



ASAP Manual

*Accessibility Supports and Accommodations Policy
for
State Assessments*

**Alabama State Department of Education
Student Assessment**

2021-2022

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CHANGE HISTORY

All applicable pages	Changed ML to EL
Page 2	Inserted two links to the ASAP Manual Recorded Webinars

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 and English learner (EL) students. 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 implementation of accommodation practices for those students who have diverse needs in the classroom.

In addition, the ASAP Manual provides all of the supports that are available for each state assessment and detailed information regarding the use of these supports. Many of the supports identified within the manual are unique to each state assessment. This places a greater emphasis on educators to ensure that students are provided supports consistent with each assessment. Therefore, educators should be trained on this manual and be familiar with the supports available to students before the development of an Individualized Education Program (IEP)/Section 504 Plan/Individual English Language Plan (I-ELP).

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.

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

Alabama State Department of Education

Student Assessment

50 North Ripley Street

Montgomery, Alabama 36130

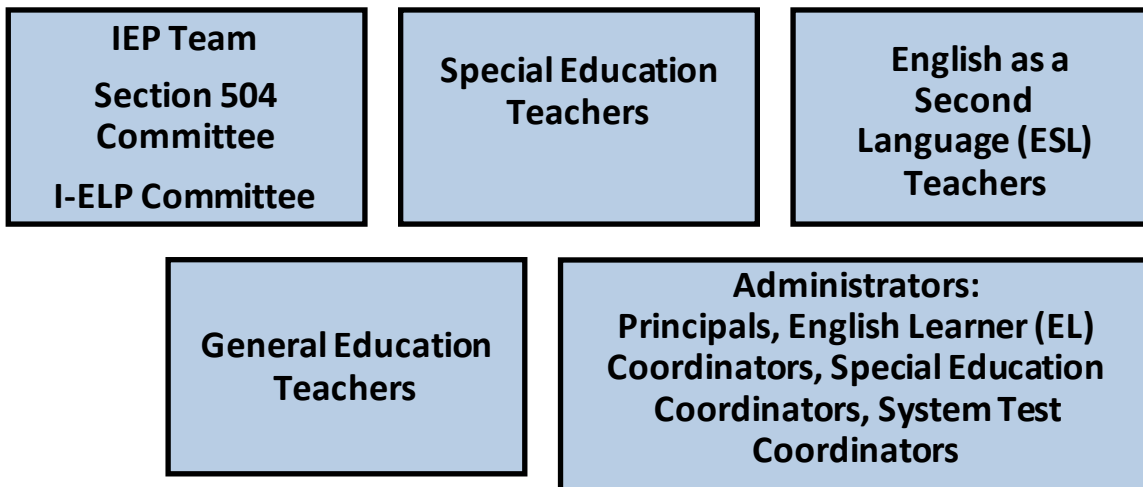
studentassessment@alsde.edu

PURPOSE

The ASAP manual is intended for school-level personnel and decision-making teams (IEP Teams, Section 504, and I-ELP Committees) to serve as a resource in planning for implementation of the ACAP. Training is provided annually by the Alabama State Department of Education, Student Assessment Office. Use these links to access the recorded webinars:

[ASAP Manual Training-2021](#) [ACAP Supplement Training-2021](#)

INTENDED AUDIENCE

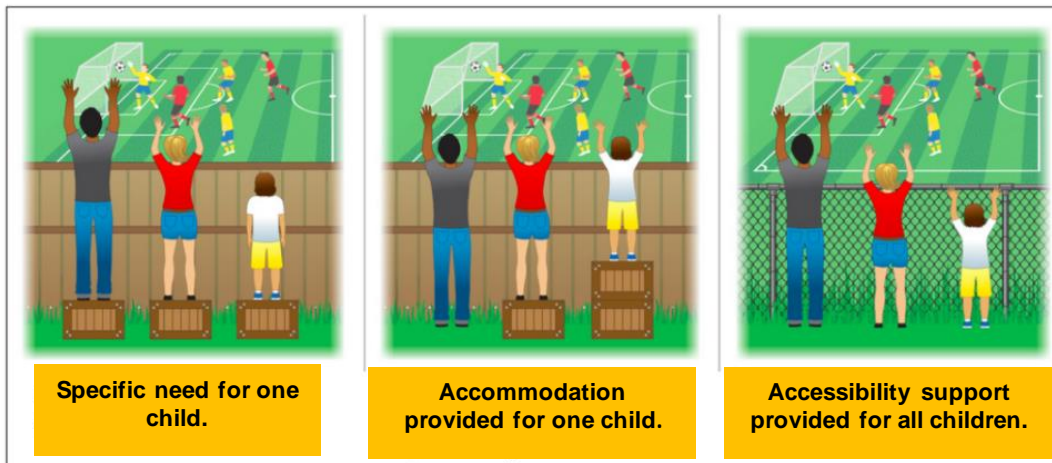


The information provided is for educators to use in preparing for the selection and use of accessibility supports and accommodations for those students who need them on state assessments. Consider the guidance in this manual as a whole, prior to informing instructional and assessment decisions, to ensure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

ELIGIBILITY FOR THE USE OF ACCESSIBILITY SUPPORTS AND 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 to accessibility 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.



UNDERSTANDING ACCESSIBILITY SUPPORTS

An accessibility support is available for use by any student, including ELs, ELs with disabilities, and students with disabilities, for whom the need has been documented and proven to be successful in the classroom. These supports are intended to provide equitable access to classroom content and allow the student to demonstrate the degree of achievement in the content areas on state assessments. 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 a state assessment.

UNDERSTANDING ACCOMMODATIONS

An accommodation on an 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 limited English proficiency. Accommodations provided on 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 the state assessment.

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

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

VARIATIONS IN ACCESSIBILITY SUPPORTS AND ACCOMMODATIONS PRESENTATIONS ON STATE ASSESSMENTS

On some assessments, accessibility supports and/or accommodations provided in the classroom may not be presented the same way on a state assessment. As stated above, a student who receives a read aloud accommodation in the classroom would qualify to receive the Text-to-Speech accommodation in the online testing platform. Additionally, students who receive Spanish text in the classroom may receive the Spanish text in a stacked Spanish format on the *ACAP Summative*. These accommodations, though presented differently on the state assessment, are still considered to be the same type of accommodation.

POLICIES ON THE 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 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/I-ELP Committee.
- Every IEP Team, Section 504/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 the accessibility support and/or accommodation must attend annual accessibility support and accommodations training provided by 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 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.

Alabama Comprehensive Assessment Program (ACAP) Participation Chart and Decision Chart for English Learner Students in Their First Twelve 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 tested for each state assessment.

The ***ACAP 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 Assessment*. Since there is no alternate assessment for grade 12, students must either be provided an “alternate” 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 Twelve 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 Assessment* for English Language Arts (Reading, Language, and Writing). 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

Below is a chart to help clarify the general progression of students through the state assessments. This chart, which is offered as a general guide, may not address all situations. If you have question concerning special situations, please contact Student Assessment at (334) 694-4817.

Grades 2-8	Grade 10	Grade 11	Grade 12
<p>ACAP Summative</p> <p>ELA (Language, Reading, and Writing)</p> <p>AND</p> <p>Mathematics</p> <p>AND</p> <p>Science (Grades 4, 6, and 8)</p>	<p>PreACT</p> <p>Reading Mathematics English Science</p>	<p>ACT with Writing</p> <p>Reading Mathematics English Writing Science</p>	<p>ACT WorkKeys (Optional)</p> <p>Graphic Literacy Workplace Documents Applied Math</p>
OR	OR	OR	OR
<p>ACAP Alternate</p> <p>ELA (Language, Reading, and Writing)</p> <p>AND</p> <p>Mathematics</p> <p>AND</p> <p>Science (Grades 4, 6, and 8)</p>	<p>ACAP Alternate</p> <p>Reading Mathematics English Science</p>	<p>ACAP Alternate</p> <p>Reading Mathematics English Writing Science</p>	<p>Evidence must be collected, or a locally created assessment must be administered.</p> <p>Graphic Literacy Workplace Documents Applied Math</p>

In order to meet federal and state guidelines, teachers will need to provide a locally created alternate assessment for **any** test administered in the Local Education Agency (LEA) 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.

Assessments are subject to change.



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

Below is a chart to help clarify the participation of English Learner (EL) students in their first 12 months of enrollment in U.S. schools. The EL Committee must include decisions regarding the criteria outlined below in the Individual English Language Plan (I-ELP). These decisions must be made on an individual basis. If you have questions concerning special situations, please contact Susan Beard at: (334) 694-4817.

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

- ❖ Flexibility given to EL students in their first 12 months of enrollment in U.S. schools pertains to the academic content assessments in reading and language arts – excluding all of the ACT assessments - for accountability purposes. Participation in reading and language arts, though not required, is also not prohibited. The EL Committee must be included when making decisions about participation in reading and language arts. For questions regarding participation in reading and language arts, contact the Student Assessment Office.
 - ❖ All EL students in Grades K-12, regardless of the number of years of enrollment in U.S. schools, must participate on *ACCESS for ELLs*, the state-administered English language proficiency test, or *Alternate ACCESS for ELLs*.
 - ❖ EL students who participate on *Alternate ACCESS for ELLs* 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*.

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 each state assessment. Listed within each of the tables are all of the supports available for that particular assessment. These tables do not include the EL assessments. Those forms are located in the **English Learner Assessments Checklists** section of this manual.

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 this 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*** may be used on a state assessment. Students must have prior practice with the use of these supports.

NOTE:

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

ACAP Alternate

Grades 2-8, 10 and 11

ACCOMMODATIONS IEP or Section 504 Plan Required	ENGLISH LEARNER ACCOMMODATIONS I-ELP Required
Abacus	English Native Language Word-to-Word Glossary (Refer to the <i>ACT Authorized Bilingual Word-Word Dictionaries</i> list)
Assistive Technology	Translated Directions
Augmented Alternative Communication Device	
Braille	
FM System	
Low Vision Aids	
Magnifier	
Manipulatives	
Sign Language (Instructions and Test Items)	

For detailed information regarding accessibility supports and accommodations on the
ACAP Alternate, refer to the *ACAP Alternate Test Administration Manual*.

ACAP Summative

Grades 2-8

ACCESSIBILITY SUPPORTS	ACCOMMODATIONS IEP or Section 504 Plan Required	ENGLISH LEARNER ACCOMMODATIONS I-ELP Required
Breaks	Abacus	English Native Language Word-to-Word Glossary (Refer to the <i>ACT Authorized Bilingual Word-Word Dictionaries</i> list)
FM System	Assistive Technology	Extended Time
Individual Administration	Braille (1:1 administration)	Oral Presentation: English Human Reader available for Math, Science, and the Language and Writing session of the English Language Arts test. (1:1 administration)
Oral Reader (1:1 administration)	Extended Time	Oral Presentation: English Text-to-Speech available for Math, Science, and the Language and Writing session of the English Language Arts test.
Small Group	Large Print	Oral Presentation: Spanish Human Reader available for Math and Science Only (1:1 administration)
	Multiple Days (1:1 administration) ALSDE APPROVAL	Oral Presentation: Spanish Text-to-Speech available for Math and Science Only
	Oral Presentation: Human Reader available for Math, Science, and the Language and Writing session of the English Language Arts test. (1:1 administration)	Stacked Spanish available for Math and Science Only
	Oral Presentation: Text-to-Speech available for Math, Science, and the Language and Writing session of the English Language Arts test.	Translated Directions
	Refreshable Braille (1:1 administration)	For detailed information regarding accessibility supports and accommodations on the <i>ACAP Summative</i> , refer to the <i>ACAP Summative Accessibility Supports and Accommodations Supplement</i> located in this manual.
	Screen Reader	
	Scribe (1:1 administration)	
	Sign Language (Directions Only)	
	Sign Language (Test Items) (1:1 administration)	

PreACT
Grade 10
No ACT Approval Needed

ACCESSIBILITY SUPPORTS	ACCOMMODATIONS IEP or Section 504 Plan Required	ENGLISH LEARNER ACCOMMODATIONS I-ELP Required
Access to Food/Drink/Medications (Medical Reasons)	Accessible Calculator (Talking Calculator) (1:1 administration)	Bilingual Word-to-Word Dictionary/Glossary (Refer to the <i>ACT Authorized Bilingual Word-Word Dictionaries</i> list)
Colored Overlay/Filter	Assistive Communication Device	Extended Time
Individual Administration	Assistive Device	Translated Directions
Line Reader	Braille	<p>For detailed information regarding accessibility supports and accommodations on the <i>PreACT</i>, refer to the <i>PreACT Test Administration Manual</i></p>
Magnifier	Breaks	
Mark Responses in Test Booklet	Extended Time	
Sign Language Interpreter (ASL, SEE, Cued Speech) (Verbal Instructions)	Human Reader (1:1 administration)	
Small Group	Large Print	
Written Copy of Verbal Instructions	Scribe (1:1 administration)	
	Multiple Days (1:1 administration) ALSDE APPROVAL	
	Pre-Recorded (USB)	
	Sign Language (Cued Speech) (Test Items) (1:1 administration)	
	Sign Language (SEE) (Test Items) (1:1 administration)	

ACT with Writing

Grade 11

ACT Approval Required for ALL Accommodations

ACCESSIBILITY SUPPORTS No ACT Approval Needed	ACCOMMODATIONS IEP or Section 504 Plan Required	ENGLISH LEARNER ACCOMMODATIONS I-ELP Required
Access to Food/Drink/Medications (Medical Reasons)	Abacus	Bilingual Word-to-Word Dictionary/Glossary (Refer to the <i>ACT Authorized Bilingual Word-Word Dictionaries</i> list)
Answer Eliminator	Accessible Calculator (Talking Calculator) (1:1 administration)	Extended Time
Browser Zoom	Additional Breaks with Standard Time	Translated Directions
Calculator	Assistive Communication Device	<p>For detailed information regarding accessibility supports and accommodations on the <i>ACT with Writing</i> assessment refer to the <i>ACT with Writing Test Administration Manuals</i>.</p>
Colored Overlay/Filter	Assistive Device	
High and Low Contrast	Braille	
Individual Administration	Braille Writer/Computer (Writing Test Only)	
Keyboard Navigation	Extended Time	
Line Reader	Human Reader (1:1 administration)	
Magnifier	Large Print	
Magnifier Tool	Marking Responses on Large Type Worksheet	
Mark Item for Review	Multiple Days	
Mark Responses in Test Booklet	Pre-Recorded Audio (USB)	
Scratch Paper (Online Only)	Scribe (1:1 administration)	
Sign Language Interpreter (ASL, SEE, Cued Speech) (Verbal Instructions)	Sign Language (Cued Speech) (Test Items) (1:1 administration)	
Small Group	Sign Language (SEE) (1:1 administration)	
Volume Control	Speech-to-Text (Writing Test Only) (1:1 administration)	
Written Copy of Verbal Instructions	Stop the Clock Breaks (1:1 administration)	
	Text-to-Speech	

WorkKeys
Grade 12
No ACT Approval Needed

ACCESSIBILITY SUPPORTS No ACT Approval Needed	ACCOMMODATIONS IEP or Section 504 Plan Required	ENGLISH LEARNER ACCOMMODATIONS I-ELP Required
Access to Food/Drink/Medications (Medical Reasons)	Abacus	Bilingual Word-to-Word Dictionary/Glossary (Refer to the <i>ACT Authorized Bilingual Word-Word Dictionaries</i> list)
Answer/Custom Masking	Accessible Calculator (Talking Calculator) (1:1 administration)	Extended Time
Answer Eliminator	American Spanish Braille	Translated Directions
Browser Zoom	Assistive Communication Device	Spanish Test (For all tests)
Calculator	Assistive Device	<p>For detailed information regarding accessibility supports and accommodations on the <i>ACT WorkKeys</i> assessment, refer to the <i>ACT WorkKeys Test Administration Manuals</i></p>
Colored Overlay/Filter	Braille	
High and Low Contrast	Breaks	
Highlighter Tool	Extended Time	
Individual Administration	Human Reader	
Keyboard Navigation	Large Print	
Line Reader	Marking Responses on Large Type Worksheet	
Magnifier	Multiple Days	
Magnifier Tool	Pre-Recorded Audio (USB)	
Mark Item for Review	Scribe (1:1 administration)	
Mark Responses in Test Booklet	Sign Language (Cued Speech) (Test Items) (1:1 administration)	
Scratch Pad (Online Only)	Sign Language (SEE) (Test Items) (1:1 administration)	
Sign Language Interpreter (ASL, SEE, Cued Speech) (Verbal Instructions)	Spanish Large Print	
Small Group	Text-to-Speech (English/Spanish Audio)	
Written Copy of Verbal Instructions		

At A Glance: English Learner Accommodations on State Assessments

<i>ACAP Summative</i>	<i>ACAP Alternate</i>	<i>ACT with Writing</i>	<i>ACT WorkKeys</i>	<i>PreACT</i>
English Native Language Word-to-Word Glossary	English Native Language Word-to-Word Glossary	Bilingual Word-to-Word Dictionary/Glossary	Bilingual Word-to-Word Dictionary/Glossary	Bilingual Word-to-Word Dictionary/Glossary
Oral Presentation: English Human Reader (1:1 administration)	Translated Directions	Translated Directions	Spanish Test	Translated Directions
Oral Presentation: English Text-to-Speech		Extended Time	Translated Directions	Extended Time
Oral Presentation: Spanish Human Reader (1:1 administration)		Extended Time		
Oral Presentation: Spanish Text-to-Speech				
Stacked Spanish				
Translated Directions				
Extended Time				

FORMER ELs (I-ELP Required): All of the EL accommodations listed above are also permitted for **FORMER ELs** who are still using the support(s) **as indicated in their I-ELP**. Prior to providing any of the EL accommodations to **FORMER ELs**, the **I-ELP must be reviewed** by the Building Test Coordinator or the Test Accommodations Coordinator to confirm the support is being used regularly in the classroom.

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.

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 or Section 504 Plan.

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

DESCRIPTIONS OF SUPPORTS

Purpose:

The Descriptions of Supports table lists **every support available** on all state assessments (excluding the EL assessments, which are separately located in this manual) as well as a description of the support. These supports are not separated by accommodations or accessibility feature. To determine what supports are available on each assessment, refer to the section titled ***Accessibility Supports and Accommodations Tables*** in this manual. The **Descriptions of Supports** table is intended to provide educators with valuable information that can be used during the development of the IEP, Section 504 Plan, or I-ELP.

Educators should use the **Description of Supports** table to help make decisions about the supports that may be provided to students on a state assessment.

Additional information regarding the use of supports is available in the ***ACAP Summative Accessibility Supports and Accommodations Supplement (ACAP Summative Supplement)*** located in the back of this manual, as well as each of the individual Test Administration Manuals for each assessment.

Descriptions of Supports

Refer to each individual assessment manual for further guidance on each of the listed supports.

Support	Description
Abacus	An abacus is a tool consisting of beads on a wire frame and used for math. Students with visual impairments who typically use an abacus may use this device in place of using scratch paper.
Access to Food/Drink/Medication (Medical Reasons)	Students with medical conditions who require access to snacks, drinks, and/or medication in the classroom during testing.
Answer Masking Custom Masking	The student may block off answer choices. For custom masking, sections of the screen may be covered.
Answer Eliminator Elimination Capability	The student uses this to eliminate those answer choices that do not appear correct to the student.
Assistive Technology Assistive Communication Device Assistive Device Augmented Alternative Communication Device	<p>The student can use assistive technology, including typing on keyboards, a mouse, or head stick, pointing devices, touch screen, trackball, speech-to-text conversion, or voice recognition. Students who have difficulty manipulating a mouse or standard keyboard may need an alternative device.</p> <p>The student uses an aided system or alternate method (tool or device) to communicate. A pen and paper are considered a basic aided system. Pointing to letters, words, or pictures on a board is a basic aided system. Touching letters or pictures on a computer screen that speaks for you is an example of a high-tech aided system.</p>
Braille American Spanish Braille Refreshable Braille Braille Writer/Computer	Students who are blind or have low vision may read text via braille. A raised-dot code that individuals read with fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, illustrations) in a raised format (paper or refreshable braille). Both contracted and un-contracted braille, English Braille, American Edition, and/or Unified English Braille may be available. Nemeth code is available for math. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The use of this accommodation may result in the student needing additional time to complete the assessment.
Breaks Stop the Clock Breaks Additional Breaks with Standard Time	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. There is no limit on the number of breaks that a student might be given. The use of this support may result in the student needing additional time to complete the assessment. See: ACAP Summative Supplement in this manual for detailed information on the use of breaks for ACAP Summative.
Calculator Accessible Calculator (talking calculator)	A student may use a specific calculation device (e.g., large key, talking, or adapted calculator). Students with visual impairments may use the device they typically use, such as a braille, talking or large key calculator. An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. Test Administrators should ensure that the calculator is available only for designated calculator items.
Color Contrast / Color Overlay, Color Filter High/Low Contrast	Students have the ability to adjust the contrast between the background and text. May be used for students with visual impairments who experience eye fatigue when reading black text on a white background.
English/Native Language Word-to-Word Glossary Bilingual Word-to-Word Dictionary/Glossary	An English/Native Language word-to-word glossary is provided to the student as a language support. For students, whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word glossary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional time to complete the assessment.

Support	Description
Extended/Additional/Extra Time	Student is allowed more time than allotted for each assessment. In most cases, the extended time is defined for students and not open-ended. This accommodation is usually expressed as one and one-half time (1.5) or double (2.0) or triple (3.0) the standard test time for an assessment as the maximum amount of time for a student to test. Students should be tested in a separate setting to minimize distractions and should be scheduled for testing in the morning to allow adequate time for completing the assessment. Extended time may not extend beyond a school day; students must complete each test session on the same day the session is started. Decisions regarding how much time a student is provided must be made on a case-by-case basis for each individual student, not for any category of students or group. Typically, if a student needs extended time, one and one-half time is sufficient. For some accommodations, such as use of a human reader or scribe, double or triple time may be appropriate.
FM System	This is a wireless assistive hearing device that enhances the use of hearing aids and/or cochlear implants and assists students who are hard of hearing but do not wear hearing aids. Students may need to be tested in a one-to-one setting.
Highlighter Tool	Allows freehand drawing and highlighting on the screen for most content. Examinees may draw attention to sections of text by marking them with a color.
Individual Administration	Test location is provided so that the student can be tested individually in a setting different from that made available for most students.
Keyboard Navigation	The student may navigate throughout test content by using a keyboard, e.g., arrow keys. This tool may differ depending on the testing platform.
Large Print Spanish Large Print	A large print form of the test is provided to a student with a visual impairment. A large print answer document may also be provided. May also be available in Spanish.
Line Reader	The student may use this as a guide when reading text. May include cutout, overlays, line reader, or place marker.
Low Vision Aids	For students who have sight but are unable to read text at a normal viewing distance, even with the aid of eyeglasses or contact lenses. Students may require adaptations in lighting or the size of print, and sometimes, braille.
Magnification / Magnifier Magnifier Tool	The student adjusts the size of specific areas of the screen (e.g., text, formulas, tables, and graphics) with either a handheld or an assistive technology device or embedded in the platform. Magnification allows increasing the size to a level not provided for by the zoom support. May be used on paper tests, as well.
Manipulatives	Items such as coins, shapes, and buckets of counters.
Mark Item for Review	The student may flag items within the test engine for future review during the assessment.
Mark Responses on Large Type Worksheet	Student may respond to test items by directly marking on a large-type worksheet provided by ACT. Responses must be transcribed into a regular answer document by two certified educators in the presence of the examinee.
Mark Responses in Test Booklet	Student may mark directly into the test booklet. This will require the responses to be transcribed into a regular answer document by two certified educators. For <i>ACT with Writing</i> , this must be done in the presence of the examinee.
Multiple Days	Designed to permit students who, because of their disability-related needs, are unable to complete an assessment in a single day or testing session. The determination of a student's eligibility for this testing accommodation must be made, and reviewed annually, on a case-by-case basis in consideration of the student's unique educational needs (e.g., the student experiences fatigue due to health issues). May require ALSDE approval.

Support	Description
Oral Presentation=Read Aloud English Human Reader Spanish Human Reader Oral Presentation=Read Aloud English Text-to-Speech Spanish Text-to-Speech	<p>Oral Presentation is any form of a read aloud accommodation. This accommodation is provided for students who have a documented reading disability. If a Human Reader is selected, that person must have appropriate experience providing read-aloud support and must sign a Human Reader Oath and/or other applicable agreements verifying adherence to state policy or practice to ensure test security and ethical practices.</p> <p>The student uses this support to hear pre-recorded or generated audio of directions or test items. Students who use text-to-speech will need headphones unless tested individually in a separate setting.</p> <p>English learner students with an I-ELP may be eligible for this accommodation without an IEP or Section 504 Plan in place for the <i>ACAP Summative Assessment</i>. See: <i>ACAP Summative Supplement</i></p>
Oral Reader (student reads to self)	The student reads the test content aloud. This support must be administered in a one-on-one test setting.
Paper Test	A student who has a disability that prohibits his/her participation via an online platform, may be eligible for a paper form of the test.
Pre-recorded Audio	Oral presentation via a USB.
Scratch Paper/Pad	May be embedded in the platform or student may use a piece of paper.
Screen Reader	Software programs that allow blind or visually impaired users to read the text that is displayed on the computer screen with a speech synthesizer or braille display.
Scribe	The student dictates responses to a certificated educator who records verbatim what the student dictates. Students who have documented significant motor or language processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a person who then records the student's responses verbatim either in the test platform or on paper. The use of this accommodation may result in the student needing additional time to complete the assessment. For these students, dictating to a Scribe is the only way to demonstrate their composition skills. A <i>Scribe Oath</i> must be completed and signed.
Sign Language: American Sign Language (ASL) Signed Exact English (SEE) Cued Speech	The interpreter signs test content for an individual student. A <i>Sign Language Interpreter Oath</i> must be completed and submitted to the LEA. A license/permit must be on file in the LEA before the interpreter is allowed to sign for a student. Some students who are deaf or hard of hearing and who typically use sign language may need this accommodation when accessing text in the assessment. The use of this accommodation may result in the student needing additional time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.
Small Group	Test location is provided so that the students can be tested in a group setting different from that made available for most students.
Spanish Test Stacked Spanish	EL students will have the opportunity to participate in some of the state's assessments in Spanish. The state assessment may be provided in the Spanish language format. This opportunity is only for those assessments in which a Spanish form is available. The Stacked Spanish format is simply the English form of the test on top of the Spanish form of the test.

Speech-to-Text	Students with motor disabilities that impede their ability to independently write, use a software program which converts spoken language into written text.
Translated Directions Directions Read Aloud (Spanish Text-to-Speech)	Translation of general test directions (not item prompts or questions) is a language support available to students prior to starting the actual test. Directions can be provided either by reading aloud or signing. Translations may be provided by an interpreter or within the test platform. For Spanish Text-to-Speech, the directions will be provided within the test engine.
Volume Control	The student may raise or lower the audio.
Written Copy of Verbal Instructions	Students may be provided a printed copy of the verbal instructions (the instructions that are included in the Test Administration Manual that the Room Supervisor reads aloud when administering the test).
Zooming Browser Zoom	The student can enlarge the size of text and graphics on a given screen. This allows students to view material in magnified form on an as-needed basis. The system allows magnifying to work in conjunction with other accessibility tools and accommodations provided.

English Learner Assessments Checklists

ACCESS for ELLs
Kindergarten Accommodation Selection Checklist

ACCESS for ELLs (Kindergarten) Accommodation Selection Checklist

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

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

_____ IEP _____ 504 Plan

Accommodation supports **are** required

Accommodation supports **are not** required

Accommodations

For additional guidance, refer to the *Accessibility and Accommodations Supplement*: wida.wisc.edu
L=Listening R=Reading S=Speaking W=Writing

ACCOMMODATION	Test Domains				Key Information
	L	R	S	W	
Extended testing of a domain over multiple days (EM) ALSDE APPROVAL					In rare cases and only when absolutely necessary due to an illness, disability, or interruption in testing.
Interpreter signs test directions in ASL (SD)					Directions are labeled as “Directions” and refer to administration logistics, test directions, and practice items provided prior to the first test item. The interpreter will sign the directions as they are being read by the Test Administrator. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance for Sign Language Interpreters.
Large Print (LP)					Response options may be enlarged.
Scribed response (SR)					Test Administrator writes student responses as the student dictates responses directly into the test book during testing. Refer to <i>ACAP Integrity Handbook</i> for additional guidance for Scribes.
Recording Device (RD)					Student responds using a recording device, which is played back and transcribed by the student. Device must be cleared after transcription by the student.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Refer to the <i>ACAP Integrity Handbook</i> .
Word processor or similar keyboarding device to respond to test items (WD)					Two certified personnel must transcribe verbatim immediately after testing. All content on the device must be deleted after transcribing.

ACCESS FOR ELLs KINDERGARTEN ACCESSIBILITY OPTIONS

ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility to all English Learner (EL) students. The use of **administrative considerations**, **universal tools**, and **accommodations** ensures that EL students are provided with the unique supports they need in order to demonstrate their knowledge of the English language.

Administrative Considerations: Procedures that may be used to meet the needs of **all** students taking both the online and paper tests. **Does not have to be specified in the IEP/504 Plan/I-ELP.**

Universal Tools: Tools that may be used to meet the needs of **all** students taking both the online and paper tests. The use of universal tools should only be used if the student receives this type of support in the classroom on a regular basis. These are embedded, but some may be provided by the Test Administrator. **Does not have to be specified in the IEP/504 Plan/I-ELP, but the use of these tools is not recommended unless the student has had an opportunity to become familiar with them prior to test day.**

Accommodations: Available **only to EL students with disabilities** as specified in the student's IEP or 504 Plan as determined by the individual team. Accommodations can only be provided if the student receives the same accommodation for classroom instruction on a regular basis and must have the accommodation in order to participate on the assessment

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

Administrative Considerations	
Adaptive/specialized equipment or furniture	Weighted vests, fidget tools, noise reducing headphones, specialized lighting, seating, or adaptive keyboard.
Familiar Test Administrator	Student may feel more comfortable with a known test administrator. Test administrator must be trained.
Frequent or additional breaks	Multiple, planned, short breaks for students who tire easily or are overly anxious.
Individual or small group setting	Test location is provided so that the students can be tested in a group setting different from that made available for most students.
Monitor placement of responses in test booklet or on screen	Test Administrator or Proctor may monitor response placement but may not assist the student in any way.
Short segments	In rare cases, the student may need longer breaks than those provided through <i>Frequent or Additional Breaks</i> . In this case, the assessment may be given in short segments. A domain should be completed in one day.
Verbal praise or tangible reinforcement	Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for each student.
Verbally redirect student's attention	Redirection may be done in English or student's native language if needed.
Universal Tools	
Audio aids	A tool the student can use to diminish or amplify sound such as noise buffers or white noise machines. For computer testing, headphones or earbuds may be connected to the computer.
Color contrast, color overlay	A tool used to change the text and background color or the contrast between the text and the background color.
Highlighters, colored pencils, or crayons	For paper, the student will use the preferred tool.
Keyboard navigation	Navigation throughout the test is accomplished by using a keyboard in place of a mouse. Keyboard navigation does not allow for manipulation of embedded tools.
Line guide or tracking tool	For paper, students may use the tool they typically use.
Low vision aids or magnification devices	For paper test, student will use low vision device used in the classroom.
Sticky notes or scratch paper	Available upon request. Destroy after use.
Codes	
Recording Device (RD)	Extended testing of a domain over multiple days (EM)
Large print (LP)	Interpreter signs test directions in ASL (SD)
Scribe (SR)	Test may be administered in non-school setting (NS)
Word processor or similar keyboarding device to respond to test items (WD)	

ACCESS for ELLs ONLINE
ACCOMMODATION SELECTION CHECKLIST

ACCESS for ELLs (ONLINE) ACCOMMODATION SELECTION CHECKLIST

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

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

_____ IEP _____ 504

Accommodation supports **are** required

Accommodation supports **are not** required

Accommodations

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

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

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

ACCESS FOR ELLs ONLINE ACCESSIBILITY OPTIONS

ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility to all English Learner (EL) students. The use of **administrative considerations**, **universal tools**, and **accommodations** ensures that EL students are provided with the unique supports they need in order to demonstrate their knowledge of the English language.

Administrative Considerations: Procedures that may be used to meet the needs of **all** students taking both the online and paper tests. **Does not have to be specified in the IEP/504 Plan/I-ELP.**

Universal Tools: Tools that may be used to meet the needs of **all** students taking both the online and paper tests. The use of universal tools should only be used if the student receives this type of support in the classroom on a regular basis. These are embedded, but some may be provided by the Test Administrator. **Does not have to be specified in the IEP/504 Plan/I-ELP, but the use of these tools is not recommended unless the student has had an opportunity to become familiar with them prior to test day.**

Accommodations: Available **only to EL students with disabilities** as specified in the student's IEP or 504 Plan as determined by the individual team. Accommodations can only be provided if the student receives the same accommodation for classroom instruction on a regular basis and must have the accommodation in order to participate on the assessment.

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

Administrative Considerations		
Adaptive/specialized equipment or furniture	Weighted vests, fidget tools, noise reducing headphones, specialized lighting/seating	
Alternative microphone	Use of a microphone (not attached to headset) such as a microphone built into the computer or one that attaches to the device using a USB port.	
Familiar Test Administrator	Student may feel more comfortable with a known test administrator. Test administrator must be trained.	
Frequent or additional breaks	Multiple, planned, short breaks for students who tire easily or are overly anxious.	
Individual or small group setting	Test location is provided so that the students can be tested in a group setting different from that made available for most students.	
Monitor placement of responses in test booklet/screen	Test Administrator/Proctor may monitor response placement but may not assist the student any way.	
Participate in different test format	Student may participate in a different format than his/her peers (paper). ALSDE Approval Required	
Read aloud to self	Student may read aloud or use a whisper phone. This may require an individual administration.	
Specific seating	Student may be seated in a specific location, away from peers.	
Short segments	Student may need longer breaks than those provided through <i>Frequent or Additional Breaks</i> . Test may be given in short segments (may need paper test). A domain should be completed in one day.	
Verbal praise or tangible	Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for each student.	
Verbally redirect student's	Redirection may be done in English or student's native language if needed.	
Universal Tools		
Audio aids	To amplify sound such as noise buffers/white noise machines. Headphones/earbuds used for computer.	
Color contrast and Color overlay	A tool used to change the text and background color or the contrast between the text and the background color.	
Highlighters, colored pencils, or crayons	For online, the student will select the highlighter button using mouse control. For paper, the student will use the preferred tool.	
Keyboard navigation	Navigation throughout the test is accomplished by using a keyboard in place of a mouse. Keyboard navigation does not allow for manipulation of embedded tools.	
Line guide or tracking tool	Students manipulate the line guide using mouse control. Students may use the tool they typically use for paper.	
Low vision aids or	Magnifier enlarges by selecting 1.5x or 2.0x.	
Sticky notes/scratch paper	Students can type notes in the sticky notes box or use scratch paper. Available upon request. Destroy after use.	
Codes		
Word processor/similar keyboarding device for test items (WD)	In-Person Human Reader (IR)	Scribe (SR)
Extended Speaking test response times (ES)	Repeat In-Person Human Reader (RP)	Repeat item audio (RA)
Manual control of item audio (MC)	Test may be administered in non-school setting (NS)	Interpreter signs test directions in ASL (SD)
Student responds using a recording device which is played back and transcribed by the student (RD)	Extended testing of a domain over multiple days (EM)	

ACCESS for ELLs PAPER
ACCOMMODATION SELECTION CHECKLIST

ACCESS for ELLs (PAPER) ALSDE APPROVAL REQUIRED Accommodation Selection Checklist

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

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

_____ IEP _____ 504 Plan

Accommodation supports **are** required

Accommodation supports **are not** required

Accommodations

For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu
L=Listening R=Reading S=Speaking W=Writing

Accommodation Requires IEP or 504 Plan	Test Domains				Key Information
	L	R	S	W	
Braille (BR) ALSDE APPROVAL Individual Test Administration					Available in Unified English Braille (UEB for grades 1-5). UEB Nemeth and UEB Technical –UEB Math/Science – for grades 6-12. Available in both contracted and uncontracted.
Extended testing of a test domain over multiple days (EM) ALSDE APPROVAL					Only when absolutely necessary due to an illness, disability, or interruption in testing.
Extended Speaking test response time (ES)					Twice the recommended time to complete. Test Administrator will pause the CD after the audio file for up to double the allowable time.
In-Person Human Reader for items (IR) Individual Administration Required					The reader must read item text, graphic labels, and answer choices exactly as it appears in the test booklet.
Repeat In-Person Human Reader (RP) Individual Administration Required					Reader may read item text, graphics labels, and answer choices exactly as they appear and repeat once at the request of the student.
Interpreter signs test directions in ASL (SD)					Directions are labeled as “Directions” and refer to administration logistics, test directions, and practice items. The interpreter will sign the directions as they are being read by the Test Administrator. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance for Sign Language Interpreters.
Larger Print (LP)					18-point font. Responses must be transcribed by two certified personnel immediately after student is finished.
Manual control of item audio (MC)					Allows Test Administrator to ask if the student is ready before each item audio is played. CD included in paper kit.
Repeat item audio (RA)					TA may repeat item audio files. Listening items may be repeated only one time . Speaking items can be repeated multiple times .
Scribed response (SR) Individual Administration Required					Scribe writes directly into the test booklet as the student dictates responses. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance.
Student responds using a recording device, which is played back and transcribed by the student (RD) Individual Administration Required					Student uses a recording device to respond; then the student transcribes the response into the test platform. Device must be cleared after transcription by the student.
Test may be administered by school personnel in a non-school setting (NS) ALSDE APPROVAL					Students who are enrolled but unable to attend school due to hospitalization or other extended absence. See the <i>ACAP Integrity Handbook</i> .
Word processor or similar keyboarding device to respond to test items (WD)					Two certified personnel must transcribe verbatim immediately after testing. All content on the device must be deleted after transcribing.

ACCESS FOR ELLs PAPER ACCESSIBILITY OPTIONS

ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility to all English Learner (EL) students. The use of **administrative considerations**, **universal tools**, and **accommodations** ensures that EL students are provided with the unique supports they need in order to demonstrate their knowledge of the English language.

Administrative Considerations: Procedures that may be used to meet the needs of **all** students taking both the online and paper tests. **Does not have to be specified in the IEP/504 Plan/I-ELP.**

Universal Tools: Tools that may be used to meet the needs of **all** students taking both the online and paper tests. The use of universal tools should only be used if the student receives this type of support in the classroom on a regular basis. These are embedded, but some may be provided by the Test Administrator. **Does not have to be specified in the IEP/504 Plan/I-ELP, but the use of these tools is not recommended unless the student has had an opportunity to become familiar with them prior to test day.**

Accommodations: Available **only to EL students with disabilities** as specified in the student's IEP or 504 Plan as determined by the individual team. Accommodations can only be provided if the student receives the same accommodation for classroom instruction on a regular basis and must have the accommodation in order to participate on the assessment.

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

Administrative Considerations			
Adaptive/specialized equipment or furniture	Weighted vests, fidget tools, noise reducing headphones, specialized lighting, seating, or adaptive keyboard.		
Familiar Test Administrator	Student may feel more comfortable with a known test administrator. Test administrator must be trained.		
Frequent or additional breaks	Multiple, planned, short breaks for students who tire easily or are overly anxious.		
Individual or small group setting	Test location is provided so that the students can be tested in a group setting different from that made available for most students.		
Monitor placement of responses in test booklet or on screen	Test Administrator or Proctor may monitor response placement but may not assist the student in any way.		
Read aloud to self	Student may read aloud or use a whisper phone. This may require an individual administration.		
Specific seating	Student may be seated in a specific location, away from peers.		
Short segments	Student may need longer breaks than those provided through <i>Frequent or Additional Breaks</i> . In this case, the assessment may be given in short segments (this may require a paper test). A domain should be completed in one day.		
Verbal praise or tangible reinforcement	Feedback may be given after item completion, at check-ins, or upon section completion.		
Verbally redirect student's attention	Redirection may be done in English or student's native language if needed.		
Universal Tools			
Audio aids	A tool the student can use to diminish or amplify sound such as noise buffers or white noise machines. For computer testing, headphones or earbuds may be connected to the computer.		
Color contrast and color overlay	A tool used to change the text and background color.		
Highlighters, colored pencils, or crayons	For online, the student will select the highlighter button using mouse control. For paper, the student will use the preferred tool.		
Line guide or tracking tool	Students may use the tool they typically use.		
Low vision aids or magnification devices	Student will use low vision device used in the classroom.		
Scratch paper	Available upon request. Destroy after use.		
Codes			
In-Person Human Reader (IR)	Manual control of item audio (MC)	Interpreter signs test directions in ASL (SD)	Scribe (SR)
Repeat In-Person Human Reader (RP)	Repeat item Audio (RA)	Word processor or similar keyboarding device to respond to test items (WD)	Large Print (LP)
Extended Speaking test response times (ES)	Extended testing of a test domain over multiple days (EM)	Student responds using a recording device which is played back and transcribed by the student (RD)	Test may be administered in non-school setting (NS)
Braille with tactile graphics (Braille writer/ note-taker) (BR) ALSDE APPROVAL			

Alternate ACCESS for ELLs

ALSDE Approval Required

ACCOMMODATION SELECTION CHECKLIST

Alternate ACCESS for ELLs Accommodation Selection Checklists

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

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

_____ IEP _____ 504 Plan

Accommodation supports **are** required

Accommodation supports **are not** required

Accommodations

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

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

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

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

ALTERNATE ACCESS FOR ELLS ACCESSIBILITY OPTIONS

ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility to all English Learner (EL) students. The use of **administrative considerations**, **universal tools**, and **accommodations** ensures that EL students are provided with the unique supports they need in order to demonstrate their knowledge of the English language.

Administrative Considerations: Procedures that may be used to meet the needs of **all** students taking both the online and paper tests. **Does not have to be specified in the IEP/504 Plan/I-ELP.**

Universal Tools: Tools that may be used to meet the needs of **all** students taking both the online and paper tests. The use of universal tools should only be used if the student receives this type of support in the classroom on a regular basis. These are embedded, but some may be provided by the Test Administrator. **Does not have to be specified in the IEP/504 Plan/I-ELP, but the use of these tools is not recommended unless the student has had an opportunity to become familiar with them prior to test day.**

Accommodations: Available **only to EL students with disabilities** as specified in the student's IEP or 504 Plan as determined by the individual team. Accommodations can only be provided if the student receives the same accommodation for classroom instruction on a regular basis and must have the accommodation in order to participate on the assessment meaningfully and appropriately.

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

Administrative Considerations	
Adaptive/Specialized Equipment or Furniture	Weighted vests, fidget tools, noise reducing headphones, specialized lighting, seating, or adaptive keyboard.
Familiar Test Administrator	Student may feel more comfortable with a known test administrator. Test administrator must be trained.
Frequent or Additional Breaks	Multiple, planned, short breaks for students who tire easily or are overly anxious.
Individual or Small Group Setting	Test location is provided so that the students can be tested in a group setting different from that made available for most students.
Monitor placement of responses in test booklet	Test Administrator or Proctor may monitor response placement but may not assist the student in any way.
Read Aloud to Self	Student may read aloud or use a whisper phone. This may require an individual administration.
Short Segments	In rare cases, the student may need longer breaks than those provided through <i>Frequent or Additional Breaks</i> . In this case, the assessment may be given in short segments.
Verbal praise or tangible reinforcement	Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for each student.
Verbally redirect student's attention	Redirection may be done in English or student's native language if needed.
Universal Tools	
Audio Aids	A tool the student can use to diminish or amplify sound such as noise buffers or white noise machines.
Color Contrast	A tool used to change the text and background color.
Color Overlay	A tool the student can use that changes the contrast between the text and the background color.
Highlighters, colored pencils, or crayons	Students may use the preferred tool.
Line Guide or Tracking Tool	Students may use the tool they typically use.
Low Vision Aids or Magnification Devices	Student will use low vision device used in the classroom.
Sticky Notes	Student can use any type of scratch paper.
Codes	
Recording Device (RD)	Test may be administered in non-school setting (NS)
Extended testing of a test domain over multiple days (EM)	Scribe (SR)
Word processor or similar keyboarding device to respond to test items (WD)	Interpreter signs test directions in ASL (SD)

WIDA Screener Online
ACCOMMODATION SELECTION CHECKLIST

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

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

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

_____ IEP _____ 504 Plan

Accommodations **are** required

Accommodations **are not** required

Accommodation

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

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

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

WIDA SCREENER ONLINE ACCESSIBILITY OPTIONS

ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility to all English Learner (EL) students. The use of **administrative considerations**, **universal tools**, and **accommodations** ensures that EL students are provided with the unique supports they need in order to demonstrate their knowledge of the English language.

Administrative Considerations: Procedures that may be used to meet the needs of **all** students taking both the online and paper tests. **Does not have to be specified in the IEP/504 Plan/I-ELP.**

Universal Tools: Tools that may be used to meet the needs of **all** students taking both the online and paper tests. The use of universal tools should only be used if the student receives this type of support in the classroom on a regular basis. These are embedded, but some may be provided by the Test Administrator. **Does not have to be specified in the IEP/504 Plan/I-ELP, but the use of these tools is not recommended unless the student has had an opportunity to become familiar with them prior to test day.**

Accommodations: Available **only to EL students with disabilities** as specified in the student's IEP or 504 Plan as determined by the individual team. Accommodations can only be provided if the student receives the same accommodation for classroom instruction on a regular basis and must have the accommodation in order to participate on the assessment.

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

Administrative Considerations		
Adaptive/Specialized equipment or furniture	Weighted vests, fidget tools, noise reducing headphones, specialized lighting, seating, or adaptive keyboard.	
Familiar Test Administrator	Student may feel more comfortable with a known test administrator. Test administrator must be trained.	
Frequent or additional breaks	Multiple planned, short breaks for students who tire easily or are overly anxious.	
Individual or small group setting	Test location is provided so that the students can be tested in a group setting different from that made available for most students.	
Monitor placement of responses in test booklet or on screen	Test Administrator or Proctor may monitor response placement but may not assist the student in any way.	
Read aloud to self	Student may read aloud or use a whisper phone. This may require an individual administration.	
Specific seating	Student may be seated in a specific location, away from peers.	
Short segments	In rare cases, the student may need longer breaks than those provided through <i>Frequent or Additional Breaks</i> . In this case, the assessment may be given in short segments (this may require a paper test). A domain should be completed in one day.	
Verbal praise or tangible reinforcement	Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for each student.	
Verbally redirect student's attention	Redirection may be done in English or student's native language if needed.	
Universal Tools		
Audio aids	A tool the student can use to diminish or amplify sound such as noise buffers or white noise machines. <u>For computer testing, headphones or earbuds may be connected to the computer.</u>	
Color contrast and Color Overlay	A tool used to change the text and background color or the contrast between the text and the background color.	
Highlighters, colored pencils, or crayons	For online, the student will select the highlighter button using mouse control. For paper, the student will use the preferred tool.	
Line guide or tracking tool	Students may use the tool they typically use.	
Low vision aids or magnification devices	Student will use low vision device used in the classroom.	
Sticky notes/scratch paper	Students can type notes in the sticky notes box or use scratch paper. Available upon request. Destroy after use.	
Codes		
In-Person Human Reader (IR)	Interpreter signs test directions in ASL (SD)	Scribe (SR)
Repeat In-Person Human Reader (RP)	Extended testing of a test domain over multiple days (EM)	Manual control of item audio (MC)
Extended Speaking test response times (ES)	Word processor or similar keyboarding device to respond to test items (WD)	Repeat item Audio (RA)
Test may be administered in non-school setting (NS)	Student responds using a recording device which is played back and transcribed by the student (RD)	

WIDA Screener Paper
ACCOMMODATION SELECTION CHECKLIST

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

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

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

_____ IEP _____ 504 Plan

Accommodations **are** required

Accommodations **are not** required

Accommodation

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

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

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

WIDA SCREENER PAPER ACCESSIBILITY OPTIONS

ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility to all English Learner (EL) students. The use of **administrative considerations**, **universal tools**, and **accommodations** ensures that EL students are provided with the unique supports they need in order to demonstrate their knowledge of the English language.

Administrative Considerations: Procedures that may be used to meet the needs of **all** students taking both the online and paper tests. **Does not have to be specified in the IEP/504 Plan/I-ELP.**

Universal Tools: Tools that may be used to meet the needs of **all** students taking both the online and paper tests. The use of universal tools should only be used if the student receives this type of support in the classroom on a regular basis. These are embedded, but some may be provided by the Test Administrator. **Does not have to be specified in the IEP/504 Plan/I-ELP, but the use of these tools is not recommended unless the student has had an opportunity to become familiar with them prior to test day.**

Accommodations: Available **only to EL students with disabilities** as specified in the student's IEP or 504 Plan as determined by the individual team. Accommodations can only be provided if the student receives the same accommodation for classroom instruction on a regular basis and must have the accommodation in order to participate on the assessment.

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

Administrative Considerations		
Adaptive/Specialized equipment or furniture	Weighted vests, fidget tools, noise reducing headphones, specialized lighting, seating, or adaptive keyboard.	
Familiar Test Administrator	Student may feel more comfortable with a known test administrator. Test administrator must be trained.	
Frequent or additional breaks	Multiple planned, short breaks for students who tire easily or are overly anxious.	
Individual or small group setting	Test location is provided so that the students can be tested in a group setting different from that made available for most students.	
Monitor placement of responses in test booklet or on screen	Test Administrator or Proctor may monitor response placement but may not assist the student in any way.	
Participate in different test format	Student may participate in a different format than his/her peers (paper).	
Read aloud to self	Student may read aloud or use a whisper phone. This may require an individual administration.	
Specific seating	Student may be seated in a specific location, away from peers.	
Short segments	In rare cases, the student may need longer breaks than those provided through <i>Frequent or Additional Breaks</i> . In this case, the assessment may be given in short segments (this may require a paper test). A domain should be completed in one day.	
Verbal praise or tangible reinforcement	Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for each student.	
Verbally redirect student's attention	Redirection may be done in English or student's native language if needed.	
Universal Tools		
Audio aids	A tool the student can use to diminish or amplify sound such as noise buffers or white noise machines. <u>For computer testing, headphones or earbuds may be connected to the</u>	
Color contrast and Color Overlay	A tool used to change the text and background color or the contrast between the text and the background color.	
Highlighters, colored pencils, or crayons	For paper, the student will use the preferred tool.	
Line guide or tracking tool	Students may use the tool they typically use.	
Low vision aids or magnification devices	Student will use low vision device used in the classroom.	
Sticky notes/scratch paper	Students can type notes in the sticky notes box or use scratch paper. Available upon request. Destroy after use.	
Codes		
In-Person Human Reader (IR)	Interpreter signs test directions in ASL (SD)	Scribe (SR)
Repeat In-Person Human Reader (RP)	Extended testing of a test domain over multiple days (EM)	Manual control of item audio (MC)
Extended Speaking test response times (ES)	Word processor or similar keyboarding device to respond to test items (WD)	Repeat item Audio (RA)
Test may be administered in non-school setting (NS)	Student responds using a recording device which is played back and transcribed by the student (RD)	

WIDA Screener for Kindergarten
ACCOMMODATION SELECTION CHECKLIST

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

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

Student Name: _____ School Name: _____ Grade: _____ School Year: _____
 _____ IEP _____ 504 Plan

Accommodations **are** required

Accommodations **are not** required

Accommodation

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

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

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

WIDA SCREENER FOR KINDERGARTEN ACCESSIBILITY OPTIONS

ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility to all English Learner (EL) students. The use of **administrative considerations**, **universal tools**, and **accommodations** ensures that EL students are provided with the unique supports they need in order to demonstrate their knowledge of the English language.

Administrative Considerations: Procedures that may be used to meet the needs of **all** students taking both the online and paper tests. **Does not have to be specified in the IEP/504 Plan/I-ELP.**

Universal Tools: Tools that may be used to meet the needs of **all** students taking both the online and paper tests. The use of universal tools should only be used if the student receives this type of support in the classroom on a regular basis. These are embedded, but some may be provided by the Test Administrator. **Does not have to be specified in the IEP/504 Plan/I-ELP, but the use of these tools is not recommended unless the student has had an opportunity to become familiar with them prior to test day.**

Accommodations: Available **only to EL students with disabilities** as specified in the student's IEP or 504 Plan as determined by the individual team. Accommodations can only be provided if the student receives the same accommodation for classroom instruction on a regular basis and must have the accommodation in order to participate on the assessment.

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

Administrative Considerations		
Adaptive/Specialized equipment or furniture	Weighted vests, fidget tools, noise reducing headphones, specialized lighting, seating, or adaptive keyboard.	
Familiar Test Administrator	Student may feel more comfortable with a known test administrator. Test administrator must be trained.	
Frequent or additional breaks	Multiple planned, short breaks for students who tire easily or are overly anxious.	
Individual or small group setting	Test location is provided so that the students can be tested in a group setting different from that made available for most students.	
Monitor placement of responses in test booklet or on screen	Test Administrator or Proctor may monitor response placement but may not assist the student in any way.	
Read aloud to self	Student may read aloud or use a whisper phone. This may require an individual administration.	
Specific seating	Student may be seated in a specific location, away from peers.	
Short segments	In rare cases, the student may need longer breaks than those provided through <i>Frequent or Additional Breaks</i> . In this case, the assessment may be given in short segments (this may require a paper test). A domain should be completed in one day.	
Verbal praise or tangible reinforcement	Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for each student.	
Verbally redirect student's attention	Redirection may be done in English or student's native language if needed.	
Universal Tools		
Audio aids	A tool the student can use to diminish or amplify sound such as noise buffers or white noise machines. <u>For computer testing, headphones or earbuds may be connected to</u>	
Color contrast and Color Overlay	A tool used to change the text and background color or the contrast between the text and the background color.	
Highlighters, colored pencils, or crayons	For paper, the student will use the preferred tool.	
Line guide or tracking tool	Students may use the tool they typically use.	
Low vision aids or magnification devices	Student will use low vision device used in the classroom.	
Sticky notes/scratch paper	Students can type notes in the sticky notes box or use scratch paper. Available upon request. Destroy after use.	
Codes		
Test may be administered in non-school setting (NS)	Interpreter signs test directions in ASL (SD)	Scribe (SR)
Word processor or similar keyboarding device to respond to test items (WD)	Extended testing of a test domain over multiple days (EM)	Student responds using a recording device which is played back and transcribed by the student (RD)

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.

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.

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

Detailed information regarding the use of accessibility supports and accommodations can be found in the *ACAP Summative Supplement* located in the back of this manual as well as each of the Test Administration Manuals for each of the assessments.



Testing Supports Form

ASSESSMENT: _____

STUDENT: _____

SCHOOL: _____

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, 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* assessment is the appropriate assessment to measure the student's academic achievement.

Date of Determination: _____

Enter the accessibility support(s) and/or accommodation(s) selected and the subject(s) in the spaces provided below. Refer to the appropriate *Accessibility Supports and Accommodations Table* for allowable supports.

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

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

Signature of person completing the form

Date

REFUSAL TO UTILIZE A SELECTED ACCESSIBILITY SUPPORT AND/OR ACCOMMODATION ON A STATE ASSESSMENT FORM

Purpose:

The purpose of this form is to document a student's refusal to utilize a selected accessibility support or accommodation on a state assessment and the student's parent/guardian's approval to continue testing without the accessibility support or accommodation or the parent/guardian's denial.

Who Completes the Form:

The form should be completed by the Principal, the Building Test Coordinator, or the Test Administrator.

Who Keeps the Form:

The System Test Coordinator will keep the signed form on file.

Directions for the Use of the Form:

If a student refuses to use an accessibility support and/or accommodation on a state assessment that has been indicated on the *ACAP Testing Supports Form*, the steps below **must** be followed:

1. Parent/guardian must be notified that the student has refused the support. Parent/guardian must give the school official permission to proceed with testing without the designated support. If the parent/guardian cannot be reached, testing for the student will be postponed until contact is made.
2. If the parent does not give approval to proceed without the designated support, the student will be informed, and testing will proceed as planned.
3. If the student still refuses to participate in testing with the designated support, inform the student that he/she will not be able to participate in testing. Inform the parent that the student has refused and will not participate in testing with the designated support. Inform Special Education staff.
4. If the IEP team is able to amend the IEP to reflect the accommodation is not required, testing will resume as long as the testing window is still open.
5. Document the student's refusal to test with the designated support on an Irregularity Report. Submit report to the System Test Coordinator.

Educators should plan for the ongoing evaluation and improvement of the student's use of accessibility supports and/or accommodations and adjust the student's plan accordingly.



Refusal to Utilize Accessibility Supports and/or Accommodations on a State Assessment

In the event a student refuses a support that has been designated in the student’s IEP, Section 504 Plan, or I-ELP, the parent/guardian must be contacted and approval given for the student’s refusal in order to proceed with testing.

The parent/guardian’s decision is to be documented on this form. The form will be given to Special Education personnel in order to follow up with the IEP Team, if necessary. A copy will be given to the System Test Coordinator and the parent/guardian.

Testing will be postponed in the event the parent/guardian cannot be reached.

Student’s Name	Assessment
Support(s) Refused	Date

Documentation of Communication with Parent/Guardian

Parent/guardian must give approval to continue testing without the use of the designated support. Document whether or not approval was given below. Be as thorough and detailed as possible.

Name and position of person speaking with parent/guardian:

Name	Position

Signature of School Official (Principal, Assistant Principal, Building Test Coordinator)

Signature

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 accommodations within the applicable IEP/Section 504 Plan/I-ELP were provided to 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/Special Education Teacher to indicate the accommodations needed for the student to participate on a state assessment.

Who Keeps the Form:

The Building Test Coordinator will maintain the form during testing. The form will be provided to the System Test Coordinator at the conclusion of testing.

Directions for the Use of the Form:

The Building Test Coordinator, upon receipt of test materials, will verify with the Test Administrator that the eligible accommodation(s) was provided to the student(s).

In the event the listed accommodation(s) was not provided, an Irregularity Report indicating a **major irregularity** must be completed.

1. The school will notify the STC who will complete the Irregularity Report and submit to Student Assessment.
2. Student Assessment will follow up with additional guidance.



Use of Accessibility Supports and/or Accommodations on State Assessments

Assessment Name: _____

This form is to be used to document the use of accommodations on state assessments. It should be completed **prior to test day** by the Case Manager or ESL teacher and should indicate the accommodation(s) required for each student. Once complete, the Building Test Coordinator (BTC) will maintain the form, and as testing is completed and test materials are returned, the BTC will verify, with the Test Administrator, if the accommodation(s) listed **were or were not used** by the student(s). When testing is concluded in the school, the completed and signed forms will be submitted to the System Test Coordinator. **Multiple forms may be used.**

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

Name of Student	Grade	Accessibility Support(s) and/or Accommodation(s) Identified within IEP/Section 504 Plan/I-ELP	Accommodation(s) Received (Verified by BTC with Test Administrator after testing)	
			Yes	No

My signature is an assurance that the IEP/Section 504 Plan/I-ELP was reviewed for each student, for which an accommodation(s) is requested, to ensure the requested accommodation(s) **is documented in the plan and is used on a regular basis by the student on classroom assignments and tests.**

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

Date

For any student marked as NO above: list the name of the student who did not receive an accommodation(s) that was documented in the IEP/Section 504 Plan/I-ELP and should have been provided to the student*		
Name of Student	Grade	Accommodation
The BTC will confirm with the Test Administrator the name of any student who received an accommodation(s) that was not documented in the IEP/Section 504 Plan/I-ELP*		
Name of Student	Grade	Accommodation

Based upon the Integrity Handbook for Test Administration, Principal Responsibilities, 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 or, if not, the System Test Coordinator was contacted and an Irregularity Report was completed to indicate a Major* Irregularity.

_____ _____
Signature of Principal **Date**



Alabama Comprehensive Assessment Program

S U M M A T I V E

Accessibility Supports and Accommodations Supplement

2021-2022

Introduction

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

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

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

Planning for Test Day

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

BTCs are responsible for the overall test administration in their buildings and should be involved in planning for the provision of accessibility supports and accommodations. Prior to the day of a test, BTCs and/or TACs, if applicable, must ensure that Test Administrators know what accessibility supports and/or accommodations each student will be using and how to administer them properly.

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

Assigning Accessibility Supports and/or Accommodations in the DRC INSIGHT Portal

BTCs are responsible for assigning accessibility supports and accommodations in the DRC INSIGHT Portal. They should work with case managers, special education teachers, and/or ESL teachers to ensure the appropriate accessibility supports and accommodations are assigned in the DRC INSIGHT Portal.

All accessibility supports and accommodations must be assigned in the DRC INSIGHT Portal during the designated Assigning Accessibility Supports and Accommodations window. Any changes or additions (e.g., new students) must be made during the designated Confirm and Update Accessibility Supports and Accommodations window. See "Update Student Accommodations and Testing Supports" in the *DRC INSIGHT Portal User Guide* for instructions on entering accessibility supports and accommodations into the DRC INSIGHT Portal.

The accessibility supports and accommodations assignments that are entered into the DRC INSIGHT Portal will be used to determine if any accommodated testing materials will need to be shipped to your district.

Accommodated testing materials include:

- Braille Kits
- Large Print Kits
- Human Reader Scripts

Student Transfers

If a student enrolls after the close of the designated Confirm and Update Accessibility Supports and Accommodations window, the BTC must

1. check the DRC INSIGHT Portal to determine if any required accessibility supports and/or accommodations have already been selected for the student. If not,
2. complete the *Request to Assign Accessibility Supports and/or Accommodations* form and submit it to the STC.

The STC will submit the form to ALSDE Student Assessment for approval.

Test Tickets

The STC or BTC is responsible for printing test tickets. Students receiving accessibility supports or accommodations will have the selected support(s) indicated on their test ticket. Test tickets will have abbreviations for the selected accessibility supports and/or accommodations printed next to the word "accommodations."

NOTE: For ELA with Oral Presentation: Human Reader or Oral Presentation: Text-to-Speech, the code for these accommodations (TTS or HR) will print on all of the ELA test tickets, even for the sessions where Oral Presentation is not allowed (reading sessions).

Students will not be provided Oral Presentation: Human Reader or Oral Presentation: Text-to-Speech for the reading sessions.



Practice with the Online Tools Training

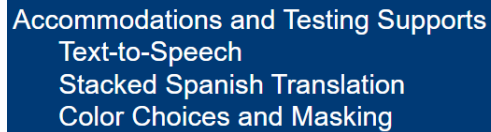
Test Administrators and students should practice using the embedded accessibility supports and accommodations available in the DRC INSIGHT test engine using the Online Tools Training available by going to the DRC INSIGHT Portal welcome page and clicking on the link.

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



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

Click on the "Accommodations and Testing Supports" link, and you will see these options:



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

ADMINISTERING THE *ACAP SUMMATIVE* FOR STUDENTS USING ACCESSIBILITY SUPPORTS AND/OR ACCOMMODATIONS

Purpose:

The purpose of the following sections is to provide BTCs and Test Administrators with thorough, detailed guidance for administering the *ACAP Summative* with each of the accessibility supports and accommodations allowed for use on the assessment.

The supports are listed in alphabetical order, with accessibility supports listed first, followed by the allowed accommodations for students with an IEP or Section 504 Plan, then for students with an I-ELP.

The guidance provided for each of the supports includes:

1. A description of the support
2. The appropriate setting for the support (e.g., large group, small group, individual)
3. Considerations and/or constraints when administering the assessment with the particular support
4. The appropriate setup for providing the support or options for setup
5. Any special notes specific to providing the support

Not every situation or unique circumstance can be addressed in a document designed for statewide use. Please contact ALSDE Student Assessment for those situations or circumstances that require additional guidance.

Accessibility Supports

(Available to all students. No IEP, Section 504 Plan, or I-ELP required.)

Breaks

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

Setting: Large group, small group, or individual

Considerations/Constraints:

- Students who take breaks will not be allowed to make up lost time.
- If the student does not return to the testing room and resume testing within 10 minutes, the student's test will time out. The student must be placed into a make-up session on the same day in order to complete the test.
- Students who require multiple breaks or breaks lasting longer than 10 minutes should be assigned the Extended Time accommodation.

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

FM System

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

Setting: Large group, small group, or individual

Considerations/Constraints: None

Set Up: The student can test with other online testers in a large group setting.

Individual (1:1) Administration

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

Setting: Individual

Considerations/Constraints:

- This accessibility support is primarily for students who have a behavioral or medical issue or a learning disability that necessitates their testing individually.
- A Proctor is required in addition to the Test Administrator.

Set Up:

- The student, the Test Administrator, and the Proctor are set up in a room separate from other students.

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

- The tests are timed.
- Breaks are limited to 10 minutes, and the timer does not stop.
- The student must complete a given session in a single day.

Oral Reader

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

Setting: Individual

Considerations/Constraints: This accessibility support requires a Test Administrator and a Proctor in the room at all times.

Set Up:

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

Small Group

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

Setting: Small group

Considerations/Constraints:

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

Set Up:

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

ACCOMMODATIONS

Abacus

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

Setting: Large group, small group, or individual

Considerations/Constraints: Student must have an IEP or Section 504 Plan.

Set Up:

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

Assistive Technology

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

Setting: Large group, small group, or individual

Considerations/Constraints:

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

Set Up:

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

Braille (paper)

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

Setting: Individual

Considerations/Constraints:

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

Set Up:

- Braille test kits will be shipped to the district based on the selection of "Braille, Paper" as an accommodation in the DRC INSIGHT Portal.
- If a student enrolls after the close of the designated Confirm and Update Accessibility Supports and Accommodations Window and needs a Braille accommodation, complete the *Request to Assign Accessibility Supports and/or Accommodations* form and submit to the STC. The STC will submit to ALSDE Student Assessment for approval.
- The Braille test is part of a packet of materials that includes the following:
 - Test Administrator (TA) Notes-**SECURE MATERIAL**
 - Braille Test Booklet-**SECURE MATERIAL**
 - Standard Paper Test Booklet-**SECURE MATERIAL**
 - Test Administrator Script for Administering Braille Edition
 - Braille Math Reference Sheet (Grades 4-8 Math kit ONLY)
 - Braille Writers Checklist (Grades 4-8 ELA kit ONLY)
 - Braille Periodic Table (Grade 8 Science kit ONLY)
- There is a separate kit for each grade and content area test. The kit should be distributed by the BTC to the assigned Test Administrator on the appropriate testing day.
- This accommodation is untimed.

Possible Scenarios:

1. The student and a Scribe sit side by side at the computer. The Test Administrator reads the directions. The student begins the test by reading the braille test form. The student verbally states his/her answer choice, and the Scribe enters the response directly into the online testing engine. The Scribe will need to log in to the test engine using the student's username and password.
2. The student works independently and marks their responses directly into the braille test booklet, which will later be transcribed into the online test engine using the student's username and password (See Transcription Guidance 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).
4. The student begins the braille test and verbally states his/her answer choice to the Scribe, who marks it directly into the test booklet. The responses are later transcribed into the online test engine using the student's username and password (See Transcription Guidance).

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

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

Specific Guidance for Scribing:

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

Transcription Guidance:

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

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

Extended Time

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

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

Considerations/Constraints:

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

Set Up:

- Students receiving the extended time accommodation must be placed with other students receiving the same accommodation. These students should not be placed with students who are taking the test in standard time.
- Unless there are additional supports or accommodations that apply, the administration of the test will follow the same guidelines as those for group online testing.
- The tests are timed (double time).

- Breaks are limited to 10 minutes, and the timer does not stop.
- Students must complete a session in a single day.

Large Print (paper)

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

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

Considerations/Constraints:

- Only students with a visual impairment documented in an IEP or Section 504 Plan qualify for a Large Print form.
- If testing individually, a Test Administrator and a Proctor are required.
- Test Administrators are responsible for keeping up with the timing of the test sessions according to the allotted times shown in the *ACAP Summative Test Administration Manual*. Unless the student has been granted an extended time accommodation, these test times must be strictly adhered to.

Set Up:

- Large Print test kits will be shipped to the district based on the assignment of the "Large Print" accommodation in the DRC INSIGHT Portal.
- If a student enrolls after the close of the designated Confirm and Update Accessibility Supports and Accommodations Window and needs a Large Print accommodation, complete the *Request to Assign Accessibility Supports and/or Accommodations* form and submit to the STC. The STC will submit to ALSDE Student Assessment for approval.
- The Large Print test is part of a packet of materials that includes the following:
 - Large Print Test Booklet—**SECURE MATERIAL**
 - Script for Administering Large Print Edition
 - Large Print Math Reference Sheet (Grades 4-8 Math kit ONLY)
 - Large Print Writers Checklist (Grades 4-8 ELA kit ONLY)
 - Large Print Periodic Table (Grade 8 Science kit ONLY)
- There is one Large Print Test Booklet for each content area. All sessions of the content area test are included together in the one test booklet.
- The student will mark his/her responses directly into the Large Print test booklet.
- After each test session, two certificated educators must be present to perform the transcription from the Large Print directly into the online testing engine using the student's test tickets.
- The Large Print Test Booklet will not be submitted for scoring but will be returned to DRC.

Transcription Guidance:

At least two certificated educators must be present during any transcription of student responses. One of these persons will be the transcriber and the other will be an observer confirming the accuracy of the transcription. This process must be completed in the presence of the STC or BTC. The student's responses must be transcribed verbatim into the online test engine.

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

Multiple Days

(ALSDE Student Assessment Approval Required)

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

Setting: Individual

Considerations/Constraints:

- ALSDE Student Assessment approval is required prior to testing a student over multiple days. The STC must contact Student Assessment to make a request for approval. Further guidance will then be provided.
- The Multiple-Days accommodation is available for all content area assessments.
- The test sessions are untimed.

Set Up:

- For online testers, the student, a Test Administrator, and a Proctor will test in a room separate from other testers.
- The Test Administrator will read the verbal instructions for the test session verbatim, as written in the Test Administration Manual.
- In addition, the Test Administrator will instruct the student to exit his/her test-but NOT submit-when the appropriate amount of time has passed.
- Upon resuming testing in the session (e.g., next day), the student will log back into the test session using the same test ticket and resume testing.

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

For paper testers, adhere to the following:

- The Test Administrator must follow the guidance for a Paper Test outlined in this document.
- The student's responses must be transcribed into the online testing engine using the student's test ticket.

Transcription Guidance:

At least two certificated educators must be present during any transcription of student responses. One of these persons will be the transcriber and the other will be an observer confirming the accuracy of the transcription. This process must be completed in the presence of the STC or BTC. The student's responses must be transcribed verbatim into the online test engine.

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

Oral Presentation: Text-to-Speech/Human Reader

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

Text-to-Speech (TTS)

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

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

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

Human Reader

This accommodation is used for a student who has a documented reading disability and a need for an "in person" reader (example: a student with a hearing impairment who reads lips) who cannot benefit from the TTS functionality embedded in the DRC INSIGHT test engine. This read aloud accommodation must be provided regularly in the classroom and indicated in the IEP or Section 504 Plan as a read aloud accommodation. Students using this accommodation will automatically be assigned extended time (2X standard time).

Setting: Individual

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

Specific Guidance for Human Reader Administration:

- Human Reader Scripts will be shipped to the district based on the assignment of the "Oral Presentation: Human Reader" accommodation in the DRC INSIGHT Portal.
- If a student enrolls after the close of the designated Confirm and Update Accessibility Supports and Accommodations Window and needs an Oral Presentation: Human Reader accommodation, complete the *Request to Assign Accessibility Supports and/or Accommodations* form and submit to the STC. The STC will submit to ALSDE Student Assessment for approval.
- The Reader Scripts are considered secure test materials. Materials must be returned to the BTC immediately after testing is complete.
- The Reader Scripts will include detailed information and instructions for the administration of a Human Reader accommodation.
- The student signs into the test using his/her test ticket. The Reader sits next to the student at the computer and reads from a Reader Script. The student will independently interact with the computer.
- Unless otherwise specified in the student's IEP or Section 504 Plan, the student will maintain control of the testing device. The student will respond to each question and be responsible for all navigation and final submission of the test for scoring.

Paper Test

(ALSDE Student Assessment Approval Required)

Description: A Paper Test will be approved only if the student has a disability that prohibits his or her participation via an online platform that is clearly documented in the IEP or Section 504 Plan. This accommodation requires ALSDE Student Assessment approval.

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

Considerations/Constraints:

- Paper tests are not an option. The *ACAP Summative* is an online, technology-enhanced assessment that utilizes Universal Design elements to ensure that all students can meaningfully participate, with or without the use of supports.
- On rare occasions, some students may have a documented disability that prohibits participation via an online platform. These students may require a paper test. Paper tests require ALSDE Student Assessment approval.
- The student must have an IEP or Section 504 Plan. The IEP/Section 504 Plan must indicate that the student requires all tests to be taken on paper.
- Since the student will not have access to all of the enhanced technology supports available in the online platform, the parent/guardian(s) **MUST** be included in the decision for the student to take the assessment on paper.
- If a student requires a paper test as documented in the IEP or Section 504 Plan, the BTC or TAC, if applicable, will complete the *ACAP Summative Request for Paper Test* form and submit to the STC.

Set Up:

- Test Administrators are responsible for keeping up with the timing of the test sessions according to the allotted times shown in the *ACAP Summative Test Administration Manual*. Unless the student has been granted an extended time accommodation, these test times must be strictly adhered to.
- Following the administration of a paper test form, two trained and certificated employees will transcribe the student's responses into the online testing interface using the student's test ticket. See Transcription Guidance.

Transcription Guidance:

At least two 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. This process must be completed in the presence of the STC or BTC. The student's responses must be transcribed verbatim into the online test engine.

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

Refreshable Braille

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

Setting: Individual

Considerations/Constraints:

- This accommodation should only be provided to students who regularly use a refreshable braille device in the classroom and on classroom assessments.
- A Proctor is required in addition to the Test Administrator.
- This accommodation is untimed.
- A paper copy of the braille version of the test will also be available for each content area assessment.

Set Up:

- Braille (paper) kits will be shipped to the district based on the assignment of the "Refreshable Braille" accommodation in the DRC INSIGHT Portal.
- If a student enrolls after the close of the designated Confirm and Update Accessibility Supports and Accommodations Window and needs a Refreshable Braille accommodation, complete the *Request to Assign Accessibility Supports and/or Accommodations* form and submit to the STC. The STC will submit to ALSDE Student Assessment for approval.
- It is the responsibility of the school or district to provide the Refreshable Braille device.
- Any grammar, internet, or file-storing functions must be disabled.

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

- Test Administrator (TA) Notes-**SECURE MATERIAL**
- Braille Test Booklet-**SECURE MATERIAL**
- Standard Paper Test Booklet-**SECURE MATERIAL**
- Test Administrator Script for Administering Braille Edition
- Braille Math Reference Sheet (Grades 4-8 Math kit ONLY)
- Braille Writers Checklist (Grades 4-8 ELA kit ONLY)
- Braille Periodic Table (Grade 8 Science kit ONLY)

Screen Reader

Description: Screen readers are software programs that allow blind or visually impaired users to read the text that is displayed on the computer screen with a speech synthesizer.

Setting: Individual

Considerations/Constraints:

- Student must have an IEP or Section 504 Plan and a documented visual impairment.
- Students who do not use Screen Reader software on a regular basis in the classroom should not use Screen Reader software on the *ACAP Summative*. Screen Reader software is not appropriate for students who do not have a visual impairment.
- Screen Reader software is not embedded in the DRC test engine, and neither DRC nor ALSDE is able to assist with the installation or functionality of the chosen software.
- The Screen Reader accommodation is available in Math and Science and for the language and writing sessions on the ELA assessment. It is not available for ELA reading sessions.
- This accommodation must not be provided for the first time on test day. It should be software with which the student is familiar and that he or she has been using in the classroom.
- Make sure the student has had an opportunity to practice with the Online Tools Training (OTTs) and the Screen Reader software.

Set Up:

- Students using Screen Reader software must test individually, with a Test Administrator (Scribe) and a Proctor.
- All Math and Science sessions can be administered using Screen Reader software. Only the language and writing sessions of the ELA assessment can be administered using Screen Reader software. **The Test Administrator is responsible for turning off the Screen Reader for the reading sessions of the ELA assessment. Failure to turn off the Screen Reader for the reading sessions of the ELA assessment will result in an invalid test administration.**
- The BTC or TAC should work with the Technology Coordinator to ensure that the appropriate Screen Reader software is downloaded on any computers that will be used for visually impaired students who need a Screen Reader accommodation.

- The test is untimed.
- **Note:** If the device being used for the assessment has a Mute button, we strongly recommend that the Test Administrator mute the device until after the Test Administrator reads the verbal instructions aloud to the student. If the device is not muted, the student will hear the screen reader while the script is being read.

Scribe

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

Setting: Individual

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

Considerations/Constraints:

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

Set Up:

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

Specific Guidance for the Text Dependent Writing Item:

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

English Learner Considerations:

- For English learners who do not speak English but need a Scribe for the math and science Spanish tests, a Spanish speaker acting as the Scribe is required. This is due to the nature of the technology-enhanced items, which may require the student to direct the Scribe in order to respond to the item. For English learners who do speak English, this would not be a requirement.
- For the Text Dependent Writing item, the student must respond in English. There is no Spanish test for ELA.
- If the student is unable to respond to the writing prompt after a reasonable length of time, the Scribe must type into the response box: NO RESPONSE.

Sign Language: Directions Only

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

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

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

Considerations/Constraints:

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

Set Up:

- The Sign Language Interpreter may provide this accommodation in a large group setting; however, the Sign Language Interpreter and the student must be positioned in an area that is away from the view of the other students, so as not to distract from their testing experience.
- The Sign Language Interpreter must not talk to or visit with testing staff.
- The Sign Language Interpreter must sign verbatim exactly the words read by the Test Administrator.
- The Sign Language Interpreter must never clarify, elaborate, paraphrase, or provide assistance to the student.
- The Sign Language Interpreter must remain in the room for the duration of the test.

Sign Language: Test Items

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

Setting: Individual

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

Considerations/Constraints:

- Student must have an IEP or Section 504 Plan.
- This test is untimed.

Set Up:

- Signing Test Items is only allowed for Math, Science, and the language and writing sessions of the ELA test.
- This accommodation requires a Test Administrator and a Proctor. The Sign Language Interpreter will act as the Proctor.
- This accommodation requires an *Oral Presentation: Human Reader Script* for the Test Administrator to read aloud for the Sign Language Interpreter.
- The student will respond independently, directly into the test engine.

Specific Guidance:

- Human Reader Scripts will be shipped to the district based on the assignment of the "Sign Language: Test Items" accommodation in the DRC INSIGHT Portal.
- If a student enrolls after the close of the designated Confirm and Update Accessibility Supports and Accommodations window and needs a Sign Language: Test Items accommodation, complete the *Request to Assign Accessibility Supports and/or Accommodations* form and submit to the STC. The STC will submit to ALSDE Student Assessment for approval.
- The Reader Scripts are considered secure test materials. Materials must be returned to the BTC immediately after testing is complete.
- The Reader Scripts will include detailed information and instructions for the administration of a Human Reader accommodation.
- The Sign Language Interpreter must sign directly verbatim (word for word) as it is read by the Test Administrator as printed in the Reader Script.
- The Sign Language Interpreter must not alter, emphasize, or add words. The Sign Language Interpreter must not clarify or provide additional information, assist, or influence the student's selection of a response in any way.
- The student can ask for anything to be repeated as many times as necessary.
- The Sign Language Interpreter may repeat test items and response options, as requested, according to the needs of the student.
- If the student chooses an answer before the Sign Language Interpreter has signed all the answer choices, the Sign Language Interpreter must continue reading the other response options.

English Learner (EL) Accommodations

I-ELP Required

(All EL accommodations are automatically assigned extended time.)

English/Native Language Word-to-Word Glossary

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

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

Conditions/Constraints: Individual English Language Plan (I-ELP) is required for this accommodation.

CAUTION: Glossaries must be word-to-word only! No definitions, synonyms, or sentences. If a student uses a glossary that includes any text other than the translated English word, the test will be invalidated. ALSDE does not have an approved list of glossaries. We recommend using the ACT-approved list.

Ultimate responsibility for the selection and use of a glossary is placed upon the District.

Set Up:

- Students using this accommodation will receive extended time.
- To ensure a student receives extended time, the Word-to-Word Glossary accommodation must be selected in the DRC INSIGHT Portal during the Assigning Accessibility Supports and Accommodations window.

Extended Time for EL Students

Description: EL students who receive this accommodation regularly in the classroom and have it documented in their I-ELP are eligible for Extended Time.

NOTE: Extended Time is not automatically provided to EL students and must be assigned in the DRC INSIGHT Portal.

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

Considerations/Constraints:

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

Set Up:

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

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

Description: Oral Presentation in English consists of English Text-to-Speech and English Human Reader for math and science and the language and writing sessions of the ELA test.

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

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

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

Setting: Individual

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

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

Description: Oral Presentation in Spanish consists of Spanish Text-to-Speech and Spanish Human Reader for Math and Science. There is no Spanish Text-to-Speech or Spanish Human Reader option for ELA.

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

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

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

Setting: Individual

Considerations/Constraints:

- Only available for Math in Grades 2-8 and Science in Grades 4,6, and 8. **There is no Stacked Spanish Translation for ELA.**
- Prior to selecting this accommodation, refer to the *Guidance for English Learner Committees Regarding Participation of English Learners on State Assessments in Spanish* (below).

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

Stacked Spanish Translation of the Test

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

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

Considerations/Constraints:

- Only available for Math in Grades 2-8 and Science in Grades 4,6, and 8.
- Prior practice of this accommodation has been waived and is available to all ELs for whom the I-ELP Committee feels this accommodation would be beneficial.
- Prior to selecting this accommodation, refer to the *Guidance for English Learner Committees Regarding Participation of English Learners on State Assessments in Spanish*:

Guidance for English Learner Committees Regarding Participation of English Learners on State Assessments in Spanish

The Every Student Succeeds Act (ESSA) stipulates the following:

English Learner students must be assessed in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency.

English Learner (EL) students have the opportunity to take the Mathematics and Science tests (if applicable) of the *ACAP Summative* and all parts of *ACT WorkKeys* in Spanish, until the EL student attains English language proficiency. Alabama has defined English language proficiency as a 4.8 composite score on ACCESS for ELLs.

The decision to administer a state assessment in Spanish is made by the school's EL Committee and becomes part of the student's I-ELP; therefore, this is not an administrative decision. The determination should not be based solely on the fact that the student is a Spanish speaker. The EL Committee should carefully consider the following:

- Is the student literate in Spanish? Not all students who speak Spanish fluently have a strong command of the written language. Without strong literacy in the Spanish language, students will likely not benefit from this form of the assessment.
- Is there enough evidence to indicate the Spanish form of the assessment is most likely to yield accurate data?

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

Translated Directions

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

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

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

Set Up-Option 1:

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

Setting for Option 1: Individual, 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.

Setting for Option 2:

- Individual or small group, as long as all students in the group are receiving the same accommodation.
- The Native Language Interpreter may serve as the Test Administrator as long as he/she meets the criteria for a Test Administrator as indicated in the *ACAP Integrity Handbook for Test Administration*.

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

Timing Assignments for *ACAP Summative* Accessibility Supports and Accommodations

Accessibility Support/Accommodation	Standard Time	Extended Time	Untimed
Breaks	X		
FM System	X		
Individual Administration	X		
Oral Reader	X		
Small Group	X		
Abacus	X		
Assistive Technology			X
Braille			X
Extended Time		X	
Large Print	X		
Multiple Days			X
Oral Presentation <i>(Text-to-Speech/Human Reader)</i>		X	
Paper Test	X		
Refreshable Braille			X
Screen Reader			X
Scribe			X
Sign Language <i>(directions only)</i>	X		
Sign Language <i>(test items)</i>			X
English/Native Language Word-to-Word Glossary		X	
Oral Presentation <i>(Spanish Text-to-Speech/Spanish Human Reader)</i>		X	
Stacked Spanish		X	
Translated Directions		X	

APPENDIX B:
ACAP Summative Paper
Request Form

ACAP Summative Paper Request Form

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

Student Information

Student Name: _____ SSID: _____ Grade: _____

System: _____ School: _____

Reason for Request:

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

Principal's Assurances	Y	N	If no, please explain.
A team convened to discuss this request.			
The student's parent/guardian was consulted and agrees to this request.			
<i>Parent/Guardian Signature</i>			
I certify that this student cannot participate in the computer-based assessment, even with designated supports and/or accommodations.			
I understand that this student will not have access to any of the accessibility features that are only available in the online platform.			

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

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

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

This form must be completed in its entirety and signed by all parties, or it will be returned.

Decision:

- Paper test approved.
- Paper test denied. Reason: _____

Student Assessment Signature: _____ Date: _____

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

The Alabama State Department of Education

Student Assessment

50 North Ripley Street

Montgomery, Alabama 36130

studentassessment@alsde.edu

334-694-4817