Test Administration Directions

Arizona's Instrument to Measure Standards Alternate (AIMS A)

2011

_____

Test Administrator's Name

Arizona Department of Education
Exceptional Student Services Bin #24
Alternate Assessment
1535 West Jefferson
Phoenix, AZ 85007
(602) 542-8239
Email: AlternateAssessment@azed.gov

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

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Introduction

Arizona's Instrument to Measure Standards Alternate (AIMS A), administered by the Arizona Department of Education (ADE), measures what students know and are able to do in the content areas of mathematics, reading, and science as presented in the *Arizona Alternate Academic Standards*. Students will receive test reports with specific information detailing their progress toward meeting the standards. Schools will receive test reports with information on student progress that can be used to identify strengths and focus on weaknesses in their curriculum and instructional strategies.

Each District or Charter Special Education Director is responsible for overseeing testing for all schools within the district or for all schools under the same charter. Special Education Directors will designate the Test Administrators. This *AIMS A Test Administration Directions* guide provides instruction for the proper handling of test materials and administration of the AIMS A.

The AIMS A manuals are available on the ADE Assessment Web page: http://www.ade.state.az.us/ess.

Overview of 2011 AIMS A Test

Arizona's Instrument to Measure Standards Alternate is administered in grades 3-8 and high school to eligible students with significant cognitive disabilities. The expectation of the Arizona Department of Education is to develop fair and reasonable assessments for all students. Special education leaders, assessment experts, and other professionals in the special education field provided input for the development of AIMS A. As a result, the 2011 AIMS A will have the following features:

- Three item types in each content area of mathematics, reading, and science.
  Multiple Choice Items – Online test items.
  Performance Tasks – Standardized constructed response items which are scored on standardized data sheets. Each score point has specified responses.
  Rater Items – Constructed response items specific to the student's environment which are scored using the AIMS A Scoring Rubric.

- Increased monitoring by the ADE to ensure validity and reliability.
- AIMS A must be administered during regular school hours unless student the is homebound (for homebound students documentation is required). Test Administrators may enter results from **Performance Task** and **Rater Item** Data Sheet any time.

Responsibilities of Test Administrator

The Test Administrator is responsible for correctly administering the Ail
MS A to eligible students. This includes properly entering students into the AIMS A system accessed through Common Logon, administering the test as directed in this manual, properly handling test materials, and adhering to all deadlines.

Responsibilities of the Test Administrator include:

Before Testing

- ☐ attending training;
- ☐ reading the *Test Administration Directions*;
- ☐ verifying students' IEP information;
- ☐ obtaining a valid user name and password for Common Logon with access to Alternate Assessment;
- ☐ entering student data information into AIMS A online program;
- ☐ printing all materials and data sheets.

During Testing

- ☐ properly administering each test section;

- ☐ adhering to testing deadlines;
- ☐ ensuring students are being assessed in the proper testing environment;
- ☐ securing all test materials, including data sheets.

After Testing

- ☐ reporting any testing incidents to Special Education Director; and
- ☐ submitting all test materials, including data sheets to Special Education Directors.

Arrangements Prior to Test Administration

Test administrators will need to ensure that they have:

- current student data information;
- working user names and passwords for Common Logon with access to Alternate Assessment;
- computers for students for test administration; and
- downloaded and gathered data sheets and test materials.

AIMS A Test Administration Timeline

AIMS A must be administered during the dates shown below. It is the responsibility of the Special Education Director to communicate this schedule to the appropriate schools and district personnel, including Test Administrators, and to the students and parents/guardians. Please make sure you are aware of all deadlines. Any changes will be sent out via *listserv* and posted on the ADE website.

Event	Timeframe
Complete Password Request Form	August- December
Submit Tuitioned-Out Student Form	December
Submit Multiple Choice Reset Form	December
Complete Student Verification	January 5 – 31
Conduct Test Administration	February 15 – March 31
Submit Final Data Submission/Closeout	April 1 – 15
Receive Student Reports	June

Please note all dates are subject to change. Notification will be sent via *listserv* and posted on the ADE website at http://www.ade.state.az.us/ess.

Student Eligibility Requirements

In order to be considered for alternate assessments, students must meet **all** of the following criteria:

1. Evidence of a Significant Cognitive Disability: Empirical evidence (formal testing results, multidisciplinary evaluation team results, etc.) of a significant cognitive disability that prevents the acquisition of the Arizona Academic Standards. The student must meet the definition of ***Significant Cognitive Disability*** (SCD). See information at http://www.ade.state.az.us/ess.**

2. Intensity of Instruction: It is extremely difficult for the student to acquire, maintain, generalize, and apply academic skills across environments even with extensive/intensive, pervasive, frequent, and individualized instruction in multiple settings.

3. Curricular Outcomes: The goals and objectives in the student's IEP focus on enrolled grade level Alternate Arizona Academic Standards (www.ade.az.gov/standards, click on AIMS A).

** **Teams should pay special attention to the first step in AIMS A eligibility. It is critical that students who are being considered either receive special services for mental retardation or they function like a student with a mental retardation. For example, a student with autism might not have the mental retardation classification, but his or her IQ is within the mental retardation range. Students with a specific learning disability who are being considered must also function like a student with a mental retardation, and in addition to achievement scores, an adapative behavior scale must be completed.**

Student Demographic Information

Special Education Directors are responsible for training Test Administrators in the correct use of all student information fields in the AIMS A online system found in Common Logon. Student identification includes the following.

- SAIS ID
- Date of Birth
- Gender
- Enrollment History
- Disability Category

- Document Adaptations used during the assessment

Please ensure that all information is correct in SAIS prior to entering the student into Common Logon.

Required Test Materials

Each Test Administrator will need:

- Common Logon Password with access to Alternate Assessment
- Computers for student multiple choice questions
- Downloaded Data Sheets
- Downloaded Materials
- A "Testing – Do Not Disturb" sign
- AIMS A Test Security Agreement
- *AIMS A Test Administration Directions Manual*

Testing Environment

- Determine suitability of each test room
- Rooms must be a comfortable and distraction free environment

Adaptations and Instructional Strategies

Some students taking the general assessment (AIMS) are allowed accommodations. Accommodations are specific practices and procedures that provide students with equitable access during instruction and assessment. Students with a Significant Cognitive Disability (SCD) require much more intensive instructional support which is provided through instructional adaptations. Significant adaptations and best practice strategies are necessary to develop an instructional environment to meet the unique abilities of students with a SCD. Instructional adaptation strategies, like accommodations, should be implemented during daily instruction. Only those adaptations and instructional strategies used consistently during instructional activities should be made available to the students with a SCD being assessed on AIMS A.

Any instructional adaptations or strategies can be used to support the student with a SCD as long as the student indicates the response choice. The following are suggested adaptations and instructional strategies; however, this is not an exhaustive list.

Testing Adaptations and Instructional Strategies		
Test session can spread across multiple days	Symbolic/Picture system	Visual/verbal/physical cues
Read passages or any test item/describe graphics	Use of picture/object system	Small group or one on one testing
Adaptive calculators	Use of a switch	Models/Sample
Number line	Line drawings	Use of manipulative, cubes, blocks, etc.
Modified text	Magnifier	Highlight or mark key phrases, words or letters.
Alphabet line	Graph paper	Use of objects

Administering AIMS A to Students with Visual Impairments

Students who take the AIMS A may have visual impairments that affect their ability to see text and images on a computer monitor. Because the multiple choice portion of AIMS A is web-based, students with visual impairments who require screen reading or magnifying software (Window Eyes, JAWS, etc.) will be able to use whatever software they typically use to access AIMS A.

Not all students with visual impairments need special software. They may benefit from the built-in accessibility features that are standard on computers. Consider the following features to enhance your students' access to the AIMS A.

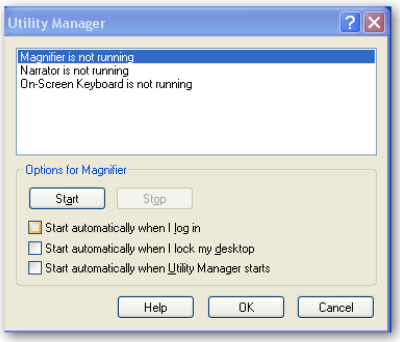
Universal Accessibility Options

Windows XP

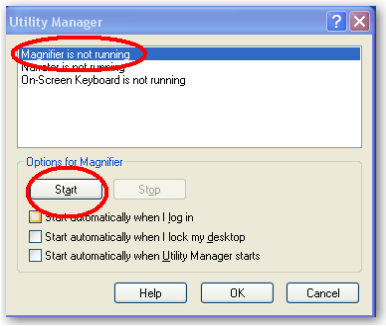
There are two ways to get to the magnifier:

1. Hold down the Windows key, and at the same time press the U key.

This will bring up **Utilities Manager**.



2. Select **magnifier** and then click **start**.

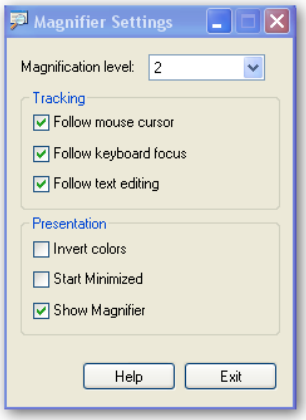


Or, try...

1. Go to **Start** menu, then **Control Panel.**

2. Select **Accessibility Options.**
3. Once you are in the **Accessibility Options** window, click on **Magnifier** located on the left hand side.

4. Select the appropriate magnification for your student.

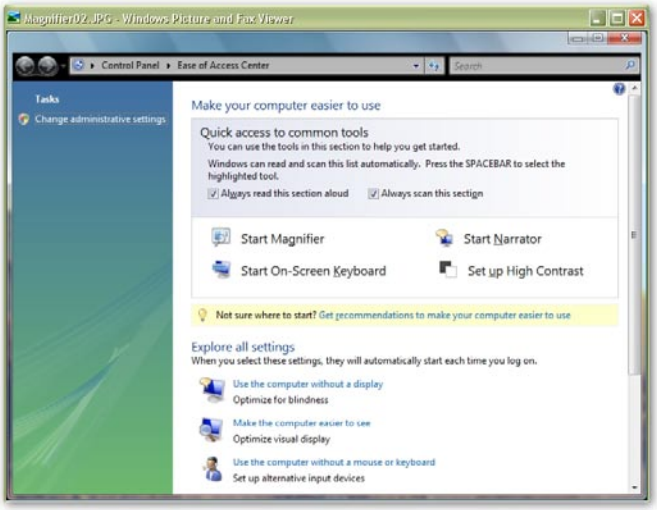


Your school district system administrator may have your access to these features restricted. If you are not able to get to the accessibility features, contact your campus or school IT professional immediately and request access to these features.

Windows VISTA

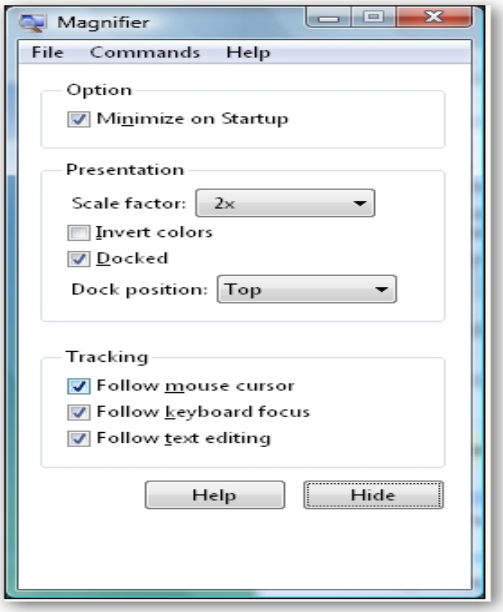
There are two ways to get to the magnifier:

1. Hold down the Windows key, and at the same time press the U key. A popup will appear.

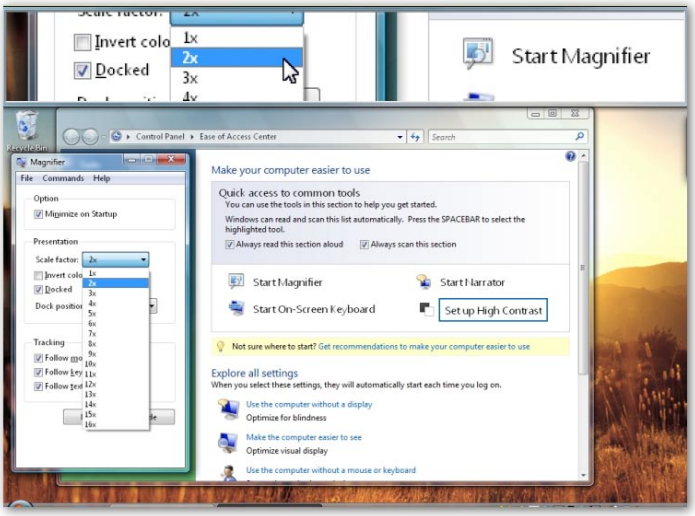


2. Select **quick access to common tools**, then select **start magnifier**.

3. When the magnifier box pops up, select **presentation**, and select **scale**.



4. Now choose the scale factor that is appropriate for the student (from 2X to 16X).



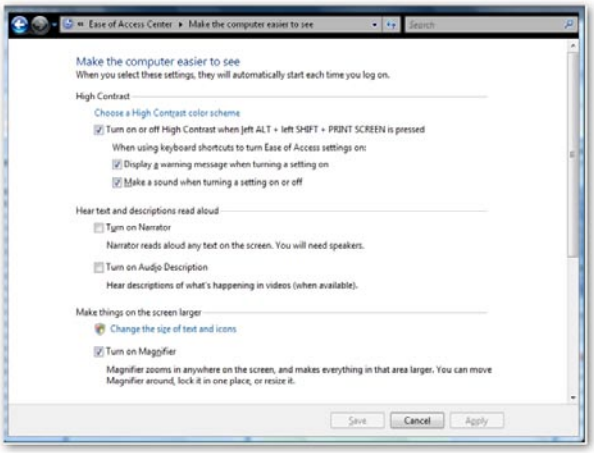
Or try…

1. Select **Start** menu, and choose **Control Panel.**

2. Select **Ease of Access Center**, and then **Optimize Visual Display**

3. Then select **Make things on the screen larger.**

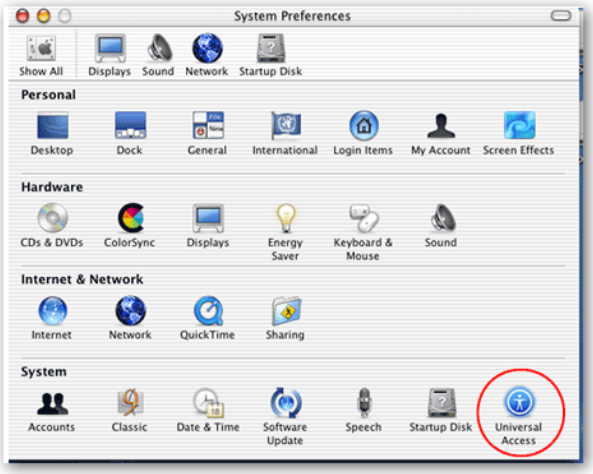
4. Next check **turn on magnifier** and click **apply**.



5. When the magnifier box pops up, choose the correct scale.

Mac

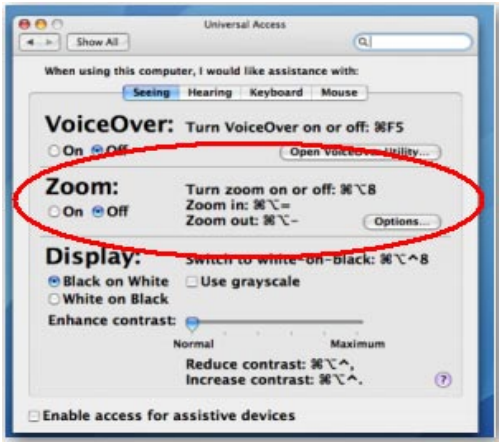
1. Open the **Apple** Menu and select **System Preferences**.



2. Select **Universal Access**.

3. Turn **Zoom** on.
Click the option tab to select the scale.

(You can also change the display to white text on a black background and change the contrast.)



Web Browser Accessibility

Internet Explorer

Using the View menu in *Internet Explorer*, you can enlarge the text on your screen to make the AIMS A easier to read. On the *Internet Explorer* menu bar, select **View**. Point to **Text Size**. In the **Text Size** list, select the text size that best meets your student's needs.

Firefox

Using the **View** menu in Firefox, select **Zoom**. Select **Zoom In** to enlarge, or select **Zoom text only**.

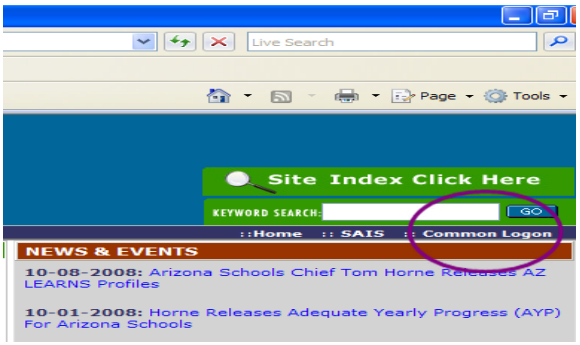
Peripheral Devices

Interactive White Boards or LCD projectors may be used. If you have a mouse with a scroll wheel, hold down the Ctrl (Control) button in the lower left hand corner of the keyboard and roll the scroll wheel on the mouse forward to magnify or backwards to reduce the size.

Test Administration

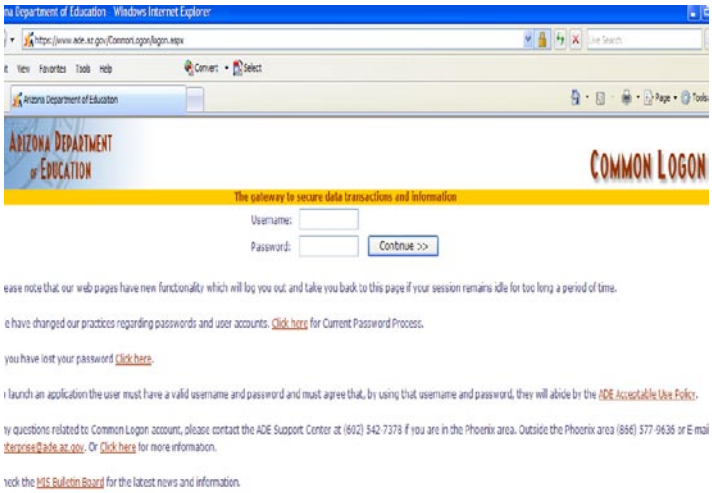
AIMS A is accessed through Common Logon on the ADE Website.

1. Log onto the internet and the ADE website. http://www.azed.gov/

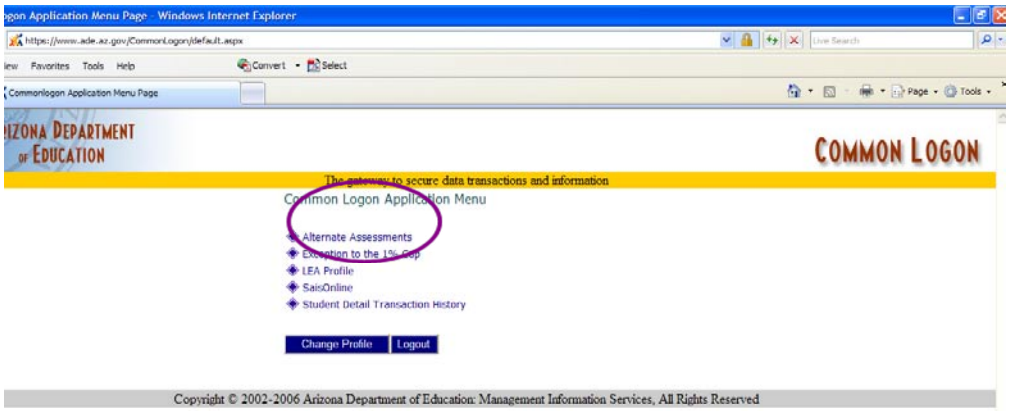


2. Click on **Common Logon**.

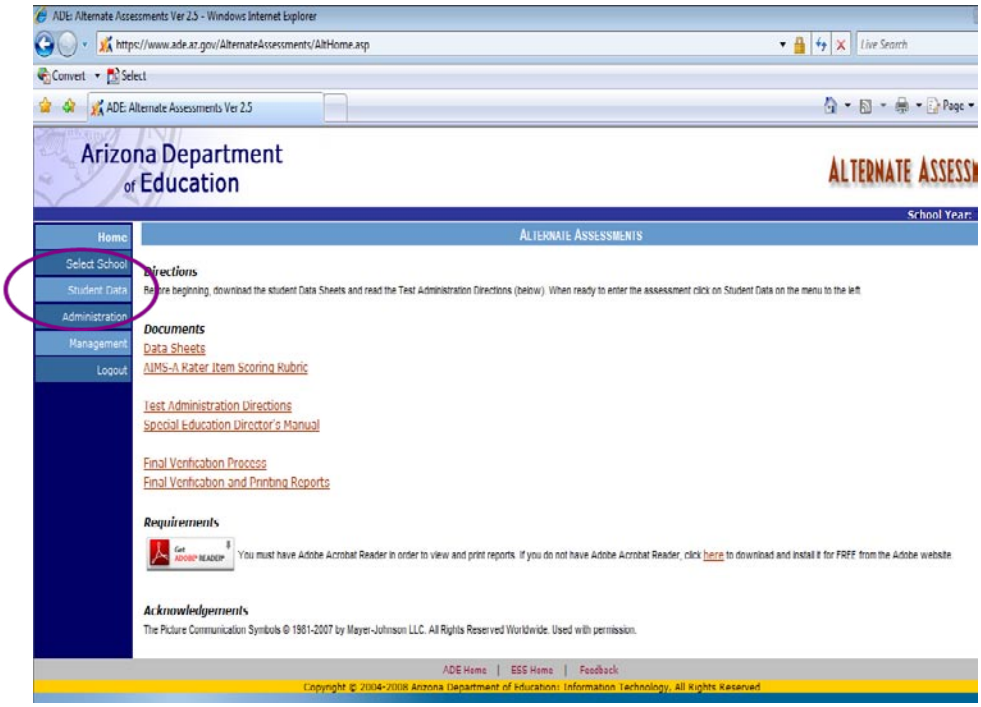
3. Enter your Username and Password.



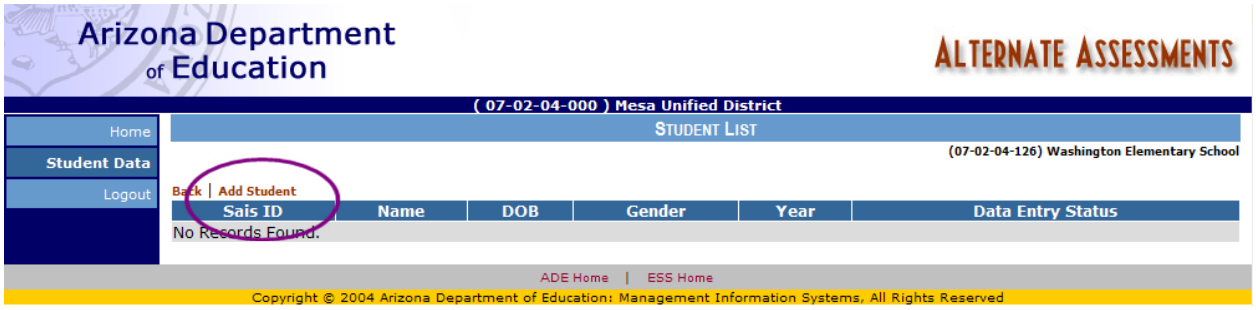
4. Then, click on **Alternate Assessments**.



6. Click on **Student Data** to begin (located in the far left column).

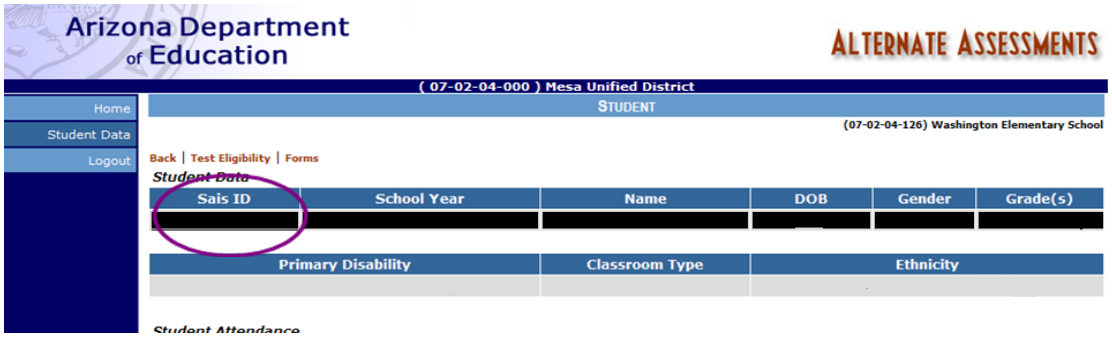


7. Click on **Add Student** to input student information.

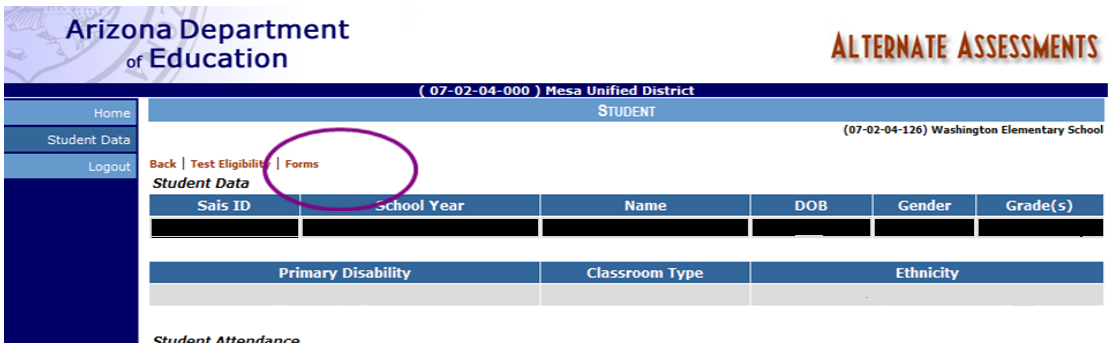


8. If the student information is already in place, the next window will be the **Demographic Information Form.**

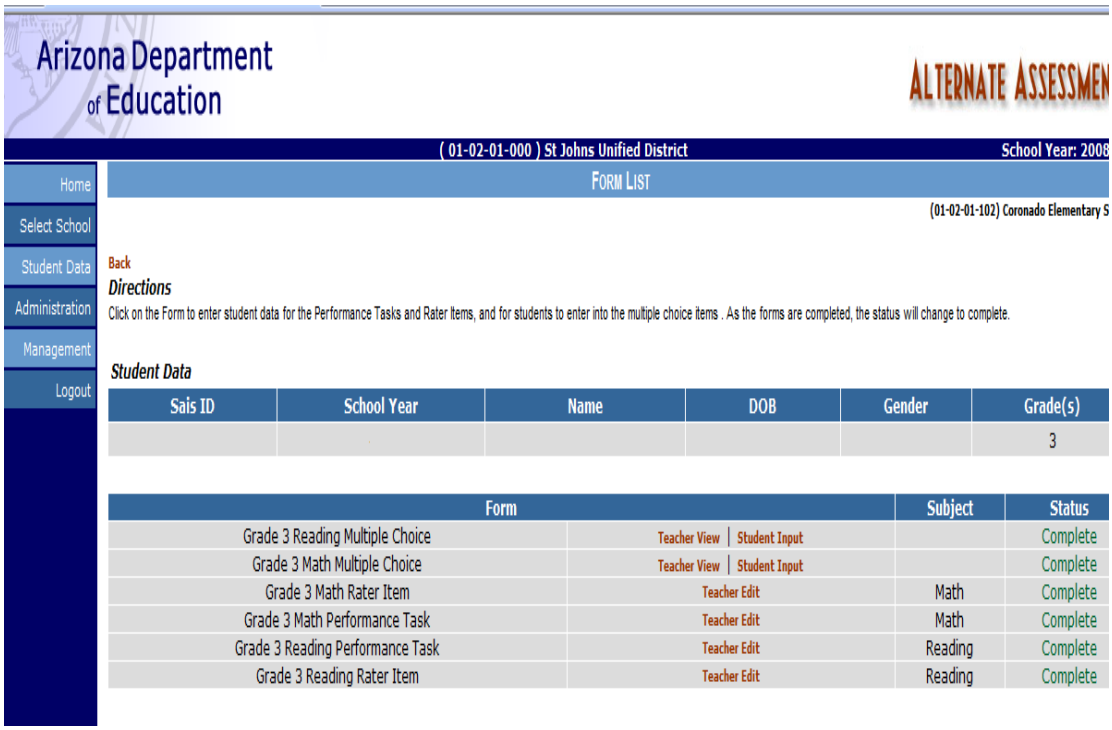
9. After submitting the Demographic Information Form, you will be taken back to the Student List Page. When you are ready to begin the assessment, click on the student's **SAIS ID** number**.**



10. Click **Forms** (located above the SAIS ID number) to begin the assessment.



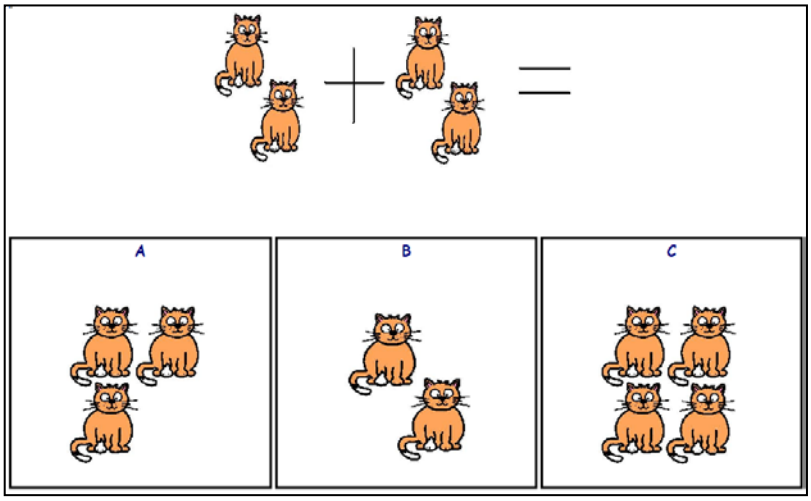
11. Click on the **Form** to enter student data for the Performance Tasks and Rater Items, and for students to enter into the multiple choice items. As the forms are completed, the status will change to complete.



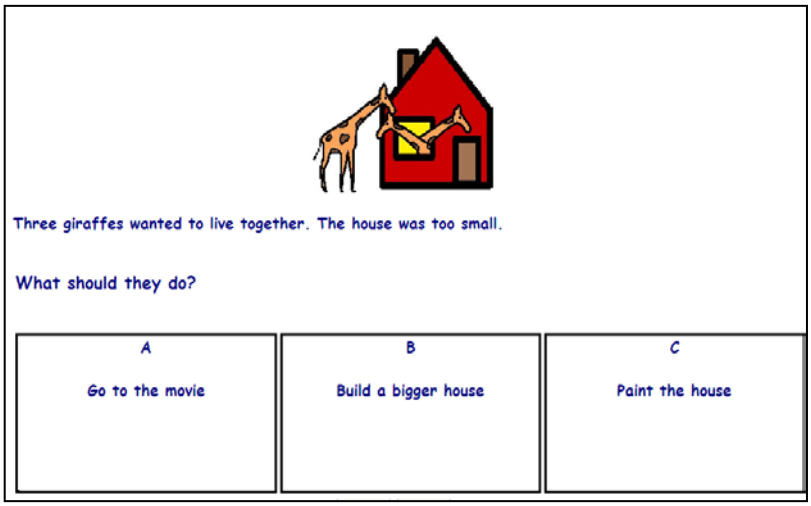
Directions for Multiple Choice Items:

Students will respond to online items with three answer choices.

Multiple Choice *Example 1*:



Multiple Choice *Example 2*:



Directions for Performance Tasks:

Download and carefully read each task prompt. Gather the materials necessary to complete the following tasks ***before*** you begin the student assessment. Objects, photos, or more familiar pictures may be substituted for any picture card provided.

Record the student's performance on the data sheets provided. You will enter this information into the online system. Keep the data sheets for your records.

After prompting the student on each performance task, mark the appropriate box that corresponds to the student's response. The appropriate response at each score point is indicated on the data sheet, following the model below.

- A score of 2 indicates the student correctly performed the task ***without*** assistance or with a single repetition of instructions or redirection.
- A score of 1 indicates the student responded correctly after the teacher modeled the correct response or if the student's answer closely relates to the correct answer.
- A score of 0 indicates the student was ***not*** able to correctly perform the task.

After test administration, store all materials, including data sheets under lock and key. No provided materials are to be used for classroom instruction.

Example of a Performance Task Data Sheet:

PERFORMANCE TASKS
AIMS A
GRADE 3 READING

STUDENT NAME _____ **DATE** _____

TEACHER _____

Prompt	0	1	2
1.1 Place the books, *The Store, The Zoo*, and *School* in front of the student. Ask the student to choose the book that is about animals. S1C4PO5	The student is unable to perform the task.	The student is able to choose the book titled *The Zoo* after the teacher models the correct response.	The student chooses the book titled *The Zoo* without assistance or with a single repetition of instruction or redirection.
1.2 Read the book, *The Zoo*, to the student. Ask the student to match the first letter of Tim the Tiger's name to the corresponding letter card. S1C4PO5	The student is unable to perform the task.	The student is able to choose the letter "T" after the teacher models the correct response.	The student chooses the letter "T" without assistance or with a single repetition of instruction or redirection.
1.3 Ask the student to describe the setting for this story. S2C1PO7	The student is unable to perform the task.	The student responds that the story takes place in the zoo after the teacher models the correct response or if the student describes another place animals live.	The student responds that the story takes place in the zoo without assistance or with a single repetition of instruction or redirection.
1.4 Ask the student to identify the main character in the story. S2C1PO2	The student is unable to perform the task.	The student responds with another character's name or The student responds "Tim" or "the Tiger" after the teacher models the correct response.	The student responds "Tim" or "the Tiger" without assistance or with a single repetition of instruction or redirection.
1.5 Ask the student what Tim the Tiger did first in the story. S2C1PO3	The student is unable to perform the task.	The student responds with another event or the student responds that "Tim went to school" after the teacher models the correct response.	The student responds that "Tim went to school" without assistance or with a single repetition of instruction or redirection.

Directions for Rater Items:

Download and carefully read each Rater Item prompt and gather the materials necessary, including the *AIMS A Rater Item Scoring* Rubric, ***before*** you begin the student assessment. Suggested Materials will be included with the data sheets provided.

Record the student's performance on the data sheets provided. You will enter the information into the online system. Keep the data sheets for your records.

Scores for this section will be determined by allowing the student to demonstrate the skill or task described in the prompt using various levels of support or assistance outlined in the *AIMS A Rater Item Scoring Rubric*. In addition to prompts and cues, the teacher may provide objects, shapes, pictures, or manipulatives familiar to the student to aid in assessing the student's skill level on each Rater Item.

- A score of 4 indicates the student correctly performs the task without assistance or with a single repetition of instructions or refocusing through natural cues. Cues may include wait time or pointing.

- A score of 3 indicates the student correctly performs the task with general prompts and a single cue. Cues may include physical/verbal cues, auditory cues, objects, tactual cues, visual cues, or sign language.

- A score of 2 indicates the student correctly performs the task with specific prompts and up to 2 cues. Cues may include physical/verbal cues, auditory cues, objects, tactual cues, visual cues, or sign language.

- A score of 1 indicates the student does not perform the task at Level 2 or provides an incorrect response despite Level 2 support. Student requires extensive assistance and cannot perform the task without full adult support (hand over hand).

After test administration, store all materials including data sheets under lock and key. No provided materials are to be used for classroom instruction.

Example of a Rater Item Data Sheet:

RATER ITEMS AIMS A GRADE 3 MATH		
STUDENT NAME _____ DATE _____ TEACHER _____		
Prompt	*Description of Task Completed*	***Score***
1. Given three number cards (1, 3, 5), the student picks the 1.		
2. When presented with the number 3, the student picks up or points to three objects or manipulatives.		
3. Point to the 5 on a number line.		
4. The student solves addition problem totaling 5. (Using numbers or objects/shapes)		
5. When presented with a problem student will select correct operation. (i.e. 4 ? 1= 5)		

Rater Item Scoring Rubric

AIMS A RATER ITEM SCORING RUBRIC			
Level 4	**Level 3**	**Level 2**	**Level 1**
The student correctly performs the task without assistance or with a single repetition of instructions or refocusing through natural cues. Cues may include wait time or pointing.	**The student correctly performs the task with general prompts and a single cue. Cues may include physical/verbal cues, auditory cues, objects, tactual cues, visual cues, or sign language.**	**The student correctly performs the task with specific prompts and up to 2 cues. Cues may include physical/verbal cues, auditory cues, objects, tactual cues, visual cues, or sign language.**	**The student does not perform the task at Level 2 or provides an incorrect response despite Level 2 support. Student requires extensive assistance and cannot perform the task without full adult support (hand over hand).**
• The student responds or performs task correctly with no assistance. • If the student does not respond independently, responds incorrectly, or does not perform the requested task when given wait time, the teacher repeats the instructions and/or refocuses the student's attention.	• If the student responds incorrectly or does not perform the task at Level 4 when given wait time, the teacher provides general prompts and includes a single cue for the expected response from the student: ○ Elaborate or provide additional clarifying information on directions or expected response. ○ Demonstrate a similar response; "This is a picture of a dog. Show me the picture of a cat."	• If the student responds incorrectly or does not perform the task at Level 3 when given wait time, the teacher provides specific prompts and cues to direct the student's correct response: ○ Model exact response; "This is a picture of a dog. What is this?" (Show a picture/object representing a dog.) ○ Physically guide the student to the correct response.	
The student then responds correctly. **Record a score of 4**	The student then responds correctly. **Record a score of 3**	The student responds correctly *after* being given the correct answer. **Record a score of 2**	The student does not respond or does not respond correctly. Teacher demonstrates response and moves on to the next prompt. **Record a score of 1**
If the student still does not respond correctly– **move to Level 3 supports.**	If the student still does not respond correctly– **move to Level 2 supports.**	If the student still does not respond correctly– **move to Level 1 supports.**	

Arizona Department of Education has adapted the rubric from the Colorado Student Assessment Program Alternate Level of Independence Performance Rubric.

Test Monitoring

The Individuals with Disabilities Education Act (IDEA) and Title I of the No Child Left Behind Act (NCLB) require the inclusion of all students with disabilities in the State assessment system. Title I further requires that the assessment results for all students be used for system accountability to ensure that the best education possible is provided to all students (Improving the Academic Achievement of the Disadvantaged, 2007).

The Arizona Department of Education (ADE) Assessment and Exceptional Student Services sections monitor the administration of Arizona's Instrument to Measure Standards Alternate (AIMS A) during the spring testing window. Assessment monitoring is **required** to ensure test validity and reliability and also for continuity in subsequent assessment years. The Individuals with Disabilities Education Act (IDEA) (300.149) requires, and state law (ARS 15-755) authorizes, monitoring and evaluation activities to determine the effectiveness of programs for meeting the educational needs of children with disabilities. These practices help to ensure that programs are carried out and educational results for children with disabilities improve.

This monitoring will be conducted through the dissemination of web cameras for the video recording of students as they are administered all sections of the assessment and in person by trained evaluators throughout the testing window. If you are chosen for the video monitoring, you will be notified in advance as you will be **required** to attend training.

The onsite testing monitors will be evaluating:

- the environment in which the student is being assessed; and
- the administration of each section of the assessment.

The video monitoring will be evaluated for:

- information about the assessment administration,
- standardized activities,
- inter-rater reliability, and
- data collection procedures.

Test Administration Security Procedures

It is unethical and shall be viewed as a violation of test security for any person to:

- disclose or allow to be disclosed the content of any portion of the test before, during, or after test administration;
- discuss any AIMS A test item before, during, or after test administration;
- use any AIMS A materials for instruction before or after test administration;
- allow students access to test questions prior to testing;
- allow students to share information during test administration;
- report students' answer choices based on previous experience outside the testing window;
- photocopy, transcribe, or in any way duplicate any part of AIMS A test items for anything other than test administration;
- fail to store all test materials in a secure area before, during, and after test administration, including all student data sheets; and
- participate in, direct, aid, counsel, assist in, encourage, or fail to report any violations of these test administration security procedures.

Test Administrators may **not** influence student decisions in answering questions. They may only aid access to the test through accommodations and adaptations. No test item may ever be discussed before, during, or after test administration.

AIMS A Test Security Agreement

The Special Education Director is responsible for having every AIMS A Test Administrator, personal aide assigned to a student taking AIMS A, and classroom aide assigned to a room administering AIMS A sign the AIMS A Test Security Agreement. The Director will keep the Test Security Agreements on file for a period of six years.

The form can be found on page 8 and on the Arizona Department of Education Web site at http://www.ade.state.az.us/ess.

Arizona's Instrument to Measure Standards
AIMS A Test Security / Testing Ethics Agreement 2011

I acknowledge that AIMS A is a secure test, and I agree to the following conditions of use to ensure the security of the test:

1. I will take necessary precautions to safeguard test materials.
   a. Limit access to persons with a responsible, professional interest in the test's security.
   b. Names of all persons having access to the materials will be kept on file by the special education director.
   c. All persons having access to the AIMS A test materials (other than students to whom the test is administered) will sign the test security agreement.
      i. Building administrators will maintain signed agreements of building staff.
      ii. Special Education Directors will maintain signed agreements of building administrators.
2. I will keep all test materials secure, limiting access to Test Administrators.
   a. Test materials will be kept secure until they are actually distributed to students.
   b. In no case will students be permitted to remove test materials from the room where testing takes place except under supervision of staff.
3. I will not report students' answer choices based on previous experience outside the testing window.
4. I will attend training and properly administer all sections of AIMS A.
5. I will not examine the AIMS A to determine the content beyond the requirements to administer the test.
   a. No content of the test will be disclosed or allowed to be disclosed.
   b. No test item will be discussed at any time.
6. After completing the test administration, I will store all testing materials, including student data sheets, in a secure area.
7. I will not use any test materials for instruction before or after test administration.
8. I understand the district superintendent or charter operator will develop, distribute, and enforce disciplinary procedures for the violation of test security by district or agency staff.

Individuals that will be administering the AIMS A for 2011 must also:

- participate in training activities prior to administering the AIMS A;
- review *AIMS A Test Administration Directions* for 2011 prior to test date;
- follow *AIMS A Test Administration Directions*; and
- secure all AIMS A test materials upon completion of testing, including all student data sheets.

By signing my name to this document, I am assuring my district/charter and the Arizona Department of Education that I will abide by the above conditions and that anyone I supervise who will have access to the 2011 AIMS A test will also sign a Test Security Agreement.

Signed By: _____

Printed Name: _____

Title: _____

School: _____

Please return signed copy to your Special Education Director.
All copies will be maintained by administrators for six years.

AIMS A Contact Information

For general questions, or comments:
AlternateAssessment@azed.gov

Director of Alternate Assessment
Leila Williams, Ph.D.
(602) 364-2811
Leila.Williams@azed.gov

AIMS A Coordinator
TBA
(602)364-2812

Administrative Assistant III
Jennifer Fogus
(602) 542-8239
Jennifer.Fogus@azed.gov

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