



## **Grade 3 ELA Statewide Assessment Accessibility: Oral Reading Fluency Items**

ADE has worked collaboratively with the Arizona Department of Education's Move on When Reading team and Exceptional Student Services team to address accessibility concerns regarding the addition of the Oral Reading Fluency items to the Grade 3 ELA assessment. For the 2022 Spring test administration, all students should participate in the embedded field test items for Oral Reading Fluency. This will allow ADE to gather information on the range of students participating, to use for future accessibility considerations and future use of the items as operational. Field test items do not count toward a student's score and will not impact any individual student.

Procedures provided below are to be used in the administration of reading assessments for students who may not be able to respond in a meaningful way to Oral Reading Fluency measures.

These are students who: 1) are Blind/Visually Impaired, or 2) are Deaf/Hard of Hearing.

Administer the Oral Reading Fluency assessment using standard procedures. If the hearing loss is mild or moderate, the student may be able to be assessed with an Oral Reading Fluency assessment.

Oral Reading Fluency assessments are NOT an appropriate measure for many students with a moderate or significant hearing loss. Their scores on this assessment will not be a true reflection of their literacy abilities. If the student is NOT able to respond in a meaningful or timely way on an Oral Reading Fluency assessment, please contact ADE at [AASA@azed.gov](mailto:AASA@azed.gov) for further guidance. Overall assessment results must still be reported.

Students with visual impairments, who use magnification or large print, must be administered an Oral Reading Fluency assessment.

For all students in 3<sup>rd</sup> grade who have a documented visual impairment (fully blind) and whose primary reading medium is or will be Braille, or if the student is NOT able to respond in a meaningful or timely way on an Oral Reading Fluency assessment, please contact ADE at [AASA@azed.gov](mailto:AASA@azed.gov) for further guidance. Overall assessment results must still be reported.

Note: It is recommended that educators administer an alternate literacy assessment tool (such as the Assessment of Braille Literacy Skills and the Jerry Johns Basic Reading Inventory) that provides the basis for designing instruction and monitoring progress to ensure the LEA has information to support literacy skills.