Participation Guidelines

for Inclusion of Alaska Students in State Assessments

2022 Edition

Table of Contents

Table of Contents **2**
The Purpose of the Participation Guidelines **4**
Regulatory Guidance for Alaska Districts 4
Introduction to Participation in Assessments and Student Supports **5**
Participation 5
Universal Design 5
Student Supports 5
Universal Tools 5
Accommodations 6
Determining if an Adaptation is a Modification or Accommodation 8
Alaska System of Academic Readiness (AK STAR) **10**
Student Supports for AK STAR 10
Universal Tools for AK STAR 11
Accommodations For AK STAR 14
Alaska Science Assessment **17**
Student Supports for the Alaska Science Assessment 17
Universal Tools for Alaska Science Assessment 19
Accommodations For the Alaska Science Assessment 20
Accommodations for English Learners for Content Assessments **23**
Alternate Assessment Dynamic Learning Maps (DLM) **25**
Overview of Assessment of Students with Significant Cognitive Disabilities 25
Alternate Assessment Participation Criteria Checklist 26
Student Supports for the DLM Alternate Assessment 28
Accessibility Supports Provided in the DLM Alternate Assessment 28
English Language Proficiency (ELP) Assessment ACCESS for ELLs **32**
Administrative Considerations 32
Universal Tools 34
Accommodations 36
Alternate English Language Proficiency (ELP) Assessment Alternate ACCESS for ELLs **41**
Administering the Alternate ELP Assessment 41
Determining Student Eligibility for the Alternate ELP Assessment 41

Alternate ELP Assessment Participation Criteria Checklist 42
Accommodations and Supports..... 42
National Assessment of Educational Progress (NAEP)..... 43
Appendix A: Modifications NOT Allowed for Testing..... 44
Appendix B: Abbreviations Glossary..... 45

The Purpose of the Participation Guidelines

Regulatory Guidance for Alaska Districts

The Participation Guidelines for Inclusion of Alaska Students in State Assessments (PGs) is designed to help Alaska fulfill its commitment to include all students in state assessments. The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires assessment of all students, including regular education students, students with Individual Education Plans (IEPs), students with Section 504 plans, and students identified as English learners. The PGs explain the assessment options available and are subject to change based on revisions to the statewide student assessment system.

Federal and state law requires accommodations (as appropriate) for students with disabilities and for English learners (EL). English learners have been previously referred to as students with limited English proficiency (LEP) or English Language Learners (ELLs). For the purposes of this guide, the term English learner refers to students currently identified as English learners, not former English learners who may be in monitoring status.

Alaska's Statewide Student Assessment System

Statewide student assessment is one component in an effective education system. The purposes of statewide student assessments, specifically, are as follows:

- Ascertain on a school, district, and statewide basis the extent to which children of the state are attaining state standards;
- Produce school, district, and statewide information to facilitate sound decision making by policy makers, parents, educators, and the public; and to
- Provide a basis for instructional improvement.

Accommodations for the following required state assessments are addressed in this booklet:

1. Alaska System of Academic Readiness (AK STAR) – English Language Arts and Mathematics
2. Alaska Science Assessment
3. Alternate Assessment (DLM)
4. English Language Proficiency Assessment (ACCESS for ELLs)
5. Alternate English Language Proficiency Assessment (Alternate ACCESS for ELLs)
6. National Assessment of Educational Progress (NAEP)

Accommodations for the Alaska Developmental Profile (ADP) for kindergarten students with disabilities or who are English learners are addressed in the *Alaska Developmental Profile Implementation Guide* available on the ADP webpage (education.alaska.gov/assessments/developmental).

For detailed instructions on the use of accommodations for assessment, refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* available on the DEED Accommodations webpage (education.alaska.gov/assessment/accommodations).

Introduction to Participation in Assessments and Student Supports

Participation

The statewide system of student assessment includes all required statewide assessments. Students participate in these assessments according to criteria for each assessment. This document provides regulatory guidance for both the comprehensive system of student assessment and each assessment within that system. It is essential to provide an experience for each student that results in a fair and accurate measurement of progress and achievement.

This document explains the accommodation options available for each assessment for a student with a disability and the decisions that must be made by the student's IEP or Section 504 team. These decisions include choosing which assessments the student is eligible to participate in and which accommodations are most appropriate to provide to the student in order to get an accurate measure of what the student knows and is able to do. This document also explains the linguistic supports or accommodations available for each assessment for a student who is an English learner.

Universal Design

All of Alaska's required statewide assessments are designed with the principle of Universal Design. "Universally designed assessments" are developed from the beginning to allow participation of the widest possible range of students and to result in valid inferences about performance for all students who participate in the assessment. As such, universally designed assessments add a dimension of fairness to the testing process. According to the National Research Council (1999), "fairness, like validity, cannot be properly addressed as an afterthought once the test has been developed, administered, and used. It must be confronted throughout the interconnected phases of the testing process, from test design and development to administration, scoring, interpretation, and use" (p. 81). *The Standards for Educational and Psychological Testing (2014)* also address this need by requiring that "all examinees be given a comparable opportunity to demonstrate their standing on the construct(s) the test is intended to measure. Just treatment also includes such factors as appropriate testing conditions and equal opportunity to become familiar with the test format, practice materials, and so forth. Fairness also requires that all examinees be afforded appropriate testing conditions" (p. 74).

Universally designed assessments are based on the premise that each child in school is a part of the population to be tested and that testing results should not be affected by disability, gender, race, or English language ability. Universally designed assessments are not intended to eliminate individualization, but they may reduce the need for accommodations and various alternative assessments by eliminating access barriers associated with the tests themselves.

Student Supports

The Alaska statewide student assessment system is built on a foundation of accessibility for all students, including students with disabilities and English learners, but not limited to those groups. The validity of the assessment results depends upon all students having appropriate accessibility and/or accommodation supports when needed, based on the constructs being measured in the assessment.

Universal Tools

Universal tools are supports or preferences that are available to **all** students taking AK STAR, the Alaska Science Assessment, ACCESS for ELLs, and Alternate ACCESS for ELLs. Universal tools are available at all times and their

use is based on student choice, need and preference.

Universal tools for computer-based assessments, such as a highlighter or screen magnification, are embedded within the test engine. There are also Universal tools that are provided outside of the test engine, such as scratch paper. These tools do not alter the test "construct" (what the assessment is measuring) or change the reliability or validity of the assessment. Universal tools do not change score interpretation.

ACCOMMODATIONS

Accommodations are practices and procedures that provide equitable access to grade-level content during instruction and assessment without altering the validity of the assessment scores, score interpretation, reliability, or security of the assessment. Accommodations must be made available to students with disabilities on an Individualized Education Program (IEP) or Section 504 Plan, students with transitory impairments, and English learners as documented in student files.

All accommodations must be documented in the student's IEP, 504, EL, or Transitory Impairment plan. This includes accommodations that are universal tools. Documenting the student's need ensures the accommodations will be provided in both instruction and assessments. Providing accommodations not in the student's IEP, 504, EL, or Transitory Impairment plan or mis-administering accommodations (e.g., reading aloud the reading passages) is not allowed. Accommodations must be administered according to the guidelines of the assessment.

Accommodations should not be used on state assessments unless they have been a regular part of instruction. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. For example, providing a spell checker for classroom assignments is appropriate; providing a spell checker on an English Language Arts (ELA) standardized assessment would change what the assessment items are measuring and would compromise the validity of the assessment scores.

Accommodations for Students with Disabilities on an IEP or 504 Plan

It is important for educators to become familiar with state policies regarding accommodations during assessments. Due to the close link between assessment and instruction, the IEP or 504 plan must describe how the accommodations for assessment are provided routinely for classroom instruction. The IEP or 504 team should select appropriate accommodations based on the student's need and must provide documentation and the rationale for the accommodations in the IEP or 504 plan.

Research shows that an unfamiliar test accommodation given to a student with a disability may negatively impact performance. Accordingly, an IEP or 504 team should be cautious about adding an accommodation shortly before an assessment. In general, a good practice is to make sure an accommodation has been used in the student's regular and/or special education classes for instruction and classroom assessments for at least three months or 90 days before testing. This will ensure that the student has experience with the accommodation and that the accommodation is appropriate for the student.

When accommodations are provided as part of a computer-based assessment, the IEP Team must take care to ensure that students have multiple opportunities to become familiar with the technological aspects of the accommodations. In addition to using the accommodation in instruction, students should have the opportunity to use the computer-based practice tests to practice using the tools and accommodations made available on the computer-based assessments. For more information on how to access the training tools, refer to the resources on the webpage for the specific assessment on the DEED Assessments homepage (education.alaska.gov/assessments).

Accommodations for English Learners (ELs) for Content Assessments

According to 4 AAC 34.090(a):

(2) "English learner" means an individual

(A) who is between 3 and 21 years old;
(B) who is enrolled or preparing to enroll in an elementary school or secondary school;
(C) who falls into one or more of the following categories of individuals:
(i) an individual not born in the United States or whose native language is a language other than English;
(ii) an American Indian, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
(iii) an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the
(i) ability to obtain an achievement level that meets standards, as described in 4 AAC 06.739, on the state assessments in English language arts, mathematics, and science under 4 AAC 06.737;
(ii) ability to successfully achieve in classrooms where the language of instruction is English; or
(iii) opportunity to participate fully in society;

All English learners must be formally identified through Alaska's statewide standardized entrance procedures, which includes a screening assessment to determine that the student's difficulties in speaking, reading, writing and/or understanding the English language may be sufficient to deny the student the ability to succeed academically. Students currently identified as ELs must participate in statewide academic assessments and are eligible to receive accommodations as outlined in these guidelines. Formerly identified EL students are not eligible for EL accommodations. These students would be eligible for accommodations based on disabilities, if applicable. For details on the process for identification of EL students, refer to the *Guidance for English Learners (EL) Identification, Assessment, and Data Reporting* (education.alaska.gov/ESEA/TitleIII-A/docs/EL_Identification.docx).

ELs must be provided reasonable accommodations on state content assessments, to the extent practicable. Accommodations are allowed for students who are ELs when testing for academic content knowledge and skills, but not when testing for English language proficiency.

Accommodations for Students with a Transitory Impairment

Students with a transitory impairment are not regarded as individuals with disabilities because the impairment is transitory and minor. A transitory impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. On a case-by-case basis, where appropriate documentation exists, students who are identified with a transitory impairment may receive accommodations. The need for accommodations must be made by a school committee and documented prior to testing. Copies of this documentation must be kept at the school or district. A sample documentation form is available on the DEED Accommodations webpage (education.alaska.gov/assessments/accommodations).

Modifications

A modification is a change in the content, format, and/or administration of an assessment that alters what the assessment is designed to measure or the comparability of scores. **A modification makes an assessment invalid.** Modifications are determined based on what the assessment is designed to measure. Educators must become familiar with each assessment in order to prevent invalidation.

Determining if an Adaptation is a Modification or Accommodation

An adaptation is any change from standardized administration provided to a student for testing. Examples might include additional breaks, preferential seating, or a special chair. Most adaptations are common and are listed in the accommodation tables of this document. However, sometimes a student needs an adaptation that is not listed in this resource. Any list of accommodations will be incomplete because of the unique needs of each individual child.

In addition, advances in the technology of adaptive and assistive devices will lead to new accommodations. Accordingly, the accommodations listed in the following tables are examples of acceptable accommodations. When an adaptation for a content assessment is not listed, the student's IEP Team should use the following guidance to determine if the accommodation is appropriate to use for content assessments.

When evaluating an adaptation that is not included in the accommodations table, an IEP Team or 504 Team should answer the following questions.

First, the two threshold questions:

1. Would the adaptation help the student demonstrate achievement by **reducing the effect of the disability** on the student's performance?
2. Would the student use the adaptation in the classroom, including during regular classroom assessments?

If the answer to either 1 or 2 is no, then the adaptation is probably not a reasonable or appropriate accommodation for the assessment.

If the answer to both is yes, then the next step is to determine whether the adaptation is an accommodation or a modification. To help make this distinction, the IEP or 504 Team should answer the following questions:

3. Does the adaptation impede the measuring of the skill that is being tested? This question is often difficult to answer, and the following questions might help:
    a. Would the adaptation give the student an unfair advantage over a student who has the same achievement level, but who is not eligible to use the adaptation?
    b. Does any research support the conclusion that this adaption does not alter the ability of the assessment to measure the student's skill level?

Next, the IEP or 504 Team should consider questions that relate to whether the assessment could still be administered:

4. Would use of the adaptation cause a breach of test security? Before rejecting an adaptation for security reasons, an IEP or 504 Team member or other school or district official should consult with the department. In special cases, security can be bolstered to accommodate special needs.
5. Would use of the adaptation make it impossible to score? Before rejecting an adaptation because it changes or alters the answer sheet, an IEP or 504 Team member or other school or district official should consult with the department. In many cases, the adaptation may still be allowed if a test administrator can transcribe the student's answers to another test booklet or answer document after the student completes the assessment.

*If the answer to any question 3, 4, or 5 is yes, then the adaptation is a modification, and is **not** allowed on state assessments. The use of a modification on a state assessment results in an invalid score.*

If the answers to all questions 3, 4, and 5 are no, then the adaptation is an allowable accommodation, and it may be used on regular academic assessments. This is particularly true if research supports the use of the accommodation.

IEP or 504 Teams, schools, and districts may consult with the department at any time when considering new adaptations, particularly when the adaptation is requested by a parent. In general, most IEP or 504 Teams will be able to resolve issues regarding the proper use of adaptations.

Sometimes, however, a district might determine that the adaptation is a modification while the parent thinks it is an accommodation. If that happens, the parent may request that the district consult with the department first before reaching its decision. The department will issue a non- binding advisory opinion on whether the requested change is an accommodation or a modification.

If a parent requests an adaptation that is declined by the IEP or 504 Team, the district should advise the parent of parental appeal/due process rights, including the right to administrative complaint or mediation. The district should provide notice to the parent in a timely manner, enabling the parent to appeal the decision before the assessment.

If an IEP or 504 Team requests a modification for an assessment, the district should allow the student to take the assessment with the modification if possible. The district must inform the IEP or 504 Team that the modification will make the assessment results invalid, and that the assessment will not be scored. A list of examples of modifications that are not allowed are listed in Appendix A.

Alaska System of Academic Readiness (AK STAR)

The Alaska System of Academic Readiness (AK STAR) is designed to measure student growth and achievement. There are two content area assessments: English language arts and mathematics. The assessments measure a student's knowledge of the *Alaska English Language Arts and Mathematics Standards* (adopted in 2012). AK STAR is administered to all students in grades 3-9 except those students with significant cognitive disabilities who participate in the alternate assessment.

Student Supports for AK STAR

There are three types of student supports for the AK STAR Computer-Based Assessment: Universal Tools, Accommodations, and Modifications.

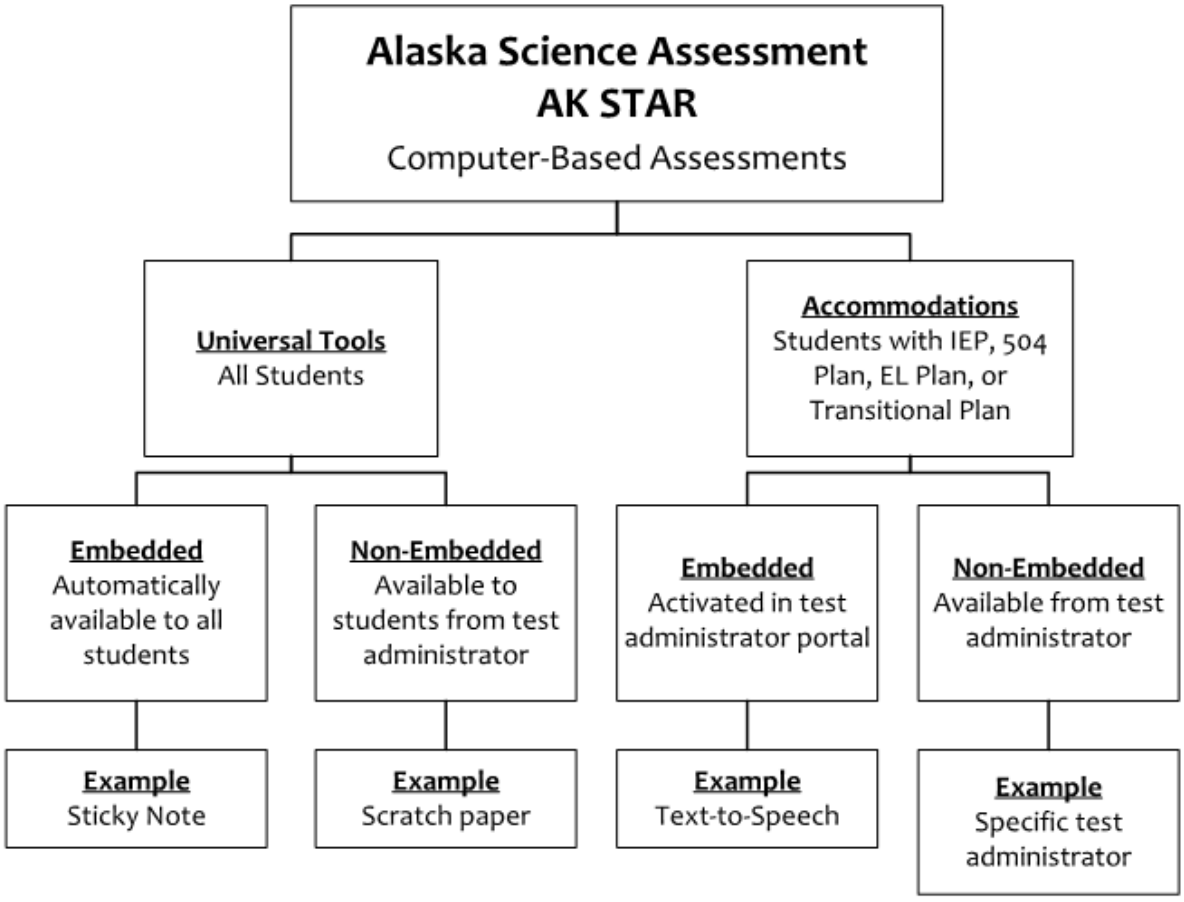
- Universal tools are supports or preferences that are available to **all** students taking AK STAR.
- Accommodations are practices and procedures that provide equitable access during instruction and assessments to students with disabilities and English learners (ELs).
- Modifications are changes in test content, format (including response formats), and/or administration conditions made to increase accessibility for some individuals but that also affects the construct measured and, consequently, result in scores that differ in meaning from scores from the unmodified assessment. A list of common modifications is located in Appendix A.

Within these three types of student supports, features can be either embedded or non-embedded.

- Embedded accommodations are those that are within the test engine.
- Non-embedded features are those that are outside of the testing technology. For example, preferential seating or use of math manipulatives are non-embedded.

Figure 1: Student Supports for AK STAR and Alaska Science Assessment provides a graphic overview of the student supports for AK STAR and the Alaska Science Assessment. For detailed information on how to use the supports indicated in Figure 1, refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessments* available on the DEED Accommodations webpage (education.alaska.gov/assessments/accommodations).

Figure 1: Student Supports for AK STAR and Alaska Science Assessment



UNIVERSAL TOOLS FOR AK STAR

Universal tools are supports or preferences that are available to **all** students taking AK STAR. Universal tools are available at all times and their use is based on student choice, need, and preference. Some Universal tools for computer-based assessments, such as a highlighter or screen magnification, are embedded in the computer testing system; others are non-embedded and provided outside of the computer testing system, such as scratch paper. These tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Universal tools do not change score interpretation.

Table 1: Universal Tools for AK STAR

UNIVERSAL TOOL	DESCRIPTION OR USE	EMBEDDED OR NON-EMBEDDED
Calculators	Student has access to basic, scientific, or graphing calculator, depending on grade level and test. See Assessment Calculator Policy for details on calculator availability.	Embedded
Color	Shows a variety of color contrasting options for students to choose during the test.	Embedded
Eliminator	Student may cross out/eliminate answer choices.	Embedded
Formulas Table	Shows mathematic formulas relevant to the assessment.	Both
Glossary	Certain words or phrases in the item are underlined with dots and information about that word or phrase will pop-up when selected. These words and phrases are part of the assessment content and do not provide extra context towards the answer.	Embedded
Graph Paper	Students can use graph paper to draw lines and points during the test. Graph paper must be securely destroyed after assessment session.	Both
Guideline	A straight edge line used to follow along with each line of text or to help student track items.	Embedded
Headphones	Student may wear noise blocking headphones to screen out extraneous sounds. **This does not include music devices.**	Non-Embedded
Help Videos	Help videos are available within the secure test engine and show students how to respond to item types and use tools.	Embedded

UNIVERSAL TOOL	DESCRIPTION OR USE	EMBEDDED OR NON-EMBEDDED
Highlight	Student may use a highlighter to mark words or numbers.	Embedded
Magnification	Magnify up to 3x the text or images on student screen for better viewing.	Embedded
Notepad	Student can use Notepad to take notes on each test question.	Embedded
Pencil/Drawing Tool	Students can use Pencil to make marks on the screen.	Embedded
Protractor	Protractor is used to measure angles within an item image.	Embedded
Ruler	Student can use Customary Ruler and Metric Ruler to measure images on the screen.	Embedded
Scratch Paper	Scratch paper must be securely destroyed after assessment session.	Non-embedded
Sticky Notes	Creates and places a note (or multiple notes) on the screen in which a student can type a short message.	Embedded

ACCOMMODATIONS FOR AK STAR

Accommodations are practices and procedures that provide equitable access during instruction and assessments to students with disabilities and English learners (ELs). Accommodations do not alter the validity of the assessment, score interpretation, reliability, or security of the assessment. Accommodations **must** be made available to students with an IEP or 504 plan, students with transitory impairments, and EL students, as documented in the applicable student plan. If an adaptation not listed below is being considered for a student, follow the guidance in the section "Determining if an Adaptation is a Modification or Accommodation" to determine if the adaptation would be allowed as an accommodation. Table 2 provides a non-exhaustive list of allowable accommodations for students with disabilities, as documented in a student's IEP or 504 Plan. Accommodations may be embedded within the testing system and/or provided by test the administrator.

For additional resources on determining accommodations, please refer to the *Handbook for the Participation Guidelines* available on the DEED Accommodations webpage (education.alaska.gov/assessments/accommodations).

Table 2: Accommodations for AK STAR

ACCOMMODATION	DESCRIPTION OR USE	EMBEDDED OR NON-EMBEDDED
Adaptive devices, equipment, and furniture	Some adaptive devices may require individual test administration as well as a scribe to type or write responses verbatim into the test engine, test booklet, or answer document.	Non-embedded
Additional time	Student may take additional time to complete assessments as needed beyond the time typically scheduled for all students.	Non-embedded
Allowing alternative responses: • oral response • signing • pointing • recorded response • use of word processor	A scribe may type responses verbatim into the test engine for the student. For student use of a word processor, other programs on the computer must be disabled and spelling, grammar check, and other features turned off.	Non-embedded
American Sign Language videos	Students may play a signed video of the text in questions and answer choices. **Reading passages will not be signed to the student.**	Embedded
Auditory amplification device	Assistive listening devices help amplify sounds, especially with background noise.	Non-embedded
Braille	Students may require Braille version of the assessment. Available in Unified English Braille (UEB) and Nemeth for the math assessment items.	Non-embedded

ACCOMMODATION	DESCRIPTION OR USE	EMBEDDED OR NON-EMBEDDED
Clarification of test directions: • student requests clarification • student restates directions	A test administrator may provide clarification of assessment directions. **This does not apply to assessment questions or answer choices.**	Non-embedded
Flexible scheduling	Students may split a test "part" over multiple days.	Non-embedded
Frequent breaks	Students may take breaks as needed.	Non-embedded
Graphic organizers	Student can be provided with a blank (no text) graphic organizer template such as a flow chart or story web.	Non-embedded
Handheld Calculator	As a documented accommodations, students may use a handheld calculator instead of the calculator provided within the test engine. **Handheld calculators may only be used on portions of the test where calculators are allowed.** See Assessment Calculator Policy for details on calculator availability.	Non-Embedded
Human read aloud	A test administrator reads aloud the assessment. • Questions • Answer choices **Reading aloud of reading passages is not allowed.**	Non-embedded
Individual administration	Students may have the test administered individually in a separate location and/or at a different time than their peers.	Non-embedded
Math manipulatives	Student use of physical objects for math items. Multiplication tables and number lines may be used on select sections of the math assessment where calculators are allowed. See Assessment Calculator Policy. See the *Handbook for the Participation Guidelines* for list of additional allowable and non-allowable math manipulatives.	Non-embedded
Print on Demand (POD)	If a student requires a paper-based assessment as an accommodation, districts may use the Print on Demand (POD) accommodation to print a paper copy of the assessment. Student answers must be transcribed by the test administrator into the test engine when student is finished.	Embedded

ACCOMMODATION	DESCRIPTION OR USE	EMBEDDED OR NON-EMBEDDED
Re-reading, test directions, if requested.	In individual or small-group assessment administrations, a test administrator may re-read test directions, if asked by the student.	Non-embedded
Signing to student: • test directions • ELA questions and answer choices • Math items	Interpreters must read and sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures. **Reading passages may not be signed to the student. This invalidates the assessment.**	Non-embedded
Small group administration	Students may have the test administered in a small group in a separate location and/or at a different time than their peers.	Non-embedded
Specific test administrator	For students who need a familiar test administrator.	Non-embedded
Text-to-Speech (TTS)	Allows students to start, stop, or replay computer audio of the text associated with the content on the screen. **Text-to-Speech does NOT read the passages associated with ELA reading items.**	Embedded

Alaska Science Assessment

The Alaska Science Assessment is designed to measure student growth and achievement. The assessment measures the *K-12 Science Standards for Alaska* adopted in 2019. The Alaska Science Assessment is administered to all students in grades 5, 8, and 10 except those with significant cognitive disabilities who participate in the alternate assessment program.

Student Supports for the Alaska Science Assessment

There are three types of student supports for the Alaska Science Assessment: Universal Tools, Accommodations, and Modifications.

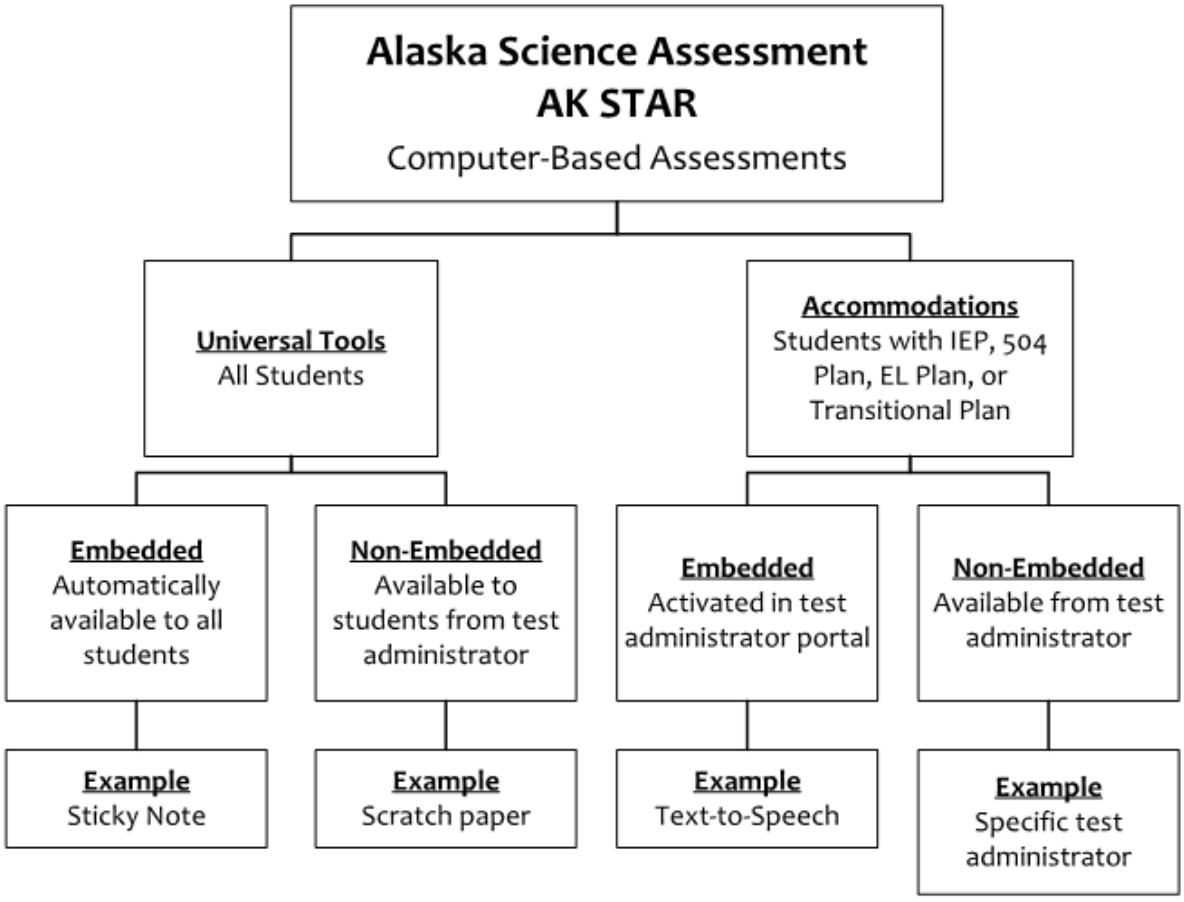
- Universal tools are supports or preferences that are available to **all** students taking the Alaska Science Assessment.
- Accommodations are practices and procedures that provide equitable access during instruction and assessments to students with disabilities and English learners (ELs).
- Modifications are changes in test content, format (including response formats), and/or administration conditions made to increase accessibility for some individuals but that also affects the construct measured and, consequently, results in scores that differ in meaning from scores from the unmodified assessment. A list of common modifications is located in Appendix A.

Within these three types of student supports, features can be either embedded or non-embedded.

- Embedded accommodations are those that are within the test engine. They are activated for an individual student within the DRC INSIGHT Portal.
- Non-embedded features are those that are outside of the testing technology. For example, preferential seating or use of math manipulatives are non-embedded.

Figure 1: Student Supports for AK STAR and Alaska Science Assessment provides a graphic overview of the student supports for AK STAR and the Alaska Science Assessment. For detailed information on how to use the supports indicated in Figure 1, refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessments* available on the DEED Accommodations webpage (education.alaska.gov/assessments/accommodations).

Figure 1: Student Supports for AK STAR and Alaska Science Assessment



UNIVERSAL TOOLS FOR ALASKA SCIENCE ASSESSMENT

Universal tools are supports or preferences that are available to **all** students taking the Alaska Science Assessment. Universal tools are available at all times and their use is based on student choice, need, and preference. Some Universal tools for computer-based assessments, such as a highlighter or screen magnification, are embedded in the computer testing system; others are outside of the computer testing system, such as scratch paper. These tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Universal tools do not change score interpretation.

Table 3: Universal Tools for the Alaska Science Assessment

Available to all students. Embedded within the testing system and/or provided by the test administrator. For additional test administration resources on universal tools, refer to the *Test Administration Directions* located on the Alaska Science Assessment webpage (education.alaska.gov/assessments/science).

UNIVERSAL TOOL	DESCRIPTION OR USE	EMBEDDED OR NON-EMBEDDED
Calculators	Calculators are available during all parts of the science assessment.	Embedded
Color Overlay	Changes the background color behind text, graphics, and response areas.	Embedded
Color Contrast / Reverse Contrast	Student may choose from options to change background color and text.	Embedded
Cross-off	Student may cross out/eliminate a multiple-choice answer selection(s).	Embedded
Headphones	Student may wear noise blocking headphones to screen out extraneous sounds. **This does not include music devices.**	Non-embedded
Highlighter	Student may use a highlighter to highlight desired assessment questions or selections.	Embedded
Line Guide / Place Markers	A straight edge line used to follow along with each line of text or to help student track items.	Embedded
Magnification	Magnify text or images up to 2x for better viewing. Can enlarge the entire screen, including all text, images, and objects.	Embedded
Masking	Masking portions of the test to direct attention to uncovered items.	Embedded
Scratch / Graph Paper	Scratch or graph paper must be securely destroyed after assessment session.	Non-embedded
Sticky Note	Creates and places a note (or multiple notes) on the screen in which a student can type a short message for reference later.	Embedded

ACCOMMODATIONS FOR THE ALASKA SCIENCE ASSESSMENT

Accommodations are practices and procedures that provide equitable access during instruction and assessments to students with disabilities and English learners (ELs). Accommodations do not alter the validity of the assessment, score interpretation, reliability, or security of the assessment. Accommodations **must** be made available to students with an IEP or 504 plan, students with transitory impairments, and EL students, as documented in the applicable student plan. If an adaptation not listed below is being considered for a student, follow the guidance in the section "Determining if an Adaptation is a Modification or Accommodation" to determine if the adaptation would be allowed as an accommodation. Table 4 is not an exhaustive list of all allowable accommodations.

Specific test administration requirements to provide the below accommodations can be found in the *Test Administration Directions* on the Alaska Science Assessment webpage (education.alaska.gov/assessments/science).

Activating Accommodations Embedded in the Alaska Science Assessment

The Alaska Science Assessment is administered using the DRC INSIGHT Test Engine in which embedded accommodations are provided to a student. Embedded accommodations, unlike Universal tools, are only available for students to use when activated by an educator via the DRC INSIGHT Portal prior to testing. It is a local decision to determine who (teacher, special education teacher, site coordinator, etc.) will activate student accommodations.

Table 4: Accommodations for the Alaska Science Assessment

For students with disabilities, as documented in an IEP or 504 Plan. Embedded within the testing system and/or provided by the test administrator. For additional test administration resources on providing accommodations, refer to the *Test Administration Directions* located on the Alaska Science Assessment webpage (education.alaska.gov/assessments/science). For additional resources on determining accommodations, please refer to the *Handbook for the Participation Guidelines* available on the DEED Accommodations webpage (education.alaska.gov/assessments/accommodations).

ACCOMMODATION	DESCRIPTION OR USE	EMBEDDED OR NON-EMBEDDED
Adaptive devices, equipment, and furniture	Some adaptive devices may require individual test administration as well as a scribe to type or write responses verbatim into the test engine, test booklet, or answer document.	Non-embedded
Additional time	Student may take additional time to complete assessments as needed beyond the time typically scheduled for all students.	Non-embedded
Allowing alternative responses: • oral response • signing • pointing • recorded response • use of word processor	A scribe may type or write responses verbatim into the test engine or write them in the test booklet or answer document. For student use of a word processor, other programs on the computer must be disabled and spelling, grammar check, and other features turned off.	Non-embedded
Auditory amplification device	Assistive listening devices help amplify sounds, especially with background noise.	Non-embedded

ACCOMMODATION	DESCRIPTION OR USE	EMBEDDED OR NON-EMBEDDED
Braille	Students may require Braille version of the assessment. Available in Unified English Braille (UEB). Braille materials must be ordered from the test vendor.	Non-embedded
Clarification of test directions: • student requests clarification • student restates directions	A test administrator may provide clarification of assessment directions. **This does not apply to assessment questions or answer choices.**	Non-embedded
Flexible scheduling	Students may split a test "part" over multiple days.	Non-embedded
Frequent breaks	Students may take breaks as needed.	Non-embedded
Graphic organizers	Student can be provided with a blank (no text) graphic organizer template such as a flow chart or story web.	Non-embedded
Handheld Calculator	As a documented accommodations, students may use a handheld calculator instead of the calculator provided within the test engine. **Handheld calculators may only be used on portions of the test where calculators are allowed.** See Assessment Calculator Policy for details on calculator availability.	Non-Embedded
Human read aloud	A test administrator reads aloud the assessment. • Questions • Answer choices	Non-embedded
Individual administration	Students may have the test administered individually in a separate location and/or at a different time than their peers.	Non-embedded
Large Print	Students may require larger text and graphics. If the magnification tool (see Table 3) is not sufficient, large print materials can be ordered through the test vendor.	Non-embedded
Print on Demand (POD)	If a student requires a paper-based assessment as an accommodation, districts may use the POD accommodation to print a paper copy of the assessment. Student answers must be transcribed by the test administrator into the test engine when student is finished.	Embedded

ACCOMMODATION	DESCRIPTION OR USE	EMBEDDED OR NON-EMBEDDED
Re-reading test directions, if requested.	In individual or small-group assessment administrations, a test administrator may re-read directions.	Non-embedded
Signing to student: • directions • science items	Interpreters must read and sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures.	Non-embedded
Small group administration	Students may have the test administered in a small group in a separate location and/or at a different time than their peers.	Non-embedded
Specific test administrator	For students who need a familiar test administrator.	Non-embedded
Text-to-Speech (TTS)	Allows students to start, stop, or replay computer audio of the text associated with the content on the screen.	Embedded

Accommodations for English Learners for Content Assessments

All students identified as English learners (ELs) must participate in statewide academic assessments. Only **currently identified ELs may receive EL accommodations.** The EL accommodations listed below in Table 5 are the only allowed accommodations for ELs for the AK STAR and Alaska Science Assessments.

The research-based EL accommodations in Table 5 are EL-responsive: they have been shown to support ELs linguistically in order to assess their academic content knowledge more accurately. Careful selection of EL-responsive accommodations allows for meaningful participation in content assessments and ensures information obtained from the assessment is an accurate reflection of what the assessment is meant to measure rather than a measure of the students' English proficiency level. For detailed instructions on the use of EL accommodations, refer to the *Handbook for the Participation Guidelines: Guidance and Tools for the Selection, Administration and Evaluation of Accommodations and Other Student Supports* available on the DEED Accommodations webpage (education.alaska.gov/assessments/accommodations).

Teams of people (teachers, administrators, etc.) who know the educational needs of the EL should make decisions concerning appropriate EL accommodations to be used during statewide content assessments. Teams should include, when available, a teacher or administrator who has specialized training or experience with the instruction of English learners. With a close link between assessment and instruction, the accommodations provided for the assessment should reflect those provided in classroom instruction and assessment. Research shows ELs gain in language acquisition yearly; therefore, accommodations should be reviewed accordingly to reflect growth. Once a decision is made, it is essential to document the accommodations in the student's file [4 AAC 06.776(b)]. A sample documentation form for EL accommodations is available on the DEED forms webpage (education.alaska.gov/forms).

The accommodations listed below are the only allowable accommodations for ELs for content assessments.

Table 5: Accommodations for English Learners for Content Assessments

Accommodations must be documented in the EL student plan. Embedded within the testing system and/or provided by the test administrator.

ACCOMMODATION	DESCRIPTION OR USE	AK STAR	ALASKA SCIENCE ASSESSMENT
Text-to-Speech (TTS) for English language arts (ELA), math, and science	Allows students to start, stop, or replay computer audio of the test associated with the content on the screen for all content areas. **Text-to-Speech does NOT read the passages associated with ELA reading items.**	YES	YES
Administering the test individually or in a small group in a separate location	Students who need additional assistance that may be disruptive to others must take the test in a separate location.	YES	YES
Using a specific test administrator	For students who need a familiar test administrator.	YES	YES

ACCOMMODATION	DESCRIPTION OR USE	AK STAR	ALASKA SCIENCE ASSESSMENT
In English or the native language, provide written version of written/oral test directions	Written version of test directions must be verbatim of what is provided in the *Test Administration Directions*.	YES	YES
Read aloud and/or repeat written and/or oral test directions, in English or the native language	Translation should be an exact translation, as much as possible; additional clarifying ideas or examples are not allowed.	YES	YES
Clarification of test directions in English or the native language: • student requests clarification • student restates directions	Clarification should not provide additional directions or examples.	YES	YES
Provide a published word- to-word bilingual dictionary	Published document must provide word-for-word equivalents in English and native language, and suitable for standardized assessment. Dictionaries that include pictures or word definitions are not allowed. Electronic dictionaries are not allowed.	YES	YES
Provide the native language word for an unknown word in an assessment item when requested by student	Translation should not include additional words, ideas, or examples. **Not allowed for reading passages.**	YES	YES
Allow the student to respond orally to constructed response items in English for math and/or science items	Requires a scribe to transcribe verbatim into the test engine. **Not allowed for English language arts items.**	YES	YES
Human read aloud	A test administrator reads aloud the English language arts, mathematics, and science assessments. • Questions • Answer choices **Reading of reading passages is not allowed.**	YES	YES

Note: EL students with disabilities may be given EL-responsive accommodations as well as accommodations that are afforded all students with disabilities, according to documented student need.

Alternate Assessment Dynamic Learning Maps (DLM)

Overview of Assessment of Students with Significant Cognitive Disabilities

Students with significant cognitive disabilities will have access to, participate in, and make progress in the general education curricula in compliance with the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA; 2004) and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 2015. These students may be precluded from taking regular or substitute course offerings as defined in Alaska regulation 4 AAC 06.078. Alternate assessments designed for these students offer assessments in the same content at the same grade levels as the general content assessments. If a student meets the eligibility criteria, the IEP Team may recommend the alternate assessment for that student. It is expected that only a small number (less than one percent) of all students will be eligible to participate in an alternate assessment. These students may be awarded a certificate of completion or attendance, based on completion of the IEP goals or attendance, rather than a high school diploma. (See 4 AAC 06.790 for definitions.)

Content Standards and Achievement Standards

The alternate assessments are based on content standards for English language arts, mathematics, and science called the Alaska-Dynamic Learning Maps (DLM) Essential Elements. The Essential Elements are aligned to Alaska's content standards, but are reduced in complexity, breadth, and depth. The Essential Elements are located on the DLM website (dynamiclearningmaps.org/model).

The Alternate Achievement Standards are achievement level descriptors that are different from the achievement standards for the general education assessment. The achievement levels (cut points and descriptors) reflect a different set of academic expectations for students with significant cognitive disabilities.

Administering the Alternate Assessment

District personnel must be trained and qualified in order to administer the Dynamic Learning Maps Alternate Assessment, in accordance with the requirements of 4 AAC 06.761.

Determining Student Eligibility for the Alternate Assessment

Eligibility and selection for the alternate assessment is a decision made by the IEP Team members on an annual basis during the IEP meeting. The IEP Team must use the Alternate Assessment Participation Criteria Checklist found in this section to determine if a student is eligible to take the alternate assessment. Decisions made by the IEP Team must be reflected in the student's IEP and kept in the student's special education file.

Parents/guardians must be informed when their child's instruction will be based on content aligned with the Essential Elements rather than regular curricular offerings and their child's achievement measured by the alternate assessment will be based on the Alternate Achievement Standards. The notification must also include how the child's participation in this instruction and in the alternate assessments may delay or otherwise affect the student's completion of the requirements of a regular high school diploma.

ALTERNATE ASSESSMENT PARTICIPATION CRITERIA CHECKLIST

Students with Significant Cognitive Disabilities

Students eligible for the alternate assessment must take the assessment in all the content areas: English language arts, mathematics, and science (if applicable).

Participation in the alternate assessment **requires** a yes answer to **each** of the following questions.

Agree (Yes) or Disagree (No)? **Provide documentation for each**	**Participation Criterion**	**Participation Criterion Descriptors**
Yes/No	1. The student has a significant cognitive disability.	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
Yes/No	2. The student is primarily being instructed (or taught) using content aligned to the DLM Essential Elements.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.
Yes/No	3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.	The student requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

The following are not allowable considerations for determining participation in the alternate assessment:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expect poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. EL status

9. Low reading level/achievement level
10. Anticipate student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipate emotional duress
14. Need for accommodations (e.g., assistive technology) to participate in assessment process

Documenting the Decision in the Individualized Education Program (IEP)

The following information must be documented and stored in the student's special education file. A sample IEP form can be found in the *Guidance for Special Education Personnel* available on the DEED SPED webpage (education.alaska.gov/sped).

1. Acknowledgement that the alternate assessment (DLM) is based on alternate achievement standards, and therefore, may delay or limit the student's ability to obtain a regular high school diploma.
2. An acknowledgement, signed by the parent/guardian, stating that he or she has been notified that the student is taking the alternate assessment (DLM) for the current school year. If a parent/guardian does not attend the IEP meeting, a letter of notification must be sent by the district.
3. A statement in the IEP by the team describing why the general content assessments (AK STAR and Alaska Science) in English language arts, mathematics, and science are not appropriate.
4. A statement in the IEP by the team describing why the alternate assessment (DLM) is appropriate based on the participation criteria.

Student Supports for the DLM Alternate Assessment

Accommodations and Assistive Technology

Students taking DLM may use appropriate accommodations and assistive technology during testing. Accommodations and assistive technology must be listed on the IEP and should be used frequently with the student in the classroom. This ensures that the appropriate accommodations/assistive technologies have been selected for the student and that the student is familiar with the use of the accommodations and technologies. Refer to the *Accessibility Manual for the DLM Alternate Assessment 2021-2022* located on the Alaska-specific page on the DLM website (dynamiclearningmaps.org/alaska).

Accessibility Provided by the Computer-Based Assessment System

Accessibility to the alternate assessments is provided via a special user interface called Kite® Suite. Prior to testing, information must be entered into the student's profile for accessibility and into the First Contact Survey for each student. These resources are available on the Educator Portal website (educator.kiteaai.org/). This information must be entered prior to testing to customize each student's experience and determine which test form is the most appropriate.

The First Contact Survey is a collection of background information about students who are eligible for the DLM alternate assessment. The survey goes beyond basic demographic information and includes questions on topics such as communication, assistive technology devices, motor and sensory impairments, and academic performance. The First Contact Survey is completed prior to assessment administration and some questions are used to determine a student's entry point, or initialization, into the assessment. This is the student's first testlet. Instructions on how to fill out the First Contact Survey are located in the *DLM Test Administration Manual* located on the Alaska-specific page on the DLM website (dynamiclearningmaps.org/alaska).

The Personal Needs and Preferences (PNP) Profile is used to activate the appropriate accessibility features and supports within the testing system. It can be completed any time before testing begins and can be changed as a student's needs change. Once updated, the changes appear the next time the student is logged into the test engine. The PNP Profile is unique to each student, providing an individualized testing experience that ensures that the student is able to access the content being measured. If a student transfers schools or districts, the PNP Profile is linked to the student's record and can be accessed by the educators at the new school.

The following tables identify the accessibility features available for students. Test administrators and students may try out these features in provided practice tests to determine what works best for each student. These options are designed to deliver a personalized, accessible user experience as they are matched to assessments within the test engine.

The following information is taken from the *Accessibility Manual for the DLM Alternate Assessment 2021-2022* located on the Alaska-specific page on the DLM website (dynamiclearningmaps.org/alaska).

Accessibility Supports Provided in the DLM Alternate Assessment

This section identifies the accessibility supports available for students taking the DLM alternate assessment and distinguishes among accessibility supports that (a) can be utilized by selecting online supports via the PNP Profile, (b) require additional support materials, and (c) are provided by the test administrator outside the system.

Prior to administering the DLM alternate assessment, test administrators provide information about the accessibility needs of each assessed student. The Kite® system stores this information and uses some of it to activate certain supports.

Category 1 Settings in the PNP Profile Activate Supports within Student Portal

Online supports include magnification, overlay color, invert color choice, contrast color, and Spoken Audio. Directions detailing how to select the PNP Profile supports are found in Step 4: Select and View Supports in the Kite System of the six-step DLM accessibility customization process, which is in the *Accessibility Manual for the DLM Alternate Assessment 2021-2022* located on the Alaska-specific page on the DLM website (dynamiclearningmaps.org/alaska).

Test Administrators are advised to try out the supports in advance to make sure they are compatible and provide the best access for students. Access the Guide to Practice Activities and Released Testlets on the DLM website (dynamiclearningmaps.org) for more information (e.g., the user names and passwords for the practice demo testlets). Released testlets are similar to real testlets. They are selected from a variety of Essential Elements and linkage levels across grades 3-8 and high school. New released testlets are added periodically.

CATEGORY 1

- **Magnification:** Allows test administrators to choose the degree of screen magnification during assessment. Test administrators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report School, 22 point. Scrolling may be required when the level of magnification is increased because the entire item will no longer be visible on the screen. Scrolling will vary according to the level of magnification, the amount of content in the item, and the size of the screen.
- **Overlay Color:** The background color of the assessment. The default color is white. Test administrators may select from the alternate colors of blue, green, pink, gray, and yellow. Practice demo testlets have specific presets, but more options are provided in the PNP Profile and actual live testlets.
- **Invert color choice:** Makes the background color black and the font white. Images display with a white background.
- **Contrast color:** Allows test administrators to choose from color schemes for the background and font.
- **Spoken Audio:** Synthetic Spoken Audio (read aloud with highlighting) is read from left to right and top to bottom. Three preferences are available for Spoken Audio: text only, text and graphics, and nonvisual (this preference also describes page layout for students who are blind).

Category 2 Settings in the PNP Profile that Activate Supports in Student Portal in Addition to Supports or Materials Provided by the Test Administrator Outside of Student Portal

These supports include braille, switch system preferences, and the use of special supports and materials. These supports typically require prior planning and setup. The test administrator selects these supports in the PNP Profile. Practice activities and released testlets with some supports are available through several demo student accounts. Access the Guide to Practice Activities and Released Testlets or the *Test Administrator Manual* for a list of demo logins for practice testlets.

CATEGORY 2

- **Braille:** The DLM Alternate Assessment System supplies braille forms for some Essential Elements at the upper linkage levels.
    - ELA and science brailled forms are available in either uncontracted Unified English Braille (UEB) or English Braille American Edition (EBAE). Each state determines the braille form that is offered [in Alaska, only UEB is available]. Some states offer both forms. The test administrator selects the appropriate braille form in the student's PNP Profile.
    - Mathematics braille forms are in Nemeth Code.
- The DLM alternate assessment is designed to assess a student's knowledge, skills, and understanding

of the Essential Elements, not the student's ability to use braille. Brailled testlets are for students who read braille proficiently. Braille is not to be selected for emerging braille readers. When a Braille Ready File (BRF) is available, the letters BRF will be indicated as part of the testlet naming convention (e.g., SP BRF SCI MS.PS1-2 T 10455).

- Since brailled forms are not available for every Essential Element at every linkage level, the DLM Consortium recommends also selecting Alternate Form-Visual Impairment.
- Table 6 has information about the availability of braille forms for each subject, grade, and linkage level during the assessment windows.

Table 6: Availability of Uncontracted Braille Forms during Each Assessment Window by Subject, Grade Level, and Linkage Level

Subject	Grades	Linkage Levels	Window
ELA and mathematics	3-5	Target and Successor	Both fall and spring assessment windows
ELA and mathematics	6-8 and HS	Proximal Precursor, Target, and Successor	Both fall and spring assessment windows
Science	3-8 and HS	Target	Only the spring assessment windows

- **Alternate Form-Visual Impairment:** This form is a suitable additional choice for a student who can read braille. It is also suitable for a student who is blind but does not read braille or who has a significant visual impairment. The test administrator selects Alternate Form-Visual Impairment in the PNP Profile under the Other tab. The alternate form of the testlet, if available, will have the letters *BVI* (Blind Visual Impairment) in the testlet name, in the test ticket, and in Student Portal (e.g., SP **BVI** SCI MS.PS1-2 P 10455). If a BVI form is not available for the testlet, the system will deliver a standard form to the student. The accompanying Test Information Page (TIP) for that testlet will provide information about how to make appropriate adaptations for the student.
- **Single-switch system:** This support is activated using one switch and a switch interface that emulates the Enter key on the keyboard. In the PNP Profile, test administrators can set scan speed, indicate if scanning is to begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.
- **Two-switch system:** This system does not require activation in the PNP Profile. Two switches and a switch interface are used to emulate the Tab key to move between choices and Enter key to select the choice when highlighted.
- **Individualized manipulatives:** Students may use familiar manipulatives (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters). Refer to the TIP for constraints for a specific testlet.
- **Calculator:** Students may use a calculator on mathematics testlets unless it interferes with the construct of the testlet. The Test Information Page (TIP) for each mathematics testlet will specify when a
- is permitted.

Category 3 Settings in PNP Profile Require the Test Administrator to Provide All Supports Outside of Student Portal

Supports offered outside of Student Portal require actions by the test administrator, such as reading, signing, translating the assessment, or helping the student enter responses. These supports are recorded in the PNP Profile even though they are delivered by the test administrator outside of Student Portal.

CATEGORY 3

- **Human read aloud:** Test administrators may read the assessment aloud to students. Alternate text will include descriptions of graphics and alternate text descriptions of images. The descriptions and alternate text are provided as additional pages after the main TIP.
- **Sign interpretation of text:** Test administrators may sign the content to students using American Sign Language (ASL), Signing Exact English, or personalized sign systems.
- **Language translation of text:** Test administrators may translate the text for students who are English learners or who communicate best in a language other than English. Language translations are not provided via the computer. State policy will guide whether translation can be used [contact DEED for more information about translation].
- **Test administrator entering student responses:** If students are unable to physically input their response options, they may indicate their responses through their typical response mode and form of communication (e.g., eye gaze, gesture, assistive device). Test administrators may key in a student's responses in Student Portal only when students are unable to record their responses independently.
- **Partner-assisted scanning (PAS):** PAS is a strategy in which test administrators assist students with scanning students' response options. Test administrators read and point to each response option, and students indicate when presented their desired response.

Note: For a list of additional allowable supports, refer to the *Accessibility Manual for the DLM Alternate Assessment 2021-2022* located on the Alaska-specific page on the DLM website (dynamiclearningmaps.org/alaska).

English Language Proficiency (ELP) Assessment ACCESS for ELLs

Students in kindergarten through grade 12 who are currently identified as English learners (ELs) must be assessed annually to monitor their progress in acquiring academic English. Alaska uses WIDA's ACCESS for ELLs assessment as its English language proficiency assessment for ELs in grades 1-12. This assessment is aligned with the WIDA English Language Development (ELD) Standards. Alaska adopted the WIDA ELD Standards, 2020 Edition in summer of 2021 (4 AAC 04.155). ACCESS for ELLs is used to assess the proficiency levels of English learners' receptive and productive skills in English in the areas of listening, speaking, reading, and writing. ACCESS for ELLs focuses on the progress and proficiency levels of academic language rather than content area knowledge and skills; therefore, some accommodations that might be appropriate for the classroom or content area tests should not be used with the ELP assessment as they will invalidate the test.

ACCESS for ELLs is available for grades 1-12 in online and paper-based versions. Kindergarten ACCESS for ELLs is available in a paper-based version only. Assessment administration information is available on the WIDA website (wida.wisc.edu). The following information is an excerpt from the *WIDA Accessibility and Accommodations Supplement*. For more information on any of these supports, please refer to the Supplement located on the WIDA website (wida.wisc.edu).

Administrative Considerations

Individualized administration procedures give educators the flexibility they need to provide optimal testing conditions. These considerations can be extended to any test taker and, in most cases, must be facilitated by the test administrator. Critically, the administrative considerations described in this document do not change what the test measures or the way you can interpret and use scores.

Test Timing and Scheduling

Note: The online testing platform will automatically log students out of the session after 30 minutes of inactivity.

- **Supervised Breaks.** Any student may take a break at any point, as needed. These breaks might be planned in advance based on student-specific needs, such as a tendency to quickly become fatigued or anxious during testing. Whenever possible, keep the student in the testing environment during breaks. Have the student pause the online test or close any open test booklets before standing up, stretching, or walking around the room. If the student must leave the testing environment, for example to go to the restroom, access medical equipment, or take a sensory break, ensure the student is escorted and that interaction with other students is minimized. This administrative consideration must not interfere with the testing experience of any other student.
- **Short Segments.** In the rare circumstance that a student needs longer breaks than described above, you can administer the test in multiple short administration sessions that are predetermined and based on breaks in classroom instruction familiar to the student. Each language domain test should be completed within one school day. WIDA recommends using the paper-format test with this administration format. Test administrators must collect and securely store all test materials between testing segments.
- **Extended Testing Time.** WIDA's assessments are not timed tests. Timing guidance is provided for scheduling and planning purposes and is not intended to be a strict limit. Typically, a planned extended testing session is one and a half times the recommended testing time. However, any student who is actively engaged in testing can continue working up to the end of the school day.

Test Environment

- **Adaptive and Specialized Equipment or Furniture.** Students who routinely use adaptive or specialized furniture or equipment—such as special seating, weighted vests, fidget tools, noise reducing headphones, specialized lighting or acoustics, or adaptive keyboards— should have access to this equipment during testing. If the student's use of this equipment will be a distraction to other students, arrange an individual test administration.
- **Alternative Microphone.** Students who are uncomfortable using a headset may use an alternative, such as the microphone built into the testing device or an external microphone that is connected to the testing device and compatible with the test platform.
- **Test the technology set up and provide students an opportunity to practice prior to testing day.** If the student's use of an alternative microphone setup will be a distraction to other students, arrange an individual test administration.
- **Familiar Test Administrator.** The test can be administered by any person the student is comfortable with, provided the individual is trained and certified to administer the test.
- **Individual or Small Group Setting.** Test students in any group size that makes them most comfortable, that reflects their typical classroom environment, or that follows any group size guidelines documented in an IEP or 504 Plan.
- **Specific Seating.** Seat students any place in the testing environment that helps them hear, see, focus, or otherwise engage with the test. For example, students might do their best when seated near or away from a window or vent or near the test administrator. Seating arrangements must ensure the student can access test materials, hear the test administrator and any recorded audio, and be monitored.

Test Content Presentation

- **Test Format.** Depending on state testing policies, students may use either the online or paper format of the test to address individual student needs. For example, you can give a student the paper test even though students throughout the school or district typically test in the online test platform. Keep in mind:
    - A paper-based format is available for students taking the online test to handwrite answers on the Writing test in grades 4-12. See the test-specific Test Administrator Manual for details and check your state's testing policies before offering this option.
    - When students take Alternate ACCESS for ELLs, test administrators may adapt the Listening, Reading, and Speaking Test Booklet to present item responses in a format that meets individual student needs. See the Test Administrator Manual for details.
- **Redirection.** Quietly, without disturbing other test takers, direct student's attention to the test when the student is demonstrating off-task behavior. Do not coach the student on test-taking skills or offer guidance on how to respond to a question. You can redirect the student in English or in the student's home language.
- **Encouragement.** Quietly, without disturbing other test takers, offer verbal praise for on task behavior. For example, say "good job!" after the student completes an item or a section of the test. Offer encouragement regardless of the accuracy of a student's answer. Encouragement must not be tied to the student's test performance.
- **Read Aloud to Self.** Students may read any part of the test aloud to themselves, with or without the use of a device such as a whisper or fluency phone. If the student's reading will be a distraction to other students, arrange an individual test administration.

Test Item Responses

- **Monitor Placement of Responses.** Test administrators may monitor students as they test to ensure that answers are marked in the correct location. For example, test administrators can intervene to ensure students do not mistakenly select or change an answer while using keyboard navigation in the online test platform, or to ensure students do not skip questions or mistakenly mark the wrong location in a paper test booklet.
    - Don't confirm or correct students' responses. Never provide or change a response for a student.
    - Don't answer questions about content or language. Instead, remind students to do their best.

UNIVERSAL TOOLS

Universal tools are always available to all test takers. They are embedded in the online test platform as digital features. Test administrators provide physical versions of universal tools to students taking the paper-format test.

Help students determine when a tool is both appropriate and useful. Tools can reinforce a student's ability to demonstrate their language skills, but only if the student is comfortable using the tool. As you prepare students for testing, help them make connections between the tools they use in the classroom and the universal tools that will be available to them during testing. Give students opportunities to practice using available tools on sample items or tasks similar to testing.

Universal tools do not need to be pre-selected for online testing in WIDA AMS, WIDA's test management platform.

Audio aids

Audio aids include amplification devices, noise buffers, and white noise machines. These tools can be provided by the school or by the student. These tools are generally appropriate only if the student typically uses such devices during instruction or assessment, and they must be compatible with the requirements of the test. For example, noise reducing headphones must still allow the student to hear test items that are read aloud by a test administrator or presented as recorded audio.

CONSIDERATIONS FOR ONLINE TESTING: If the headphones and headset required for testing are not compatible with a personal audio amplification device, such as a hearing aid or cochlear implants, test the student individually in a separate room and use the speakers in the testing device or external speakers.

Color adjustments

Students can use transparent color overlays to alter how they see the test content in a test booklet or on a screen. These tools, provided by the school or by the student, can increase contrast or otherwise allow students to better see the test content.

CONSIDERATIONS FOR ONLINE TESTING: A variety of defined color adjustment options are built into the test platform and grouped into color contrast settings, which adjust all colors on the screen, and color overlay settings, which change the background color.

Explore the settings yourself before introducing them to students. Let students practice using the tools in advance so they are ready to make a selection and focus during testing. Keep in mind that students might adjust settings throughout testing, depending on what is on the screen.

Highlighters, colored pencils, or crayons

Students can use a variety of tools to mark specific text.

CONSIDERATIONS FOR ONLINE TESTING: A highlighter tool is built into the test platform. Mouse control is needed to use this tool.

CONSIDERATIONS FOR PAPER TESTING: Students can use any tool for highlighting, but responses must be marked with a number 2 pencil only.

Keyboard navigation

Students can move from screen to screen and make selections in the online test platform using a keyboard instead of a mouse. See Appendix A [of the WIDA Accessibility and Accommodations Manual] for details.

CONSIDERATIONS FOR ONLINE TESTING: Keyboard navigation does not allow students to manipulate interactive items or the built-in universal tools. Explore this option yourself before introducing it to students.

Line guide or tracking tool

Students can use a variety of tools to guide their eyes while reading. Tracking tools used in the classroom, such as note cards, bookmarks, or sentence highlighting strips, can be used during testing as long as they do not contain text or notation in any language.

CONSIDERATIONS FOR ONLINE TESTING: A line guide tool is built into the test platform. Activate the tool, and then drag the graphic that appears on the screen to move the line guide. Mouse control is needed to use this tool.

CONSIDERATIONS FOR PAPER TESTING: Any line guide tool that adheres to the test booklet, such as highlighting tape, must be removed before the test booklet is returned.

Low-vision aids or magnification devices

Students can interact with enlarged graphics and text to complete testing. Explore your options for enlargement well in advance of testing to determine what works best for the student.

CONSIDERATIONS FOR ONLINE TESTING: A magnifier tool is built into the test platform. Students must scroll to see all the content when the test is magnified, and they must return to the default size to use other tools, such as the highlighter. A large monitor might display a big enough text size to minimize the need for the magnifier tool.

Testing with an iPad? Use the pinch-to-zoom feature as usual and select the magnifier tool to return to the default display size.

CONSIDERATIONS FOR PAPER TESTING: Students can use a low-vision device with a regular or large print test booklet. Answers recorded in a large print booklet must be transcribed.

Scratch paper and sticky notes

Students can make notes, draft text, or sketch diagrams as they test. This content is never scored. Scratch paper can be any blank writing surface, including plain or color paper, grid paper, ruled paper, braille paper, raised-line paper, or even a dry-erase board. Do not provide any graphic organizers. Scratch paper can be used on any domain test, but WIDA recommends that students use scratch paper only for the Writing test. Students can use any writing utensil on scratch paper, but responses must always be marked with a number 2 pencil.

Used scratch paper is considered secure test material. Test administrators must collect used scratch paper and completely erase dry-erase boards at the end of each domain test. Scratch paper must be securely destroyed.

CONSIDERATIONS FOR ONLINE TESTING: A sticky notes tool is built into the test platform for the Writing test. Activate the tool, and then click on the screen to create a small box in which to type notes. Sticky notes can be closed and reopened, and they stay on the screen on which they're created as the student moves through the test. Sticky notes can be used instead of or in addition to physical scratch paper.

ACCOMMODATIONS

Accommodations on ACCESS assessments are intended only for students with disabilities as documented in an IEP or 504 Plan. Accommodations decisions are made by a student's educational support team (IEP, 504, or Title II of the ADA). They should never be assigned unilaterally by an individual educator outside of the IEP process. In very rare cases, accommodations are assigned for students who do not have IEPs or 504 Plans. For example, an accommodation could address a short-term barrier associated with an unforeseeable circumstance, such as a student with a fractured hand who needs a scribe or a student recovering from illness or injury who needs to test in a non-school location. Check with your state department of education before assigning accommodations in these rare situations.

Accommodations are changes to test materials or testing procedures. They do not change what the test measures. Accommodations increase equitable access and help students overcome the effects of a disability. In other words, they allow students to show their knowledge, skills, and abilities without making the test easier. Accommodations do not affect validity or reliability, so they do not change how you can interpret and use scores.

Select accommodations carefully. The goal is not to offer every student every possible support, but rather to offer specific accommodations as necessary to ensure students can participate in testing meaningfully and appropriately. Keep in mind that it may be appropriate to offer different accommodations for different language domain tests. Assign accommodations based on a student's actual need as it relates to a particular domain, not simply due to the nature or type of disability.

Accommodations vary slightly on the online and paper formats of the assessments. Some students with disabilities may need accommodations presented in an alternate format. For example, some students may need to have accommodations delivered by a test administrator rather than the online test platform. Keep in mind that it may be appropriate to provide an alternative format to these students.

Consider these questions as you assign accommodations:

- Does the student use an accommodation regularly in the classroom? If not, consider carefully whether an accommodation is truly needed for testing. Accommodations should not be provided for the first time in a testing situation. Students should be given opportunities to practice the accommodation prior to the assessment.
- Does the accommodation address the student's need? Accommodations do not reduce expectations or compensate for a lack of knowledge, skills, or prior instruction. The sole purpose of an accommodation is to ensure that a disability does not prevent a demonstration of English language proficiency. "More is better" is not the right approach. Providing unnecessary accommodations can negatively impact student performance.
- Is the accommodation appropriate for ELP testing? Some accommodations that are typically available to English learners taking a content test are not acceptable supports on an ELP assessment. Student support teams must never offer an accommodation that would invalidate the ELP assessment.

The team making accommodations decisions and planning testing for a student with documented disabilities should be multidisciplinary and collaborative. It should include individuals with expertise in second language acquisition. It is helpful to include those who understand how to differentiate between limited English proficiency and a disability. Document testing arrangements, including accommodations, in the student's records.

All physical materials necessary for accommodation—such as braille materials, assistive technology, or manipulatives—must be identified in advance. Student support teams must work closely with test coordinators to ensure that all appropriate materials are ordered if necessary and available for testing. Support teams must

work closely with test administrators to ensure that all planned accommodations are provided as intended.

The following information populating the table below is from the WIDA 2021-2022 Accessibility and Accommodations Supplement. For further description and guidelines about each of the accommodations listed below, please refer to the accommodations section in that document. It can be found on the *WIDA Accessibility and Accommodations webpage* (wida.wisc.edu/assess/accessibility).

Table 7: Accommodations for ACCESS for ELLs and Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs

ACCOMMODATION	INFORMATION	AVAILABLE	LISTENING	READING	SPEAKING	WRITING
Braille Code: BR	Unified English Braille (UEB) is available on tests for grades 1–5. Both UEB with Nemeth and UEB Technical (UEB Math/Science), are available on tests for grades 6–12.	ACCESS for ELLs Paper	YES	YES	NO	YES
Extended testing of a test domain over multiple days Code: EM	Student completed a test domain over multiple days. Test administrator must follow security measures.	All assessments	YES	YES	YES	YES
Extended Speaking test response time Code: ES	Student is provided up to twice the allowable time to respond to items on the Speaking test.	ACCESS for ELLs Paper, ACCESS for ELLs Online, WIDA Screener Paper, WIDA Screener Online	N/A	N/A	YES	N/A
In-person human reader Code: IR	Read aloud test items (i.e., stimuli and prompts) by in-person human.	ACCESS for ELLs Paper, ACCESS for ELLs Online, WIDA Screener Paper, WIDA Screener Online	YES	NO	YES	YES
Repeat in-person human reader Code: RP	Test administrator may repeat anything they read aloud. Only applies to text.	ACCESS for ELLs Paper, ACCESS for ELLs Online, WIDA Screener Paper, WIDA Screener Online	YES – may repeat **one time only**	NO	YES	YES

ACCOMMODATION	INFORMATION	AVAILABLE	LISTENING	READING	SPEAKING	WRITING
Interpreter signs test directions in ASL Code: SD	The interpreter uses American Sign Language (ASL) or another sign system to sign test directions to the student. Directions refer to administration logistics, test directions, and practice items provided prior to the first test item. Translation of actual test items is not allowed.	All assessments	YES	YES	YES	YES
Large Print Code: LP	Embedded magnifier, responsive screen. Large print version of the test. 18-point font on 11 x 17 paper.	ACCESS for ELLs Paper, ACCESS for ELLs Online, WIDA Screener Paper, WIDA Screener Online	YES	YES	YES	YES
Manual control of item audio Code: MC	Student manually starts the audio embedded in the online platform. The test administrator asks the student if he/ she is ready to listen, and then plays the audio delivered via CD.	ACCESS for ELLs Paper, ACCESS for ELLs Online, WIDA Screener Paper, WIDA Screener Online	YES	N/A	YES	YES

ACCOMMODATION	INFORMATION	AVAILABLE	LISTENING	READING	SPEAKING	WRITING
Repeat item audio Code: RA	Student manually starts the audio embedded in the online platform and is able to replay the audio one additional time. The test administrator asks the student if he/she is ready to listen, and then plays and/ or replays the audio delivered via CD.	ACCESS for ELLs Paper, ACCESS for ELLs Online, WIDA Screener Paper, WIDA Screener Online	YES	N/A	YES	YES
Scribe Code: SR	The test administrator types, marks, or writes student responses directly into the test engine or paper booklet as the student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by gesturing, pointing, or eye gazing.	All assessments	YES	YES	N/A	YES
Student responds using a recording device, which is played back and transcribed by the student. Code: RD	Students uses a recording device to respond, and then the student transcribes the response into the test.	All assessments	N/A	N/A	N/A	YES

ACCOMMODATION	INFORMATION	AVAILABLE	LISTENING	READING	SPEAKING	WRITING
Test may be administered in non-school setting. Code: NS	In rare cases, the assessment may be administered by school personnel in a non-school setting, provided that all security and administration requirements are met. Check your state policy for non-school setting exceptions.	All assessments	YES	YES	YES	YES
Word processor or similar keyboarding device used to respond to test items Code: WD	The student responds using standalone (external) word processing or similar keyboarding device.	All assessments	YES	YES	N/A	YES

The following accommodations are NOT ALLOWED for use on ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, or Alternate ACCESS for ELLs:

- Bilingual word-to-word dictionaries
- A test administrator reading aloud any part of the Reading test
- Providing test items in a language other than English
- Allowing responses in a language other than English

Refer to the *WIDA Accessibility and Accommodations Supplement* for details on the use of these supports. It can be found on the WIDA Accessibility and Accommodations webpage (wida.wisc.edu/assess/accessibility).

For additional information and updates, refer to the *Handbook for the Participation Guidelines* located on the DEED Accommodations webpage (education.alaska.gov/assessments/accommodations).

Note: Students with significant cognitive disabilities who cannot participate fully in ACCESS for ELLs, with or without accommodations, may be eligible to take the Alternate ACCESS for ELLs if they meet the required criteria. Refer to the Alternate ACCESS for ELLs section of this document for participation criteria.

Alternate English Language Proficiency (ELP) Assessment
Alternate ACCESS for ELLs

The Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) requires that all students identified as English learners (ELs) be assessed annually for English language proficiency, including EL students with disabilities. The Individuals with Disabilities Education Act (IDEA) also mandates that students with disabilities participate in statewide and district-wide assessment programs with appropriate accommodations, including alternate assessments, when it is documented in their Individualized Education Programs (IEP).

The Alternate ACCESS for ELLs Assessment assesses English language proficiency for students in grades 1 - 12 who are currently identified as ELs and have significant cognitive disabilities that prevent their meaningful participation in ACCESS for ELLs. Alternate ACCESS for ELLs is aligned to four of WIDA's English Language Development Standards: Social and Instructional Language, Language of Language Arts, Language of Mathematics, and Language of Science and associate model performance indicators. Alternate ACCESS for ELLs provides educators with a measure sensitive to English language proficiency growth of ELs with significant cognitive disabilities by expanding upon the performance indicators for Proficiency Level 1 for each standard in a grade-level cluster. Each test form assesses the four language areas of listening, speaking, reading, and writing.

At this time, there is no alternate ELP assessment available for kindergarten students but WIDA is currently working on development of such an assessment.

For the purposes of this guide, the term English learner (EL) refers to currently identified EL students, not former EL students. Only currently identified EL students with disabilities are eligible for accommodations or to participate in Alternate ACCESS for ELLs.

Administering the Alternate ELP Assessment

District personnel must be trained and qualified in order to administer Alternate ACCESS, in accordance with the requirements of 4 AAC 06.761. Test administrators must either complete the Alternate ACCESS module provided by WIDA or participate in district-facilitated training. Additionally, test administrators must sign a Test Security Agreement.

Determining Student Eligibility for the Alternate ELP Assessment

The following Alternate ELP Participation Criteria Checklist must be used by IEP Teams to determine if a student is eligible to take Alternate ACCESS for ELLs. All responses to the following criteria must be "yes" in order for the student to be eligible to participate in Alternate ACCESS, and documentation must be kept in the student's IEP file.

The decision to participate in the Alternate ELP assessment must not be based solely on language, social, cultural, or economic differences or excessive or extended absences but should be based on specific student needs.

Alternate ELP Assessment Participation Criteria Checklist

YES/NO	PARTICIPATION CRITERIA CHEKLIST
	The student has an Individualized Education Program (IEP) and is currently identified as an English learner (EL). The student meets the eligibility criteria for special education related to the areas of, but not limited to, cognitive impairment, autism, traumatic brain injury, or multiple disabilities.
	The IEP indicates that the student demonstrates deficits in adaptive behavior/skills that adversely impacts the student's educational performance and prevents completion of the standard academic curricula. Curricular objectives written for the student are less complex, making the regular ELP assessment, even with accommodations, inappropriate for the student.
	The IEP indicates that the student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize, and demonstrate performance of skills, including English language skills.
	The accommodations or modifications needed by the student to participate in the regular ELP assessment would compromise the validity of the test.
	For students in tested grades 3 – 8 and high school, the student is identified in the student's IEP as eligible to take the Alaska Alternate Assessment.
	The decision to participate in the Alternate ELP Assessment is not based solely on language, social, cultural, or economic differences or excessive or extended absences.
	The decision to place the student on the Alternate ELP Assessment is not being made for program administration reasons, such as the student is expected to perform poorly on the regular ELP assessment; the student displays disruptive behaviors or experiences emotional duress during testing.

Accommodations and Supports

The Alternate ACCESS for ELLs assessment will remain a paper-based test, therefore all universal tools, accommodations, and student supports that are relevant to the paper-based ACCESS for ELLs apply to the Alternate ACCESS for ELLs assessment. Administrative procedures of Alternate ACCESS for ELLs incorporate the accommodations such as extended test time and human readers; therefore, they do not need to be recorded as accommodations for the Alternate ACCESS for ELLs.

Please refer to the information in the previous section for a list of applicable supports.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is a national assessment of a representative sampling of America's students in grades 4, 8, and 12 conducted by the National Center for Education Statistics (NCES). Only students who participate in the alternate assessment for students with significant cognitive disabilities (Dynamic Learning Maps) will be automatically excluded from any NAEP assessment. All other students with disabilities should participate in NAEP with or without NAEP allowed accommodations.

NAEP strives to obtain as complete a picture as possible of the educational progress of all students. Thus, the NAEP sample includes students who have been identified as having physical, emotional, or developmental disabilities; or who have had limited exposure to the English language. NAEP's goal is to include as many students with disabilities and/or English Learners as possible; therefore, NAEP's advice to schools is, when in doubt, include the student.

NAEP has specific accommodations for students with disabilities or who are English learners (ELs). The allowed accommodations and requirements for administration of NAEP are determined by NCES and the National Assessment Governing Board (NAGB) and information about them is provided to the schools prior to the NAEP assessment. NAEP accommodations for each assessment year are typically finalized in late fall prior to the assessment year.

The Department of Education & Early Development expects that most ELs will be included on the NAEP. Only ELs who have been enrolled in United States schools for less than 1 full academic year before the NAEP assessment may be excluded from any NAEP assessment. All other ELs should participate in NAEP with or without NAEP allowed accommodations.

NAEP is administered by a federally contracted assessment team that receives extensive training to ensure consistent administration across the nation. School personnel may be asked to assist with some accommodations, such as signing questions for students.

School personnel with the best knowledge of the student's accommodation needs should use the guidance provided by NAEP to decide if the student should be included in the NAEP assessment and the accommodations needed.

The information regarding accommodations for NAEP can be found on the DEED NAEP webpage (education.alaska.gov/assessments/naep). If you have questions about the NAEP accommodations, please contact the Alaska NAEP State Coordinator at 907-465-8729.

Appendix A: Modifications NOT Allowed for Testing

The following are examples of modifications that are not allowed on most standardized assessments. Educators must read the test administration directions for the specific assessment prior to administering the test to ensure that the test is not inadvertently invalidated. Modifications will invalidate an assessment because they change what the assessment is measuring and/or give the student an unfair advantage. This is not an exhaustive list of modifications.

- Clarification of a test item
- Paraphrasing test items
- Using spell or grammar check
- Reading the passages of the reading test
- Use of a dictionary or thesaurus (this does not include the specific type of dictionary allowed for ELs as an accommodation)
- Use of a mathematics or English language arts resource guide or reference sheets unless provided by the assessment
- Use of a calculator on items where it is not permitted
- Test administrators/proctors providing synonyms for unknown words

Appendix B: Abbreviations Glossary

ADP – Alaska Developmental Profile, Alaska's kindergarten entrance assessment

AK STAR – Alaska System of Academic Readiness, Alaska's assessment to measure student growth and achievement in the Alaska English Language Arts and Mathematics Standards

CBA – Computer-based assessment

DEED – Alaska Department of Education and Early Development

DLM – Dynamic Learning Maps, a system of assessment for students with significant cognitive disabilities

ELA – English Language Arts

EL – English learner

ELP – English language proficiency

ESSA – Every Students Succeeds Act of 2015

ESEA – Elementary and Secondary Education Act, a federal act that emphasizes equal access to education

IDEA – Individuals with Disabilities Education Improvement Act of 2004

IEP – Individualized Education Program, individualized education plans for students with disabilities

NAEP – National Assessment of Educational Progress

NAGB – National Assessment Governing Board, the governing board that makes decisions regarding accommodations for the NAEP assessment

NCES – National Center for Education Statistics, conducts NAEP

PBA – Paper-based assessment

PNP Profile - used to activate the appropriate student supports that are selected in a computer-based assessment system prior to testing, for the DLM alternate assessment