



ASAP MANUAL

**Accessibility Supports and Accommodations Policy
for State Assessments**

2025-2026

(Updated Manual will be available for 2026-2027 testing January 2026)

**Alabama State Department of Education
Student Assessment**



For questions regarding policy, procedures, or Irregularities, please contact the ALSDE's Student Assessment Section.

studentassessment@alsde.edu
334-694-4817

Assessment Anonymous Hotline
334-694-4988

ALSDE, Eric G. Mackey, State Superintendent of Education

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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.

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.

This includes students who meet the criteria for a student with the most significant disability. In Alabama, the definition of a student with a most significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean, which is an IQ of 55 or below, which significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function daily in daily life).

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.

Note: Accommodations appropriate for use on state assessments may vary from instructional accommodations used in the classroom 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: Anyone directly involved in test administration for students with an IEP, 504 Plan, or I-ELP receive training on the *ASAP Manual*.

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, which 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.

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

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 any dog or miniature horse 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. Further, service animals cannot be pets.

Requirements:

- The student **must be the handler** 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.

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.

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. Additional information for the WIDA assessments and screeners can be located within the ***WIDA Accessibility and Accommodations Supplement***.

On some state assessments, accessibility supports and/or accommodations **may not be presented the same way as they are presented in the classroom.**

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 justification for and the regular use 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.

EDUCATOR VERIFICATION FOR ACCOMMODATING STUDENTS WITH DISABILITIES

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.

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 Evidence must be collected, or a locally created assessment must be administered.	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 **any** test administered in the district for which there is **not** 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
<i>ACAP Summative</i>	<i>PreACT Secure</i>	<i>ACT with Writing</i>	<i>ACT WorkKeys</i> OPTIONAL
Mathematics	Mathematics	Mathematics	Applied Math
Science	Science	Science	Graphic Literacy
Grades 4, 6, 8 only	Reading	Reading	Workplace Documents
	English	English	
		Writing	

- ❖ 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.

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 *WIDA Accessibility and Accommodations Supplement*. 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.

For the WIDA assessments and screeners, refer to the *WIDA Accessibility and Accommodations Supplement*

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.

ACT with Writing, PreACT Secure, and ACT WorkKeys

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.

WIDA 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 and accommodation checklist, refer to the [WIDA Accessibility and Accommodations Supplement](#).

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.

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.

ALSDE approval is required for the following accommodations:

- Extended testing of a test domain over multiple days
- Test administered in a non-school setting (off-site)
- *WIDA ACCESS Paper*
- *WIDA Screener Paper*

Who Completes the Form:

The District Test Coordinator will complete a Special Request Form and submit the information to Student Assessment for consideration via [Special Request Form](#).

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 [The Nation's Report Card website](#).

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, Communication Devices, 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-to-Word Dictionaries list for a listing of allowable glossaries
Breaks		
Calculators /Talking Calculators Braille Calculators Grades 6, 7, 8,10, 11 If needed		
Engagement Supports		
Manipulatives Counting Blocks, Cubes, Base Ten Blocks, Number Lines, Number Charts	Braille Paper Students who use this support may use any manipulatives routinely used in the classroom.	
Multiple Days	Magnification/Enlargement Tool or Device	
	Picture Cards Teacher Provided	
Scratch Paper	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: THIS IS AN ACCOMMODATION. Some students depend on picture cards to communicate and perform writing tasks. Students are allowed to use picture cards on test day **but only if they 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* via [Special Request Form](#).

ACAP Summative

Grades 2-8

Accessibility Supports and Accommodations Table

ACCESSIBILITY SUPPORTS <i>Available to All Students</i>	ACCOMMODATIONS <i>IEP or Section 504 Plan Required</i>	ENGLISH LEARNER ACCOMMODATIONS <i>I-ELP Required</i>
Abacus	Assistive Technology FM Systems, Amplification Systems, Bluetooth Hearing Aids, Low Vision Aids, Magnification/Enlargement Systems, Communication Devices , 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.
Breaks	Braille (Paper) Students who use this support may use any manipulatives routinely used in the classroom.	Extended Time
Individual Administration	Extended Time	English Human Reader Available for Math, Science, and ELA Sessions 1 and 3 ALSDE approval required
Oral Reader Student reads to self (<i>1:1 administration</i>)	Large Print This is a paper form of the test. ALSDE approval is not required.	
Small Group	Multiple Days ALSDE approval required	English Text-to-Speech Available for Math, Science, and ELA Sessions 1 and 3
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 <i>Special Request Form</i> located in this manual. Student Assessment approval is required.	Human Reader Available for Math, Science, and ELA Sessions 1 and 3 ALSDE approval required	
	Text-to-Speech Available for Math, Science, and ELA Sessions 1 and 3	Spanish Human Reader Available for Math and Science ONLY ALSDE approval required
	Refreshable Braille (<i>1:1 administration</i>)	Spanish Text-to-Speech Available for Math and Science ONLY
	Scribe (<i>1:1 administration</i>)	
	Sign Language (Directions Only)	Stacked Spanish Available for Math and Science ONLY
	Sign Language (Test Items) (<i>1:1 administration</i>)	Translated Directions
		Extended Time: Double time is automatically provided for <u>all</u> EL accommodations.

ACAP SUMMATIVE ACCESSIBILITY SUPPORTS AND ACCOMMODATIONS

Accessibility supports and accommodations for the *ACAP Summative* must be showing in the DRC INSIGHT Portal prior to printing test tickets and testing the student. The following processes have been implemented to help ensure that students who require accessibility supports and/or accommodations on the assessment receive those accessibility supports and/or accommodations.

1. Accessibility supports and accommodations that have been entered into the Testing Supports Form in PowerSchool Special Programs will be populated in the DRC INSIGHT Portal via electronic file transfer. Files will be sent daily with updates and any changes to Testing Supports Forms.
2. Any changes or additions to accessibility supports and accommodations **MUST** be made on the Testing Supports Form in PowerSchool Special Programs. No manual changes or additions can be made directly in the DRC INSIGHT Portal.
3. **Test tickets printed and shipped by DRC will be based on the accessibility supports and accommodations finalized in the DRC INSIGHT Portal at the end of January.**
4. Codes for the accessibility supports and/or accommodations assigned to the student will be printed on the student's test tickets. This provides a final check to make sure the student will receive the accessibility supports and/or accommodations required by their plan. The codes can be found in the *ACAP Summative Test Coordinator Manual*.

Accessibility Supports

Abacus

Description: Students who regularly use an abacus may use this device in place of scratch paper.

Setting: Large group, small group, or individual

Considerations/Constraints:

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

Breaks

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

Setting: Large group, small group, or individual

Considerations/Constraints:

- This accessibility support is for students with:
 - medical conditions or physical conditions, documented in an Individualized Health Plan (IHP) or some other form of documentation, that require them to leave the classroom on a regular basis to address needs.
 - behavioral conditions, documented in a Behavior Intervention Plan (BIP) or some other form of documentation, that require them to leave the classroom on a regular basis to address needs
- The tests are standard timed.
- Students who take breaks will not be allowed to make up lost time.
- If the student does not return to the testing room and resume testing within 10 minutes, the student's test will time out. The student must be placed into a make-up session—on the same day—in order to complete the test. This will need to be documented on the ACAP Summative Timing Form.
- Students who require multiple breaks or breaks lasting longer than 10 minutes should be assigned the Extended Time accommodation prior to testing day. The Extended Time accommodation should be indicated in the student's IEP or Section 504 Plan.

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

Individual (1:1) Administration

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

Setting: Individual

Considerations/Constraints:

- This accessibility support is primarily for students who have a behavioral or medical issue or a disability that necessitates their testing individually.
- This accessibility support requires a Test Administrator and a Proctor in the room at all times.
- The tests are standard timed.

Oral Reader

Description: The student reads the test content aloud to themselves.

Setting: Individual

Considerations/Constraints:

- This accessibility support requires a Test Administrator and a Proctor in the room at all times.
- The tests are standard timed.

Small Group

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

Setting: Small group

Considerations/Constraints:

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

ACCOMMODATIONS

Assistive Technology

Description: Assistive Technology is defined as any item, piece of equipment, product system, whether acquired commercially or off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. Assistive Technology devices may include, but are not limited to: FM System, Amplification Systems, Bluetooth Hearing Aids, Low Vision Aids, Magnification/Enlargement Systems, and CCTV.

Setting: Large group, small group, or individual (depending on the type of Assistive Technology)

Considerations/Constraints:

- Students must have an IEP or Section 504 Plan.
- This accommodation should only be provided to students who regularly use the Assistive Technology in the classroom on classroom assignments and tests.
- The Test Administrator must be proficient in the use of the Assistive Technology.
- The school or district is responsible for providing the Assistive Technology, and it must be a support the student uses regularly in the classroom.
- Any grammar, internet, or file-storing functions must be disabled.
- This accommodation must not be provided for the first time on test day. Make sure the student has had an opportunity to practice with the Online Tools Training (OTTs).
- The tests are standard timed; however, if extended time is needed due to manipulation of the device, the Extended Time accommodation should be selected in the DRC INSIGHT Portal.

Braille (paper)

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

Setting: Individual

Materials Needed:

Braille test kits will be shipped to the district based on the selection of “Braille, Paper” as an accommodation in the DRC INSIGHT Portal.

The Braille test is part of a packet of materials that includes the following:

- Braille Test Booklet—SECURE MATERIAL
- Standard Paper Test Booklet—SECURE MATERIAL
- Test Administration Notes—SECURE MATERIAL The Test Administrator Notes describe modifications to the original version of the test that were made to accommodate the needs of students with visual impairments who read/use braille. These notes are provided to assist in test administration, and the document is considered a secure material.
- Verbal Instructions for Math and Science Braille Test
- Verbal Instructions for ELA Braille Test—SECURE MATERIAL
- Braille Math Reference Sheet (Grades 4-8 Math kit ONLY)
- Braille Writers Checklist (Grades 2-8 ELA kit)
- Braille Periodic Table (Grade 8 Science kit ONLY)

There is a separate kit for each grade level and content area test. The kit should be distributed by the BTC to the assigned Test Administrator on the appropriate testing day. It is recommended that the Test Administrator review the Test Administrator Notes and testing material prior to test day in the presence of the BTC.

Considerations/Constraints:

- This accommodation requires a Test Administrator and a Proctor in the room at all times.
- A Scribe is required for students who will be verbally responding.
- The Test Administrator may act as the Scribe (must be trained in both roles). In this case, the Proctor must also be in the testing room.
- The Scribe may act as the Proctor (must be trained in both roles).
- A paper copy of the braille version of the test will be available at each grade level and for each content area assessment.
- The Test Administrator or Scribe must be proficient in reading braille.
- Any manipulatives used regularly in the classroom may be used on test day.
- This accommodation is untimed. Possible Scenarios:
 1. The student and a Scribe sit side-by-side at the computer. The Scribe will need to log in to the test engine using the student's username and password. The Test Administrator can be the Scribe. If the Test Administrator serves as the Scribe, a Proctor will also need to be in the room. The Test Administrator reads the directions. The student begins the test by reading the braille test form. The student verbally states their answer choice, and the Scribe enters the response directly into the online testing engine.
 2. The student works independently and marks their responses directly into the braille test booklet, which will later be transcribed into the online test engine using the student's username and password (See Transcription Guidance below).
 3. The student uses the braille to record their responses, which will later be transcribed into the online test engine using the student's username and password (See Transcription Guidance below).
 4. The student begins the braille test and verbally states their answer choice to the Scribe, who marks it directly into the paper test booklet. The responses are later transcribed into the online test engine using the student's username and password (See Transcription Guidance below).

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

Specific Guidance for Scribing:

- Refer to the *Alabama Comprehensive Assessment Program Integrity Handbook for Test Administration* for the requirements and responsibilities of a Scribe.
- If the student requires a Scribe, the Scribe must use the student's test ticket to log in to the test engine and record the responses dictated by the student.
- If the student answers independently, the responses and the Text Dependent Writing item are to be transcribed into the test engine when the student has completed the test. (See Transcription Guidance).

Transcription Guidance:

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

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

NOTE for VI Non-Braille Readers:

For visually impaired students who cannot read braille, contact Student Assessment for guidance. Upon approval by Student Assessment, Districts may be provided a Non-braille Readers Verbal Instructions document that includes a Human Reader Script for all sessions of ELA (including the reading passages). This document can only be used for students who are blind but cannot read braille. The ELA score for these students will not be equivalent to an ELA score for other sighted students or students who can read braille, as “reading the reading” violates the construct of the assessment.

There is not a special form for this request. District Test Coordinators should submit a Human Reader Request form and make a note on the form that the student will need this accommodation. In the DRC INSIGHT Portal, students receiving the Non-braille Readers Verbal Instructions should have both the Human Reader and a paper (Large Print or Paper) test accommodation selected. This is to ensure the correct version of the form, that corresponds with the non-braille instructions, is dealt to them in the portal when the administrator enters their responses. The students don't actually need to use the accompanying materials. The non-braille scripts are designed for the student to have zero interaction with materials.

Extended Time

Description: The student is allotted **twice the standard time (2X)** for each session of each content area test. Extended time may not extend beyond the school day; students must complete each test session on the same day the session is started. The amount of time allotted in standard time for each session is usually sufficient for students.

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

Considerations/Constraints:

- Students must have extended time documented in an IEP, Section 504 Plan, or I-ELP.
- Students with an I-ELP are not required to have an IEP or Section 504 Plan as long as the student is receiving extended time as an English learner (EL) Accommodation.
- Students receiving the Extended Time accommodation must be placed with other students receiving the same accommodation. These students should not be placed with students who are taking the test in standard time.
 - Students receiving a text-to-speech accommodation can test with students who are just receiving an extended time accommodation as long as they are wearing headphones.

Human Reader (English)

(Student Assessment Approval Required)

Description: This accommodation is used for a student who is unable to read grade-level text and who cannot access the test using the Text-to-Speech (TTS) functionality embedded in the DRC INSIGHT test engine due to a hearing impairment or medical condition. This read-aloud accommodation must be provided regularly in the classroom and documented in the IEP or Section 504 Plan and requires approval from Student Assessment. The use of a Human Reader presents an increased risk to test security; therefore, the TTS accommodation is the recommended accommodation for students who need a read-aloud. If TTS cannot be used, ALSDE approval must be given for the Human Reader accommodation. Students using this accommodation will automatically be assigned extended time (2X standard time).

Setting: Individual

Considerations/Constraints:

- Student Assessment approval is required prior to testing a student with a Human Reader accommodation. The DTC must submit a Human Reader Request Form to Student Assessment for approval.
- Once approved, Student Assessment will order a Human Reader Script to be shipped to the district.
- This accommodation requires a Test Administrator and a Proctor in the room at all times.
- Unless otherwise specified in the student's IEP or Section 504 Plan, the student will maintain control of the testing device. The student will respond to each question and be responsible for all navigation and final submission of the test for scoring.
- No other interactions, such as redirecting, cueing, emphasizing words, etc., should occur during the testing sessions. The Human Reader must read the words verbatim.

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

Specific Guidance for Human Reader Administration:

- Human Reader Scripts will be shipped to the district upon approval from Student Assessment.
- A different Human Reader Script must be used for students who also require a paper form of the test (Large Print or standard-sized paper test). This script will be made available to the DTC via Print On Demand (POD).
- The Reader Scripts are considered secure test materials and must be treated as such from receipt by the DTC to their return to DRC upon completion of testing. Please refer to the guidance for the handling of paper test materials in the ACAP Summative Test Administration Manual.
- To alleviate any confusion, the Test Administrator may review the Human Reader Script in the presence of the BTC the day before the test session.

Large Print (paper)

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

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

Materials Needed:

- Large Print test kits will be shipped to the district based on the assignment of the "Large Print" accommodation in the DRC INSIGHT Portal.
- The Large Print test is part of a packet of materials that includes the following:
 - Large Print Test Booklet—SECURE MATERIAL
 - Verbal Instructions for Administering Large Print Edition Math and Science
 - Verbal Instructions for Administering Large Print Edition ELA—SECURE MATERIAL
 - Large Print Math Reference Sheet (Grades 4-8 Math kit ONLY)
 - Large Print Writers Checklist (Grades 2-8 ELA kit)
 - Large Print Periodic Table (Grade 8 Science kit ONLY)
- There is one Large Print Test Booklet for each content area. All sessions of the content area test are included together in the one test booklet.
- For math sessions, any measurement-related items in the large print forms will have the necessary tool (ruler or protractor) incorporated as part of the item. The student will have everything needed to respond to the item on the page. The tools are proportional but not to the scale of a ruler in real life. a student cannot use their own ruler to measure an item.

Considerations/Constraints:

- Only students with a visual impairment documented in an IEP or Section 504 Plan qualify for a Large Print form.
- If testing individually, a Test Administrator and a Proctor are required.
- If testing in a large or small group, the group is limited to other students taking the test in a Large Print or Paper Booklet.
- Test Administrators are responsible for keeping up with the timing of the test sessions according to allotted times shown in the *ACAP Summative Test Administration Manual*. These test times must be strictly adhered to.
- The students will mark their responses directly into the Large Print Test Booklet.
- After each test session, two certificated educators must be present to perform the transcription from the Large Print Test Booklets directly into the online testing engine using the student's test tickets.
- The Large Print Test Booklet will not be submitted for scoring but will be returned to DRC.

Transcription Guidance:

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

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

Multiple Days

(Student Assessment Approval Required)

Description: The student is allowed more than one day to complete a test session. The Multiple Days accommodation is only for students who cannot complete one session in one day (ex. ELA Session 1 cannot be completed in one day). This accommodation should be reserved for students with significant medical, physical, mental, or behavioral conditions that prohibit their ability to test for more than small increments of time.

Setting: Individual

Considerations/Constraints:

- Student Assessment approval is required prior to testing a student over multiple days. The DTC must submit a Special Request Form to Student Assessment to request approval. Further guidance will then be provided.
- Students must use this accommodation on a routine basis in the classroom. This is not to be used "just in case" the student cannot complete the sessions in the allotted time.
- The Multiple Days accommodation is available for all content area assessments.
- This accommodation requires a Test Administrator and a Proctor in the room at all times.
- The test sessions are untimed.

Refreshable Braille

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

Setting: Individual

Considerations/Constraints:

- This accommodation should only be provided to students who regularly use a Refreshable Braille device in the classroom on daily classroom assignments and tests.
- This accommodation requires a Test Administrator and a Proctor in the room at all times.
- This accommodation is untimed.
- It is the responsibility of the school or district to provide the software and the Refreshable Braille device.
- Any grammar, internet, or file-storing functions must be disabled.
- Selecting Refreshable Braille as an accommodation in DRC INSIGHT will trigger the shipment of a Refreshable Braille Kit. The following items will be included in the kit shipped:
 - Test Administrator Notes—SECURE MATERIAL
 - Tactile Packet—SECURE MATERIAL
 - Braille Math Reference Sheet (Grades 4-8 Math kit ONLY)
 - Braille Writers Checklist (Grades 2-8 ELA kit)
 - Braille Periodic Table (Grade 8 Science kit ONLY)

Scribe

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

Setting: Individual

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

Considerations/Constraints:

- This accommodation is for students who have a disability or injury that severely limits or prevents their ability to use a keyboard or touchpad.
- In the case of a recent injury, use the Temporary Medical Emergency Form.
- The test is untimed

Set Up:

- This accommodation requires an individual administration with a Test Administrator and the Scribe. No Proctor required.
- The Scribe will sign in using the student's test ticket. The Scribe sits next to the student at the computer. The student independently reads the test.
- The student dictates a response, and the Scribe enters the response verbatim using the keyboard or touchpad.
- The Scribe will enter a student's responses to technology-enhanced items exactly as directed by the student.
- The Scribe may interact with the embedded universal tools, such as line reader, highlighter, and magnifier, as requested by the student.
- The Scribe may scribe out the student's thoughts on scratch paper to work out the math problems as long as they write it out exactly as the student says it.

- The Scribe must not answer or explain anything to the student during testing and must be careful not to give hints of any type.
- For the Text Dependent Writing item, the Scribe must type exactly what the student says and not add or take away from the dictation of the student.
- The Scribe must not alert the student to mistakes.
- The Scribe must not suggest that the student say more or go back and check the response.

Specific Guidance for the Text Dependent Writing Item:

- Inform student of all guidelines prior to testing.
- The student can dictate the entire response at one time. The Scribe will type the response without capitalization and punctuation. When the student is finished dictating, the Scribe will show the response to the student. The student will tell the Scribe which letters are to be capitalized and where punctuation should be added.
- SPELLING: The student should provide exact spelling the first time they use a KEY WORD (such as a noun or verb relevant to the content); thereafter, the Scribe can spell the word as the student first spelled it.
- If the Scribe has difficulty understanding what the student dictates, the Scribe may say: "Please say the last sentence again."
- If the student does not respond to the writing prompt after a reasonable length of time, the Scribe must type into the response box: NO RESPONSE.

English Learner Considerations:

For English learners who do not speak English but need a Scribe for the Math and Science Spanish tests, a Spanish-speaking Scribe is required. The purpose of the Spanish-speaking Scribe is for the Spanish-speaking student to communicate responses and directives to manipulate the technology-enhanced items within the test engine. For English learners who do speak English, a Spanish-speaking Scribe would not be a requirement.

Sign Language: Directions Only

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

Setting: Large Group, small group, or individual for all content areas and sessions except English language arts session 1.

English language arts session 1 setting can be administered in a small group setting or an individual setting as long as all students are receiving Sign Language: Directions Only or Sign Language: Test Items accommodations. Considerations must be given to the student's ability to understand sign language and what is being interpreted.

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

Considerations/Constraints:

- The student must have an IEP or Section 504 Plan.
- This test is standard timed for Math and Science sessions. All English language arts sessions will default to extended time due to the interpreting of the listening items for the students in session 1.
- The Sign Language Interpreter may provide this accommodation in a large group setting in all content areas and sessions except English language arts session 1; however, the Sign Language Interpreter and the student must be positioned in an area that is away from the view of the other students, so as not to distract from their testing experience. English language arts session 1 must be administered in a small group or individual setting.
- The Sign Language Interpreter must not talk to or visit with testing staff.
- The Sign Language Interpreter must remain in the room for the duration of the test.

NOTE: For hearing impaired students whose IEP dictates Sign Language: Directions Only, the Sign Language Interpreter must also sign test items for English language arts session 1. This does not violate the student's IEP because listening is a required component of English language arts session 1.

Materials Needed:

- Selecting Sign Language: Directions Only as an accommodation in DRC INSIGHT will trigger shipment of a Sign Language: Test Items Kit for English language arts due to the listening items that need to be signed in session 1.
- The Sign Language: Test Items Kit includes the following:
- Test Administrator/Interpreter Notes—SECURE MATERIAL
- 2 Human Reader Scripts (1 for Test Administrator and 1 for Interpreter)—SECURE MATERIAL

Set Up for Sign Language: Directions Only English language arts session 1:

- This accommodation requires a Test Administrator and a Sign Language Interpreter. No Proctor required.
- This accommodation requires an Human Reader Script for the Test Administrator to read aloud for the Sign Language Interpreter. The Interpreter will also receive a Human Reader Script to assure interpretation is clearly conveyed in the correct manner to students.
- The student will respond independently, directly into the test engine.

Specific Guidance:

- Human Reader Scripts are considered secure test materials and must be treated as such from receipt by the DTC to their return to DRC upon completion of testing. Please refer to the guidance for the handling of paper test materials in the *ACAP Summative Test Administration Manual*.
- Human Reader Scripts will contain detailed information and instructions for the administration of English language arts session 1 with a hearing impairment.
- The Sign Language Interpreter will review the Human Reader Script, in the presence of the BTC, prior to test day to become familiar with what must be conveyed to the student on the day of the test.
- The Sign Language Interpreter must not alter, emphasize, or add words. The Sign Language Interpreter must not clarify or provide additional information, assist, or influence the student's selection of a response in any way.
- The Sign Language Interpreter may repeat test items and response options, as requested, according to the needs of the student.
- The Test Administrator must not rush through the test and should ask the student if they are ready to move to the next item.
- If the student chooses an answer before the Sign Language Interpreter has signed all the answer choices, the Sign Language Interpreter must ask if the student wants the other response options to be read.
- After the Sign Language Interpreter finishes signing a test item and all response options, the Sign Language Interpreter must allow the student time to pause before responding. If the pause has been lengthy, say: "Do you want me to sign the question or any part of it again?"

Sign Language: Online Video

Description: A pre-recorded video file of a human sign language interpreter signs verbal instructions and test items on the student's screen.

Setting: Unrestricted

Considerations/Constraints:

- Student must have an IEP or Section 504 Plan.
- This test is standard time.
- Signing is only allowed for math, science, and sessions 1 and 3 of the English language arts tests.

Sign Language: Test Items

Description: This accommodation is for students who are deaf or hard of hearing who typically use sign language and are unable to read grade-level text.

Setting: Individual

Materials Needed:

- Selecting Sign Language: Test Items as an accommodation in DRC INSIGHT will trigger shipment of a Sign Language: Test Items Kit.
- The Sign Language: Test Items Kit includes the following:
- Test Administrator/Interpreter Notes—SECURE MATERIAL
- 2 Human Reader Scripts (1 for Test Administrator and 1 for Interpreter)—SECURE MATERIAL

Considerations/Constraints:

- Student must have an IEP or Section 504 Plan.
- This test is untimed.
- The Sign Language Interpreter must not talk to or visit with testing staff.
- The Sign Language Interpreter must remain in the room for the duration of the test.

Set Up:

- Signing Test Items is only allowed for Math, Science, and Sessions 1 and 3 of the English language arts tests.
- This accommodation requires a Test Administrator and a Sign Language Interpreter. No Proctor required.
- This accommodation requires a Human Reader Script for the Test Administrator to read aloud for the Sign Language Interpreter. The Interpreter will also receive a Human Reader Script to assure interpretation is clearly conveyed in the correct manner to students.
- The student will respond independently, directly into the test engine.

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

Specific Guidance:

- Human Reader Scripts are considered secure test materials and must be treated as such from receipt by the DTC to their return to DRC upon completion of testing. Please refer to the guidance for the handling of paper test materials in the *ACAP Summative Test Administration Manual*.
- Human Reader Scripts will contain detailed information and instructions for the administration of a Human Reader accommodation.
- The Sign Language Interpreter will review the Human Reader Script, in the presence of the BTC, prior to test day to become familiar with what must be conveyed to the student on the day of the test.
- The Sign Language Interpreter must not alter, emphasize, or add words. The Sign Language Interpreter must not clarify or provide additional information, assist, or influence the student's selection of a response in any way.
- The Sign Language Interpreter may repeat test items and response options, as requested, according to the needs of the student.
- The Test Administrator must not rush through the test and should ask the student if they are ready to move to the next item.
- If the student chooses an answer before the Sign Language Interpreter has signed all the answer choices, the Sign Language Interpreter must ask if the student wants the other response options to be read.
- After the Sign Language Interpreter finishes signing a test item and all response options, the Sign Language Interpreter must allow the student time to pause before responding. If the pause has been lengthy, say: "Do you want me to sign the question or any part of it again?"

Text-to-Speech (English) (TTS)

Description: The TTS accommodation is used for a student who is unable to read grade-level text and has a need for a read aloud text. This read-aloud accommodation must be provided regularly in the classroom and documented in the IEP or Section 504 Plan.

Students using this accommodation will automatically be assigned extended time (2X standard time).

Setting: Large group, small group, or individual as long as all students in the session are testing with extended time and headphones are used.

Considerations/Constraints:

- This accommodation should only be provided to students who regularly require the use of human readers/text-to-speech in the classroom on daily classroom assignments and tests.
- Headphones will be used for this accommodation unless the student is testing individually. The student may listen to the TTS functionality without headphones if in an individual setting.
- Verbal instructions will be read aloud by the Test Administrator.
- The students who have the TTS accommodation will listen to the verbal instructions read aloud by the Test Administrator.
- Once verbal instructions have been read, the Test Administrator will instruct students to put their headphones on.
- The Test Administrator will then instruct students to click the “Begin the Test” button.
- Test items will be read to the student by the TTS functionality.
- ELA sessions 2 and 4 are not read aloud to the student (they are reading sessions), but they are automatically assigned extended time as well.

NOTE: English language arts Session 1 will have some items that will not be read aloud by the TTS functionality. Testing staff should not read these items to the student. These items test the student’s reading skills.

Text-to-Speech (TTS) and English Language Arts Sessions

Grade	Session 1*	Session 2	Session 3	Session 4
Grade 2	TTS	No TTS	TTS	No TTS
Grade 3	TTS	No TTS	TTS	No TTS
Grade 4**	TTS	No TTS	TTS	No TTS
Grade 5**	TTS	No TTS	TTS	No TTS
Grade 6	TTS	No TTS	TTS	No TTS
Grade 7	TTS	No TTS	TTS	No TTS
Grade 8	TTS	No TTS	TTS	No TTS

*This session includes listening items, so all students will need headphones; however, not all text will be read to the students.

**Session 1 for grades 4 and 5 is a “mixed” session-- the Phonics and Vocabulary items will NOT have TTS.

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

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

English Learner (EL) Accommodations

I-ELP Required

(All EL accommodations are automatically assigned Extended Time.)

Bilingual Word-to-Word Dictionary/Glossary

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

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

Conditions/Constraints:

- An Individual English Language Plan (I-ELP) is required for this accommodation.
- CAUTION: Glossaries must be word-to-word only! No definitions, synonyms, or sentences. If a student uses a glossary that includes any text other than the translated English word, the test will be invalidated.
- ALSDE does not have an approved list of glossaries. We recommend using [the ACT-approved list](#).
- Ultimate responsibility for the selection and use of a glossary is placed upon the district.
- Students using this accommodation will receive extended time.
- To ensure a student receives extended time, the Word-to-Word Glossary accommodation must be selected in the DRC INSIGHT Portal prior to starting the test.

Extended Time for EL Students

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

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

Considerations/Constraints:

- Students with an I-ELP are not required to have an IEP or Section 504 Plan as long as they are receiving extended time as an EL accommodation in the classroom.
- Students receiving the Extended Time accommodation must be placed with other students receiving the same accommodation. These students should not be placed with students who are taking the test in standard time.
- To ensure a student receives extended time, the Extended Time accommodation must be selected in the DRC INSIGHT Portal prior to starting the test.

Human Reader (English)

(Student Assessment Approval Required)

Description: This accommodation is available for EL students who receive a read-aloud accommodation in the classroom on a regular basis as documented in the I-ELP and has a need for an “in person” reader (example: a student with a hearing impairment who reads lips) who cannot benefit from the Text-to-Speech (TTS) functionality embedded in the DRC INSIGHT test engine. This accommodation requires approval from Student Assessment. The use of a Human Reader presents an increased risk to test security; therefore, the TTS accommodation is the recommended accommodation for students who need a read-aloud. If TTS cannot be used, ALSDE approval must be given for the Human Reader accommodation.

Students using this accommodation will automatically be assigned extended time (2X standard time).

Setting: Individual

Considerations/Constraints:

- Student Assessment approval is required prior to testing a student with a Human Reader accommodation. The DTC must submit a Human Reader Request Form to Student Assessment for approval.
- Once approved, Student Assessment will order a Human Reader Script to be shipped to the district.
- This accommodation requires a Test Administrator and a Proctor in the room at all times.
- Unless otherwise specified in the student's IEP or Section 504 Plan, the student will maintain control of the testing device. The student will respond to each question and be responsible for all navigation and final submission of the test for scoring.
- No other interactions, such as redirecting, cueing, emphasizing words, etc., should occur during the testing sessions. The Human Reader must read the words verbatim.

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

Specific Guidance for Human Reader Administration:

- Human Reader Scripts will be shipped to the district upon approval from Student Assessment.
- A different Human Reader Script must be used for students who also require a paper form of the test (Large Print or standard-sized paper test). This script will be made available to the DTC via Print On Demand (POD).
- The Human Reader Scripts are considered secure test materials and must be treated as such from receipt by the DTC to their return to DRC upon completion of testing. Please refer to the guidance for the handling of paper test materials in the *ACAP Summative Test Administration Manual*.
- To alleviate any confusion, the Test Administrator may review the Human Reader Script in the presence of the BTC the day before the test session.

Human Reader (Spanish) (Student Assessment Approval Required)

Description: This accommodation is used for an EL student who has a documented need for a Spanish “in person” reader (example: a student with a hearing impairment who reads lips) who cannot benefit from the Spanish TTS functionality embedded in the DRC INSIGHT test engine. The use of a Human Reader presents an increased risk to test security; therefore, the Text-to-Speech accommodation is the recommended accommodation for students who need a read-aloud. If TTS cannot be used, Student Assessment approval must be given for the Human Reader accommodation. Students using this accommodation will automatically be assigned extended time (2X standard time).

Setting: Individual

Considerations/Constraints:

- Spanish Human Reader is available for math and science only.
- The student will see a stacked Spanish form of the test on the screen.
- The Human Reader will read from a Spanish Human Reader Script.
- There are no Spanish translations for any English language arts sessions (Spanish TTS, Spanish Human Reader, Stacked Spanish Translation).
- Prior to selecting this accommodation, refer to the Guidance for English Learner Committees Regarding Participation of English Learners on State Assessments in Spanish (ASAP Manual).

Set Up:

- Same as English Human Reader

NOTE: When entering Oral Presentation: Spanish Human Reader accommodations in the DRC Insight Portal, please be aware that the Stacked Spanish accommodation will automatically be selected as well. If a student receives the Spanish Human Reader accommodation, they will also receive the Stacked Spanish accommodation.

Stacked Spanish Translation of the Test

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

Students using this accommodation will automatically be assigned extended time (2X standard time).

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

Considerations/Constraints:

- Only available for math in Grades 2-8 and science in Grades 4,6, and 8.
- There are no Spanish translations for any English language arts sessions.
- Prior practice of this accommodation has been waived. It is available to all ELs for whom the I-ELP Committee feels it would be beneficial.
- If TTS (Spanish) is selected with the Stacked Spanish accommodation, the automatic default will be TTS (Spanish).

Text-to-Speech (English)

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

Students using this accommodation will automatically be assigned extended time (2X standard time).

Setting: Large group, small group, or individual as long as all students in the session are testing with extended time and headphones are used.

Considerations/Constraints:

- This accommodation should only be provided to students who regularly require the use of human readers/text-to-speech in the classroom on daily classroom assignments and tests.
- Headphones will be used for this accommodation unless the student is testing individually. The student may listen to the TTS functionality without headphones if in an individual setting.
- Verbal instructions will be read aloud by the Test Administrator.
 - The students who have the TTS accommodation will listen to the verbal instructions read aloud by the Test Administrator.
 - Once verbal instructions have been read, the Test Administrator will instruct students to put their headphones on.
 - The Test Administrator will then instruct students to click the “Begin the Test” button.
- Test items will be read to the student by the TTS functionality.

NOTE: English language arts Session 1 will have some items that will not be read aloud by the TTS functionality. Testing staff should not read these items to the student. These items test the student’s reading skills.

Text-to-Speech (TTS) and English Language Arts Sessions

Grade	Session 1*	Session 2	Session 3	Session 4
Grade 2	TTS	No TTS	TTS	No TTS
Grade 3	TTS	No TTS	TTS	No TTS
Grade 4**	TTS	No TTS	TTS	No TTS
Grade 5**	TTS	No TTS	TTS	No TTS
Grade 6	TTS	No TTS	TTS	No TTS
Grade 7	TTS	No TTS	TTS	No TTS
Grade 8	TTS	No TTS	TTS	No TTS

*This session includes listening items, so all students will need headphones; however, not all text will be read to the students.

**Session 1 for grades 4 and 5 is a “mixed” session-- the Phonics and Vocabulary items will NOT have TTS.

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

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

Text-to-Speech (Spanish)

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

Students using this accommodation will automatically be assigned extended time (2X standard time).

Setting: Large group or small group, as long as all students in the session are testing with extended time and headphones are used.

Considerations/Constraints:

- Spanish TTS is available for math and science only.
- The student will see a Stacked Spanish form of the test on the screen.
- The TTS audio will read from the Spanish translation only.
- There are no Spanish translations for any English language arts sessions.

Set Up:

- Same as Text-to-Speech (English)

NOTE: When entering Text-to-Speech (Spanish) accommodations in the DRC Insight Portal, please be aware that the Text-to-Speech (English) and Stacked Spanish accommodations will automatically be selected as well. If a student receives the Text-to-Speech (Spanish) accommodation, they will also receive the Stacked Spanish accommodation. Text-to-Speech (English) will be checked in the portal but does not affect the student's testing experience.

Translated Directions

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

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

Students using this accommodation will automatically be assigned extended time (2X standard time).

Constraints/Considerations:

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

Set Up—Option 1:

- Translated directions must be downloaded from the DRC INSIGHT Portal Documents page by the BTC and provided to the Test Administrator prior to the test session.
- The Test Administrator will give the printed directions directly to the EL student, who is responsible for independently reading the directions silently.
- After testing, the printed directions should be returned to the BTC and may be reused if desired.
- Students using this accommodation will receive extended time.
- Setting for Option 1: Individual, large group, or small group, as long as all students in the group are receiving extended time.

Set Up—Option 2:

- Translated directions must be downloaded from the DRC INSIGHT Portal Documents page by the BTC and made available to the Native Language Interpreter prior to the test session.
- The Native Language Interpreter will read the translated directions aloud while the student(s) follows along in English in the online test engine.
- After testing, the printed directions must be returned to the BTC and may be reused if desired.
- Students using this accommodation will receive extended time.
- Setting for Option 2: Individual or small group, as long as all students in the group are receiving extended time. All students in the group must receive this accommodation in the same language.

The Native Language Interpreter may serve as the Test Administrator as long as they meet the guidance for a Test Administrator as indicated in the ACAP Integrity Handbook for Test Administration.

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.

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 <i>Alabama Comprehensive Assessment Program Participation Chart</i> 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. **Prior 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) and 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		Support(s) were Used by the Student	
				Verified by BTC with TA after testing		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 information to Student Assessment for consideration via [Special Request Form](#).



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 (if applicable):

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 and a copy attached to 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*)

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 the information to Student Assessment for consideration via [Special Request Form](#).

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



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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