



Accessibility and Assessments

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ADE Assessment

Welcome

This webinar will be recorded and posted on the ADE Assessment Webpage.

Please enter your First and Last Name in the Chat for tracking purposes for the live event.

We will also be capturing the chat questions. If there are questions that were frequently asked or need further clarification, ADE will compile and create a FAQ which will be posted on the Assessment Webpage

Agenda

- Instructional & Assessment Accommodations
- Making Effective Accessibility Decisions
- 2021 Accommodations Survey Results
- Accessibility Task Force
- Additional Accommodations Requests
- ACT & ACT ASPIRE
- Accessibility Resources

Instructional & Assessment Accommodations

Instructional Accommodations

- Individualized
- Provide support for student success in daily instruction
- Determined by the IEP/504 team, (i.e., educators, related services, EL professionals, parent/guardian, student) in collaboration with other professionals
- Subject specific

Assessment Accommodations

- Align with instructional accommodations
- Must be listed as an instructional accommodation in the IEP and be actively used in instruction prior to being added as an assessment accommodation
- Some instructional accommodations may be inappropriate for assessment
- Accommodations may not alter the construct of what's being measured
- May require ADE approval prior to testing

Accessibility Guidance

Action steps for selecting instructional and assessment accommodations:

- Step 1: Expect All Students to Achieve Grade-level Standards
- Step 2: Learn About Accessibility Supports For Instruction & Assessment
- Step 3: Select Accessibility Supports for Instruction and Assessment
- Step 4: Administer Accessibility Supports During Instruction & Assessment
- Step 5: Evaluate Use of Accessibility Supports in Instruction & Assessment

Resource: [2021 CCSSO Accessibility Manual](#)

Administer Accessibility Supports During Instruction and Assessment

- Practice Assessment Supports prior to the assessment
- Do not encourage students to use unfamiliar Accessibility Supports or Features during assessments
- Utilize sample items and practice tests

Universal Test Administration Conditions

- Vary between subjects and assessments
- Available to every student
- Do not require a special request
- Can be found in each assessment's test administration directions or manual
- AZELLA Universal Test Administration Conditions vary between Stages/Grades

Summary of Accessibility Guidance

- Individualized
- Team Decision
- Student input
- Does the student need more, or do they have too many?
- Monitor & Adjust
- Evaluate effectiveness
- Opportunities for practice

2021 Accommodations Survey Results

- Survey window: March-June 2021
- Completed every two years
- Accommodations Trends
- Over 2,300 responses from educators in the field!

Instructional Accommodations Results

- Most Frequent:
 - Additional Time
 - Frequent Breaks
 - Small Group Instruction
 - Headphones/Noise
Buffers
- Less Common:
 - Word Prediction Software
 - Abacus

Accessibility Task Force

- Meets to discuss possible considerations to add allowable accommodations to statewide assessments
- In 2020, met to consider adding a braille version for AZELLA



ADE written in UEB braille

Additional Accommodations Request Process

1. The District Test Coordinator (DTC) submits the corresponding Request Form. All submissions are completed on a secure server.
2. Please wait to test the student until ADE provides a decision. Testing the student prior to ADE's decision will result in a Test Irregularity.
3. ADE will review and provide a decision on the request. In some instances, ADE may require additional information. If requested, please submit additional information in a timely manner.

Structure of Support for Statewide Assessments

- Universal Testing Conditions - available to all students (e.g., Text to Speech, study carrel, special seating, pencil grip, etc.)
- Tools - available to all students (always turned on) (e.g., highlighter, magnifier, zoom, line reader)
- Accommodations - available to only students with disabilities- documented and used routinely during instruction (e.g., large print, ASL)
- **Please note many of the accommodations require contacting the Achievement or AZELLA team prior to the provision of the accommodation.**

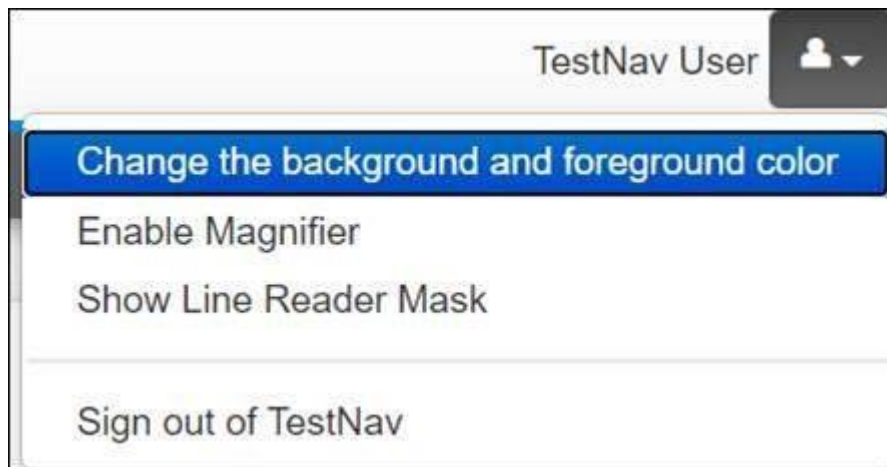
Personal Needs Profile (PNP)



NEW
Process

- Process for "turning on" an individual student's allowable Universal Tools (e.g., color contrast).
- The PNP can be accessed and updated in PAN individually or for a batch of students using a PAN File Layout
- Specific training will be included in the training modules.

Personal Needs Profile (PNP) Example



ACT & ACT ASPIRE

ACT Aspire Accommodation Requests

- Special Paper Versions will be approved and reviewed by ADE
- Universal Tools will be turned on in PAN or uploaded via the PNP file for multiple or batches of students

ACT Accommodation Requests

- ALL requests must be submitted to ACT through the Test Accessibility and Accommodations system
- Deadline for submissions is January 7, 2022
- Submit requests early

Accommodations Submission Windows

AASA, AzSCI, ACT Aspire – open now through February 25, 2022

- Braille, large print, and regular paper requests
- Secure submission form: <https://www.azed.gov/assessment/spv2022>
- [Special Paper Version \(SPV\) Test Request Process](#)

ACT – open now through January 7, 2022

- More information: [Accessibility section of ACT-hosted website for Arizona](#)

Please Note: Check expiration dates on IEPs and ACT Decision Letters before submission.

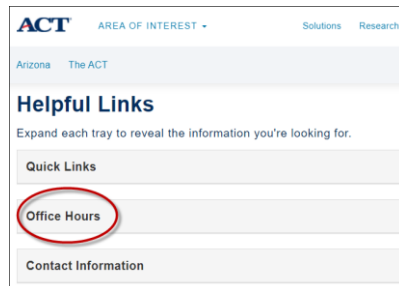
Trainings for Accommodations

ACT Accommodations Training

- November 10, 2022, 9:00am-10:00am
- [Registration Link](#)

ACT Accommodations Office Hours

- Tuesdays, 12:00-1:00pm Central Time
- Registration information is on the [ACT-hosted website for Arizona](#) under “Office Hours”



AASA and AzSCI

Arizona Training Module System(ATMS)
Available: Late Winter

Reminders

- Protect student data
- Fill out the request in its entirety
- Attach all pertinent documentation (e.g., IEP sections, 504 Plan)
- IEP or 504 Plan must be current and finalized
- Ensure request is being submitted for the correct student
- An assessment accommodation cannot be provided unless the student uses the accommodation regularly during instruction.
- The DTC submitting the request will receive an automated email stating the request was submitted.

Accessibility Tips

- Use sample tests to familiarize students with accessibility features
- Encourage students to experiment with accessibility tools **prior** to an actual assessment
- Prior to assessment administration, review each student's accommodations and adjust as needed
- Incorporate Assistive Technology (i.e., adaptive mouse, adaptive keyboard, amplification) as permitted by the assessment
- Submit requests for additional accommodations not listed in test administration manuals before the testing window opens

Accessibility Resources

- [ADE Assessment Homepage](#)
- [ADE Assessment Accessibility](#)
- [Achievement Accommodations](#)
- [Alternate Assessment Accommodations](#)
- [AZELLA Accommodations](#)
- [Accessibility for Grade 3 Oral Reading Fluency Items](#)
- [ADE Assistive Technology](#)
- [IEP Checklist for an EL with a Disability](#)
- [CCSSO Accessibility Manual](#)

Questions



Save the Date!

September 26-28, 2022



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