP Summative Supplement*.

NEW!! Beginning in the 2023-2024 school year, all *Testing Supports Forms* must be completed in PowerSchool. Paper copies may still be used internally, but the form must be completed in PowerSchool for any student requiring accessibility supports and/or accommodations.

Testing Supports Form

ASSESSMENT: _____ **STUDENT:**_____

SCHOOL: _____ **SSID:** _____ **GRADE:** _____ **YEAR:**_____

The *ACAP Testing Supports Form* is used to identify those supports necessary for students to meaningfully participate on state assessments. Selected supports must mirror instructional supports provided regularly in the classroom, during instruction and on classroom tests. It is important that students who receive these supports have prior practice in the classroom. When completed by the educational team, this form becomes part of the student's plan.

Accessibility Supports – available to **ALL** students regardless of an IEP, Section 504 Plan, or I-ELP.

　○ Accessibility Supports **are required** for the student to participate.

　○ Accessibility Supports **are not required** for the student to participate.

Accommodations – available only to students with an IEP, Section 504 Plan, or I-ELP.

　○ Accommodations **are required** for the student to participate.

　○ Accommodations **are not required** for the student to participate.

English learner (EL) Students – EL students in their first twelve months of enrollment in a U.S. school **are not required** to participate in the English Language Arts subtest of the *ACAP Summative*.

　○ EL student will not participate in the English Language Arts subtest because the student is an EL in his/her first twelve months of enrollment in a U.S. school. **This flexibility is not extended to EL students in their first twelve months of enrollment in a U.S. school for *ACT with Writing*, *PreACT Secure*, or *ACT WorkKeys*.**

Justification for participation on the *ACAP Alternate*: The IEP Team determined the student meets the criteria for a student with the most significant cognitive disability, and due to the nature of the student's disability, the IEP Team has determined the *ACAP Alternate* is the appropriate assessment to measure the student's academic achievement.

Date of Determination: _____

This is the date the IEP Team determines the student will participate on *Alabama Alternate Achievement Standards.*

Date of Implementation: _____

This is the date the IEP, Section 504 Plan, I-ELP will be implemented.

Enter the accessibility support(s) and/or accommodation(s) selected and the subject(s) in the spaces provided below.

Accessibility Support(s)	Accommodation(s) IEP/Section 504 Plan/I-ELP	Subject(s) Refer to the *Alabama Comprehensive Assessment Program Participation Chart* located in the ASAP Manual for subjects tested

If the school is chosen to participate in piloting an assessment or the *National Assessment of Educational Progress*, students with disabilities are expected to participate. Participation is not required of students participating on the *ACAP Alternate*. Students needing special formats will participate in pilots only if special formats are available.

_____　　_____　　_____

Printed Name of Person Completing Form　　Signature of Person Completing Form　　Date

Use of Accessibility Supports and/or Accommodations on State Assessments

Purpose:

The purpose of the *Use of Accessibility Supports and/or Accommodations on State Assessments* form is to monitor whether or not eligible accessibility supports and/or accommodations within the applicable IEP/Section 504 Plan/I-ELP were provided to and used by the student(s).

Who Completes the Form:

The *Use of Accessibility Supports and/or Accommodations on State Assessments* form is required to be completed **prior** to testing by the student's Case Manager/ESL Teacher to indicate the accessibility supports and/or accommodations needed for the student to participate on a state assessment. After the form is completed by the Building Test Coordinator and signed by the Case Manager, the form will be provided to the Principal for a final signature.

Who Keeps the Form:

The Building Test Coordinator will maintain the form during testing. The completed and signed form will be provided to the District Test Coordinator at the conclusion of testing. The District Test Coordinator will maintain the form until the next administration.

Directions for the Use of the Form:

The Building Test Coordinator, upon receipt of test materials after testing is completed for the student(s), will verify with the Case Manager/ESL Teacher that the eligible accessibility supports and/or accommodations were **provided to** and **used by** the student(s).

In the event the listed accessibility supports and/or accommodations **were not provided** as indicated in the student's plan or accessibility supports and/or accommodations **were provided** that were not indicated in the student's plan, an *Irregularity Report* indicating a **Major Irregularity** must be completed.

1. The school will notify the District Test Coordinator, who will complete the *Irregularity Report* and submit to Student Assessment.

2. Student Assessment will follow up with additional guidance.

3. Parents must be notified of the irregularity. If it is necessary to retest the student due to failure to provide the appropriate accessibility supports and/or accommodation(s), **approval from Student Assessment is required**. Parent/guardian(s) must also give approval to retest.

Use of Accessibility Supports and/or Accommodations on State Assessments

District Name: _____ **School Name:** _____

Assessment Name: _____ **Case Manager/ESL Teacher:** _____

This form documents the **provision of,** and the **use of** accessibility supports and/or accommodation(s) on state assessments. P**rior to test day,** the Case Manager or ESL Teacher will indicate the accessibility supports and/or accommodation(s) required for each student. **Once testing is complete**, the Building Test Coordinator (BTC) will verify with the Test Administrator (TA) if the identified supports **were or were not** **provided** to the student(s) **a**nd if the support(s) **were or were not** **used** by the student(s). At the conclusion of testing, the completed and signed forms will be submitted to the District Test Coordinator (DTC). **One form per Case Manager**. **Multiple forms may be used.**

TO BE COMPLETED PRIOR TO TEST DAY				CONFIRM WITH TA AFTER TESTING IS COMPLETED			
Student Name	**SSID Number**	**Accessibility Support(s) and/or Accommodation(s) Identified within the IEP, Section 504 Plan, or I-ELP**	**Subject(s)**	**Support(s) were Provided to the Student** **Verified by BTC with TA after testing**		**Support(s) were Used by the Student** **Verified by BTC with TA after testing**	
				YES	**NO**	**YES**	**NO***

Case Manager/ESL Teacher

My signature is an assurance that the IEP, Section 504 Plan, and/or I-ELP was reviewed for each student for which an accessibility support and/or accommodation(s) was requested, to ensure the requested supports are documented in the plan and are used on a routine basis by the student on classroom assignments and tests. (To be signed prior to testing.)

_____ _____ _____
Printed Name of Case Manager or ESL Teacher   **Signature of Case Manager or ESL Teacher**   **Date**

****

*For any student who DID NOT USE the support, the Case Manager or ESL teacher should reconvene the Team to determine if the support is still justified.

Identify any student who received an accessibility support and/or accommodation(s) that was not documented in the IEP, Section 504 Plan, and/or I-ELP or any student who did not receive an accessibility support and/or accommodation(s) that was documented in the IEP/Section 504 Plan, or I-ELP. **This constitutes a Major Irregularity**. Complete an *Irregularity Report* and submit it to the DTC immediately.

Student Name	Grade	Support	Explanation

Principal

Based upon the *Integrity Handbook for Test Administration*, the Principal confirms that students of special populations are tested and accommodated according to the decisions of the IEP Team, Section 504 Committee, EL Committee, or ACT.

My signature is confirmation that students of special populations identified on this form were accommodated appropriately. If not, an *Irregularity Report* **was completed and provided to the DTC.** To be signed once testing is completed.

_____ _____ _____
Printed Name of Principal   **Signature of Principal**   **Date**

Special Request Form

Purpose:

The purpose of the *Special Request Form* is to make requests for the use of supports not listed on the *ACAP Summative* or the *ACAP Alternate Accessibility Supports and Accommodations Tables.* There may be unusual circumstances that require the use of a support that is not listed but may still be allowable on a state assessment. **This form may also be used for general education students or educators who may have medical needs on test day.**

Who Completes the Form:

The *Special Request Form* is required to be completed by the Building Test Coordinator **prior** to testing to indicate the request needed for students or educators to participate on a state assessment.

Who Keeps the Form:

The approved form will be maintained by both the District Test Coordinator and the Building Test Coordinator during testing. If state monitoring occurs, the State Monitor will ask to see the form. At the conclusion of testing, the District Test Coordinator will maintain the form until the next administration.

Directions for the Use of the Form:

The Case Manager or educator will inform the Building Test Coordinator of any special request that is needed during testing. The Building Test Coordinator will complete and submit the form to the District Test Coordinator for his/her review and signature. The District Test Coordinator will submit the form to Student Assessment for consideration.

SPECIAL REQUEST FORM
ALSDE Approval Required

This form is to be used for those unique requests, accessibility supports, or accommodations not listed on the *Accessibility Supports and Accommodations Tables*. **NOTE: Any special requests for students participating on any ACT assessment must be directed to ACT**.

STATE ASSESSMENT NAME: _____

Student Information: (Please print clearly)

Student Name: _____ SSID Number: _____

Grade: _____ School: _____ District: _____

Check all that apply:

_____ Individualized Education Program (IEP) _____ Section 504 Plan _____ Individual English Language Plan (ELP)
_____ Other

Support Requested: _____

Reason for Request: _____

Length of Prior Practice on classroom assignments and tests: _____

DETERMINATION POLICY: The requested support must:
- Not supplant the skill the test is designed to measure
- Not violate the construct of the assessment
- Be necessary in order for the student to meaningfully access the test
- Be documented in the student's plan and provided routinely on classroom assignments and tests
- Be proven to be successful on classroom assignments and tests

Student Assessment will review each plan to verify use of the support on classroom assignments and tests. If additional information is needed, the District Test Coordinator will be contacted.

Required Signatures:

IEP Team/Section 504 Committee/EL/School Committee Representative:

| _____ | _____ | _____ |
| Printed Name | Signature | Date |

District Test Coordinator:

| _____ | _____ | _____ |
| Printed Name | Signature | Date |

ALSDE USE ONLY: Approved: _____ YES _____ NO ALSDE Signature: _____ Date: _____

Comments: _____

Letter of Notification of Change for State Assessments

Purpose:

The purpose of the *Letter of Notification of Change for State Assessments* form is to inform parent/guardian(s) of a revision(s) made to the *Testing Supports Form*. Parent/guardian(s) will approve the change or request a meeting to discuss further.

Who Completes the Form:

The *Letter of Notification of Change for State Assessments* form will be completed by the District/School contact person responsible for implementing the revision to the *Testing Supports Form.* This is likely the student's Case Manager.

Who Keeps the Form:

It is not necessary for the *Letter of Notification of Change for State Assessments* form to be maintained by the Building Test Coordinator, as it is part of the student's plan. However, the Case Manager will need to inform the Building Test Coordinator that a change has been made.

Directions for the Use of the Form:

The *Letter of Notification of Change for State Assessments* form will be sent to the parent/guardian(s) for approval. The parent/guardian(s) may either approve the change or request a meeting to discuss further. The change **must not be implemented** until the parent/guardian(s) have given approval. Once approval has been given, the form becomes part of the student's IEP/Section 504 Plan/I-ELP.

Letter of Notification of Change for State Assessments

Dear _____,

A revision has been made to the *ACAP Testing Supports Form* for the _____ school year for the state assessment your student is to participate in. The *ACAP Testing Supports Form* is a document that accompanies your student's IEP, Section 504 plan, or I-ELP for the purpose of indicating the specific accessibility supports and/or accommodations that will be provided for him/her on the state assessment. Revisions to the *ACAP Testing Supports Form* in no way change the nature or availability of accessibility supports and/or accommodations provided to your student in the classroom for daily instruction or classroom assessments.

Student name: _____   Assessment: _____

Nature of Revision: _____

Reason for Revision: _____

A copy of the revised *ACAP Testing Supports Form* is attached for your review. Please select one of the options below and sign and return this form to your student's school.
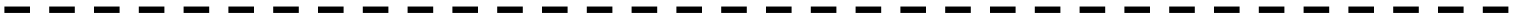
_____ I approve the revision and do NOT wish to have an IEP/Section 504/I-ELP meeting.

_____ I wish to request an IEP/Section 504/I-ELP meeting to discuss the revision.

_____   _____
　　　　　　Parent/Guardian Signature　　　　　　　　　　　　　　　　　　　Date

Please return this form to: _____by _____
　　　　　　　　　　　　　Name of District/School Contact　　　　　　　　　　Date

_____   _____
　　Signature of District/School Contact　　　　　　　　　　Telephone Number

- -

Date provided/sent: _____

Results of 1st Attempt:
_____

2nd Attempt Date: _____   Action: _____

Results of 2nd attempt:
_____

Date Form Received: _____

Temporary Medical Emergency Form

Purpose:

The purpose of the *Temporary Medical Emergency Form* is to document the need for a Scribe on test day when an injury to an appendage, such as an arm or finger, or an injury to the eye renders a student unable to record responses on a paper test document or manipulate a keyboard, mouse, or other device.

It is not necessary to develop a Section 504 Plan when this type of medical emergency occurs. Prior practice for the use of a Scribe is waived as a result of the injury. Instead, this form, along with the **physician's documentation** will suffice as evidence of the injury and the need for the Scribe.

Who Completes the Form:

The *Temporary Medical Emergency Form* must be completed and signed by the Principal or Building Test Coordinator. Parent/guardian(s) must be notified and must also sign the form.

Who Keeps the Form:

The *Temporary Medical Emergency Form* will be maintained by the school until the next administration of the assessment.

Directions for the Use of the Form:

The *Temporary Medical Emergency Form* must have the physician's documentation that indicates an injury has occurred that prohibits the student from being able to write or manipulate a keyboard, mouse, or device, attached to this form.

The Scribe must be trained on the Scribe Responsibilities and Test Security.

Students who require the use of a Scribe for *ACT with Writing* must seek and receive approval from ACT. This form should be submitted to ACT, along with any other required documentation.

Temporary Medical Emergency Form

The *Temporary Medical Emergency Form* is to be used for students who have incurred a medical emergency such as an injured/broken appendage or an injury to the eye and require a **recording accommodation (Scribe)** in order to participate in the *Alabama Comprehensive Assessment Program.* A Scribe must be trained on the Scribe Responsibilities and Test Security.

Please note:
- **For the *ACT with Writing*, ACT approval is required for the use of a Scribe to record responses.**
- **A copy of the physician's documentation must be submitted to ACT along with this form.**

Student Name: _____ Grade: _____

District: _____ School: _____

Assessment for which a Scribe is Required: _____

Description of the Injury: _____

Date of Injury: _____ Scribe Name: _____
_____

Parent/Guardian Signature: _____ Date: _____

Principal or Building Test Coordinator Signature: _____ Date: _____

Give a copy of the *Temporary Medical Emergency Form*, along with the physician's documentation, to the parent/guardian. Keep the original on file at the school until the next administration.

HUMAN READER REQUEST FORM
(*ACAP Summative* Only)

Purpose:

The purpose of the *Human Reader Request Form* is to request permission to administer the *ACAP Summative* to a student using an in person Human Reader.

Who Completes the Form:

The District Test Coordinator will complete the form and submit it to Student Assessment for consideration.

Who Keeps the Form:

The *Human Reader Request Form* will be maintained by the District Test Coordinator until the next administration of the assessment.

Directions for the Use of the Form:

The Building Test Coordinator, Special Education Coordinator, or District Test Coordinator will review the IEP to determine if a Human Reader accommodation is used as a regular accommodation in the classroom by a student who is unable to read grade-level text**,** has a need for an in-person reader, **AND a hearing impairment**. Once this has been verified, the *Human Reader Request Form* will be submitted to the District Test Coordinator for review. The District Test Coordinator will communicate with the Building Test Coordinator and, if applicable, the Special Education Coordinator and/or Case Manager to confirm verification of the use of this support. Once this is completed, the District Test Coordinator will submit the form to Student Assessment for consideration.

NOTE: Only math, science, and Sessions 1 and 3 of English language arts can receive the Human Reader accommodation.

SUMMATIVE
Human Reader Request Form

ALL FIELDS ARE REQUIRED.

This form is to be used to request a Human Reader accommodation for a student who cannot access the assessment using the Text-to-Speech (TTS) functionality embedded in the test engine.

Note: This accommodation is only permitted for math, science, and Sessions 1 and 3 of English language arts.

Criteria for a Human Reader (All of the criteria must be met):
- The student is unable to read grade level text.
- The student has a hearing impairment.
- The student's teacher/case manager **reads all text** to the student for classroom assignments and tests.

For students who do not meet these criteria, contact Student Assessment before submitting the form.
****

Student Information

Student Name: _____ SSID: _____ Grade: _____

District: _____ School: _____

Justification Statement

In the space below, provide a detailed justification of the need for a Human Reader for the student. **It is insufficient to state that this accommodation is indicated in the IEP, I-ELP, or Section 504 Plan or that the student would perform better with this accommodation.** There must be documentation outlining the nature of the student's disability that indicates a Human Reader is a necessary accommodation, rather than the use of TTS, and is used routinely in the classroom.

_____

_____

_____

_____

District Test Coordinator Assurance

◯ I have reviewed the student's IEP, Section 504 Plan, or I-ELP and determined the student **does meet** the criteria for receiving a Human Reader.

District Test Coordinator Signature: _____ Date: _____

****

Student Assessment Only: APPROVED: ◯ **YES**   ◯ **NO**

Student Assessment Signature: _____ **Date:** _____

_____

_____

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