



ASSESSMENTS

Achievement

The following pages list the current accommodations, accessibility features, and tools available on Arizona’s achievement assessments.

Achievement Accommodations

Accommodations are provisions made in how a student accesses the test and/or demonstrates learning that do not alter the validity of the test, test constructs, score interpretation, reliability, or security of the test. Instructional accommodations may or may not be suitable for statewide assessment.

Modifications are alterations that are sometimes used during instruction. Modifications are not permitted for statewide assessment as they change what a test is designed to measure and prevent meaningful interpretation of a student’s score.

To ensure valid interpretation of assessment results, it is not permissible to simplify, paraphrase, explain, or eliminate any test question, writing prompt, or answer option, even though this occurs in classroom instruction. If a student’s Individualized Education Program (IEP) or 504 Plan call for a testing accommodation that is not listed in this manual, contact ADE for guidance.

Students should be provided multiple opportunities to practice using the [TestNav Sample Tests, Student Readiness Tool, and Tutorial](#). These resources provide students a hands-on experience with the TestNav tools and question types they will encounter in the actual test environment. This assures the correct test form has been chosen for the student and that any issues are addressed prior to the test window.

Administering Achievement Tests with Testing Accommodations

Prior to the day of a test, Test Administrators must know what accommodations each student will be provided and how to administer them properly. Testing accommodations provided for one student may not impede or impact other students in the testing room. It is the responsibility of the Test Administrator to confirm each student who qualifies for testing accommodations receives appropriate accommodations while also ensuring that other students who do not receive accommodations are not affected.

Embedded computer-based testing accommodations, such as magnification, line reader, and color contrast, and non-embedded accommodations, such as simplified directions, translated directions, and translation dictionary, must be indicated in a student’s Personal Needs Profile in PearsonAccess^{next} (PAN).

AASA and AzSCI Accommodations for Students with Disabilities

If a student with a disability requires an accommodation not listed in this document, contact ADE for guidance. **All identified accommodations for assessment must be used routinely during instruction throughout the school year and must be identified in the student's IEP or 504 Plan.**

Test Unit(s)	Accommodations for Students with Disabilities	Additional Information
Mathematics	Abacus – Students may use an abacus without restrictions for any Math test.	For students taking the Braille test only
ELA Reading Mathematics Science	Adult Scribe – A student who requires one-on-one adult assistance during daily instruction may orally dictate or use gestures to indicate a selected response for multiple choice and multi-select questions only , while an adult simultaneously enters the student's response in the test. The adult may not ask or answer any questions during the session or influence student responses in any way.	Adult Scribe <u>may not</u> be used for the Writing portion of ELA.
ELA Reading (Directions only) Mathematics Science Writing	<p>American Sign Language (ASL) – The online ASL test form includes embedded ASL videos for any parts of the test for which ASL is allowed. Closed captioning is also available within the embedded ASL videos.</p> <p>ASL is available only on the Writing portion of the computer-based ELA test.</p> <p>ASL is available on the entirety of the AzSCI and AASA Mathematics computer-based assessments.</p> <p>ASL videos are not provided for the scripted directions located in the Test Administration Directions manuals.</p> <p>The ASL test form must be indicated in PearsonAccess^{next} (PAN). ADE will set up the ASL test sessions in PAN for students approved for the ASL test form.</p>	<p>ASL test form must be requested using the Additional Accommodations online request form.</p> <p>Text-to-Speech is not available on the ASL form.</p> <p>Grade 3 students taking the ASL test will not take the AASA ELA Oral Reading Fluency test unit.</p>

Test Unit(s)	Accommodations for Students with Disabilities	Additional Information
All Test Units	<p>Braille (UEB Contracted with Nemeth) Test Kit – The braille test kit includes volumes of the braille test booklets, <i>Test Administration Directions</i> for administering the braille test, regular-size ink print test booklets, unbound braille pages for constructed response questions, Wikki Stix, Adhesive Dots, and scratch paper.</p> <p>Requires Adult Transcription: An adult must transfer the student’s responses exactly as written into the TestNav system, for both Computer-Based Testing (CBT) and Paper-Based Testing (PBT) schools, within the appropriate test window.</p> <p>CBT - The student’s AASA Writing response must be entered in TestNav by the end of the AASA Writing test window. All other test units must be entered in TestNav by the end of the appropriate CBT test window.</p> <p>PBT – All student responses must be entered in TestNav by the end of the PBT test window.</p> <p>ADE will set up the Braille SPV test sessions in PearsonAccess^{next} (PAN) for students approved for the braille test form.</p>	<p>Braille tests must be requested using the Special Paper Version (SPV) test online request form.</p> <p>Grade 3 students taking the braille test will not take the AASA ELA Oral Reading Fluency test unit.</p>
All Test Units	<p>Computer-Based Test (CBT) in a Paper-Based Testing (PBT) School</p> <p>ADE will set up the online test session in PearsonAccess^{next} (PAN) for students approved for a CBT test in a PBT school. The test must be administered during the PBT test window.</p> <p>Mixed modes of administration are not permitted.</p>	<p>Must be requested using the Additional Accommodations online request form.</p>

Test Unit(s)	Accommodations for Students with Disabilities	Additional Information
All Test Units	<p>Large Print Paper Test Booklet (18 pt. font on paper sized 14" x 18") – The large print test is an enlarged version of the regular print paper test. The amount of text and images per page is the same as the regular print paper test in a larger font size.</p> <p>Requires Adult Transcription: An adult must transfer the student’s responses exactly as written into the TestNav system, for both Computer-Based Testing (CBT) and Paper-Based Testing (PBT) schools, within the appropriate test window.</p> <p>CBT – The student’s Writing response must be entered in TestNav by the end of the Writing test window. All other test units must be entered in TestNav by the end of the CBT test window.</p> <p>PBT – All student responses must be entered in TestNav by the end of the PBT test window.</p> <p>ADE will set up the SPV test sessions in PearsonAccess^{next} (PAN) for students approved for a large print test for both CBT and PBT schools.</p> <p>Note: Unless a student regularly has reading and math instructional materials enlarged for both diameter and font size, the student may benefit from using the Zoom feature in the online test rather than the large print paper test. The student should be provided opportunities to try out the Zoom feature within the TestNav sample tests to determine if online magnification will meet their needs. The Zoom feature in TestNav will increase the entire screen for a student’s CBT test.</p> <p>Magnification can be set in PAN up to 200%. Within the test environment, the student can use the buttons Ctrl and + to increase the Zoom up to 500%, if needed. If the Zoom feature does not meet a student’s needs, a large print paper test booklet may be requested.</p>	<p>Large print tests must be requested using the Special Paper Version (SPV) test online request form.</p> <p>Mixed modes of administration are not permitted.</p> <p>The IEP or 504 Plan must clearly state the font size used for instruction and the types of materials teachers enlarge for the student.</p> <p>If a large print paper test booklet is ordered as an accommodation for a student at a CBT school, the student must use the paper test booklet and may not participate in computer-based testing.</p>

Test Unit(s)	Accommodations for Students with Disabilities	Additional Information
Mathematics Science	Math Window – Students taking the braille test and students with low vision in grades 3-8 and 11 may use their math window during testing.	All Math and Science test units
All Test Units	<p>Regular Print Paper Test Booklet for Computer-Based Testing (CBT) Schools – A student who cannot access the computer for classroom work due to injury, medical condition, or visual impairments may need a paper test in lieu of taking the test with peers on the computer. The student’s IEP or 504 Plan must clearly indicate how the teachers accommodate the student’s need in class and the restrictions the student has when using technology (examples: no more than xx minutes of screen time per day, must have a significant break after xx minutes, no computer usage at all, etc.).</p> <p>Requires Adult Transcription: An adult must transfer the student’s responses exactly as written into the TestNav system within the appropriate test window.</p> <p>The student’s Writing response must be entered in TestNav by the end of the Writing test window. All other test units must be entered in TestNav by the end of the CBT test window.</p> <p>ADE will set up the SPV test sessions in PearsonAccess^{next} (PAN) for students approved for a regular print paper test in a CBT school.</p>	<p>Regular print paper tests for CBT schools must be requested using the Special Paper Version (SPV) test online request form.</p> <p>Mixed modes of administration are not permitted.</p> <p>If a paper test booklet is ordered as an accommodation for a student at a CBT school, the student must use the paper test booklet and may not participate in computer-based testing.</p>

Test Unit(s)	Accommodations for Students with Disabilities	Additional Information
All Test Units	<p>Rest/Breaks – Individual students may take short breaks during testing sessions to rest. Students may only leave the room for a restroom break, visit to the nurse’s office, or for emergency purposes.</p> <p>Computer-Based Testing (CBT) - Students must sign out of TestNav without submitting the test. The Test Administrator will need to resume the student’s test session using PearsonAccess^{next} (PAN).</p> <p>Paper-Based Testing (PBT) - The Test Administrator must collect the student’s paper test booklet and scratch paper.</p>	<p>Electronic devices are not permitted during breaks.</p> <p>Once a test unit is begun, students may not take a break for lunch. Do not start the test unit unless there is sufficient time to complete the test unit.</p>
All Test Units	<p>Simplified Test Administration Directions – The Test Administrator may provide verbal directions in simplified English for the scripted directions from the <i>Test Administration Directions</i> manual. This must take place in a setting that does not disturb other students.</p>	<p>Test content or directions embedded within the test may not be simplified.</p>
Mathematics	<p>Talking Calculator - for Blind or Low Vision Students Only</p> <p>Students may use a Talking Calculator for Unit 1 of the 7th and 8th grade math test only.</p> <p>The student must test in a one-on-one environment so as not to disturb other students.</p>	<p>Unit 1 of the 7th and 8th grade Math test only</p>

AASA and AzSCI Accommodations for an Injured Student

Specific accommodations for a student with an injury during the testing window will be considered based on a doctor’s written recommendation and appropriateness for statewide testing. The District Test Coordinator must submit a Special Paper Version Test Request or an Additional Accommodations Request to ADE, as detailed in the chart below, which must include a copy of the doctor’s note. Please include the student’s SSID for verification. If the injured student requires an accommodation not listed, or if an injury occurs during the test window after a student has already completed one or more test units, contact ADE for guidance.

Test Unit(s)	Accommodations for an Injured Student	Additional Information
ELA Reading Mathematics Science	<p>Adult Scribe – A student who has a doctor’s written recommendation for one-on-one adult assistance during daily instruction may orally dictate or use gestures to indicate a selected response for multiple choice and multi-select questions only while an adult simultaneously enters the student’s responses in the test. The adult may not ask or answer any questions during the session or influence student responses in any way.</p> <p>Not permitted for Writing Prompt because it alters the construct being measured.</p>	<p>Requires doctor’s written recommendation</p> <p>Requires ADE approval</p> <p>Must be requested using the Additional Accommodations online request form.</p>
All Test Units	<p>Frequent Breaks – Students who are injured may take frequent stretch breaks, as needed, for relief of fatigue. The student may not talk, use electronic devices, or leave the testing room during the break. Students may only leave the room for a restroom break, visit to the nurse’s office, or for emergency purposes.</p> <p>Computer-Based Testing (CBT) - Students must sign out of TestNav without submitting the test. The Test Administrator will need to resume the student’s test session using PearsonAccess^{next} (PAN).</p> <p>Paper-Based Testing (PBT) – The Test Administrator must collect the student’s paper test booklet and scratch paper.</p>	<p>ADE approval not required</p> <p>Once a test unit is begun, students may not leave for lunch. Do not start the test unit unless there is sufficient time to complete the test unit.</p>

Test Unit(s)	Accommodations for an Injured Student	Additional Information
All Test Units	<p>Regular Print Paper Test Booklet for Computer-Based Testing (CBT) Schools – A paper test may be requested for a student who had an injury that resulted in a concussion, eye injury, or similar issue if the doctor’s written recommendation has indicated restricting the use of a computer for instructional activities.</p>	<p>Requires doctor’s written recommendation and ADE approval</p> <p>Must be requested using the Special Paper Version (SPV) test online request form.</p>

AASA and AzSCI Accommodations for English Learners (ELs) and Fluent English Proficient (FEP) Students

For an English learner (EL), accommodations are intended to allow the student the opportunity to demonstrate content knowledge even though the student may not be performing at grade level in English. Students who are not proficient in English, as determined by the Arizona English Language Learner Assessment (AZELLA), may use, as appropriate, any of the Universal Test Administration Conditions and any of the EL accommodations. (This includes EL students withdrawn from English language services at parent request.)

Reclassified Fluent English Proficient (FEP) students are monitored for two school years. These FEP Year 1 and FEP Year 2 students may use, as appropriate, any of the Universal Test Administration Conditions and any of the EL accommodations. If an EL or FEP student requires an accommodation that is not listed, contact ADE for guidance.

Test Unit(s)	Accommodations for ELs and FEPs	Additional Information
All Test Units	<p>Simplified Test Administration Directions – The Test Administrator may provide verbal directions in simplified English for the scripted directions from the <i>Test Administration Directions</i> manual. This must take place in a setting that does not disturb other students.</p>	Test content or directions embedded within the test may not be simplified.
All Test Units	<p>Translated Test Administration Directions – Exact oral translation, in the student’s native language, of the scripted directions from the <i>Test Administration Directions</i> manual are permitted.</p> <p><u>Not Permitted:</u></p> <ul style="list-style-type: none"> • Translations that paraphrase, simplify, or clarify directions • Written translations • Translation of the test content 	Test content or directions embedded within the test may not be translated.
All Test Units	<p>Translation Dictionary – During testing, students may use the word-for-word published paper translation dictionary that is used regularly for classroom instruction.</p>	Students with a visual impairment may use an electronic dictionary with other features turned off.

Universal Test Administration Conditions

All *Test Administration Directions* manuals address the need to provide students with an appropriate testing location that is comfortable and free from distractions. Universal Test Administration Conditions are specific testing situations and conditions that may be offered to **any student** to provide a comfortable and distraction-free testing environment.

- Each testing unit must be completed in the same school day in which it was started.
- With the exception of the AASA Grade 3 ELA Oral Reading Fluency test unit, the AASA and AzSCI test units are untimed. Do not start a test unit unless there is sufficient time to complete the test unit in the same school day.
- **Students may not leave for lunch or recess during a test session.** Test units should be scheduled in a way that provides the student more than adequate time to complete the test.

Universal Test Administration Conditions are available for **ELA, mathematics, and science, and do not require an Accommodations Request be submitted to ADE.**

AASA and AzSCI Universal Test Administration Conditions include:

- Testing in a small group, testing one-on-one, testing in a separate location on campus or in a study carrel
- Being seated in a specific location within the testing room or being seated at special furniture
- Having the test administered by a familiar test administrator
- Using a special pencil or pencil grip
- Using a place holder
- Read-aloud (Text-to-Speech or Human Reader) content of the ELA Writing, Mathematics, and Science assessments only. The use of a Human Reader requires a one-on-one administration so as not to disturb other students. The Human Reader must not cue or influence the student's responses in any manner. Test content must be read exactly as written.
- Using devices that allow the student to see the test: glasses, contacts, magnification, CCTV, dome magnifier, large monitors, enlarged keyboards, and special lighting
- Using different contrast settings (for Computer-Based Testing) or color overlays (for Paper-Based Testing)
- Using devices that allow the student to hear the test directions: Hearing Assistive Technology (HAT), including hearing aids and amplification. Please submit an [Additional Accommodations request](#) for devices requiring a Bluetooth connection.
- Wearing noise buffers after the scripted directions from the *Test Administration Directions* manual have been read

AASA and AzSCI Universal Test Administration Conditions include (cont.):

- Signing the scripted directions from the *Test Administration Directions* manual
- Repeating the scripted directions from the *Test Administration Directions* manual
- Having assistance with logging into an online test
- Reading the test quietly to themselves as long as other students are not disrupted
- **Medical Devices:** A phone or electronic device needed for medical care is permitted. The phone needs to stay close to the Test Administrator or proctor as well as the student and should be monitored to assure the device is only being used for medical purposes during testing.
- Individual students may take a stretch break (1 or 2 minutes) during a test session (students may not talk, use electronic devices, go to lunch, or leave the testing room during the break). The Test Administrator may not initiate a student break during testing.
 - Computer-Based Testing (CBT) students must sign out of TestNav without submitting the test. The Test Administrator will need to resume the student's test session using PearsonAccess^{next} (PAN).
 - For Paper-Based Testing (PBT), the Test Administrator must collect the student's paper test booklet and scratch paper.
- Students may use the restroom during a test (only one student may sign out and leave the room at a time).
 - Computer-Based Testing (CBT) students must sign out of TestNav without submitting the test. The Test Administrator will need to resume the student's test session using PearsonAccess^{next} (PAN).
 - For Paper-Based Testing (PBT), the Test Administrator must collect the student's paper test booklet and scratch paper.
 - A sign in/out log must be used for entering and exiting of the testing room.
- The use of blank, lined, or graph scratch paper is permitted. Scratch paper must be securely shredded at the conclusion of testing. Whiteboards are prohibited.

While some of the items listed as Universal Test Administration Conditions might be included in an IEP or 504 plan as an accommodation, for achievement testing purposes, these are not considered testing accommodations and are available to any student who needs them.

Universal Tools

The following AASA and AzSCI Universal Tools are available to **all students** taking the ELA, Mathematics, and Science computer-based tests. Embedded computer-based testing accommodations may be set in the “Manage Student Tests” screen of PearsonAccess^{next} prior to testing. This will ensure that embedded accommodations, such as magnification, line reader, and color contrast, are already turned on for a student who needs them when the student signs into their test in TestNav. Additionally, students may enable these tools in the testing environment. Students should be provided ample opportunities to practice using these tools prior to testing by accessing the [TestNav Sample Tests and Student Readiness Tool](#), available year-round. Universal Tools appear in the TestNav Toolbar or in the User Dropdown Menu.

Universal Tool	Description
Alternate Mouse Pointer	There are six alternate mouse pointers available for students in TestNav. Alternate options include a medium, large, or extra-large sized white pointer, and extra-large sized black, green, or yellow pointer. Screenshots of each are available in the TestNav Alternate Mouse Pointer Guide .
Answer Masking	Allows the student to electronically cover and reveal individual answer choices.
Answer Eliminator	Allows the student to cross out answer options for multiple-choice and multi-select questions.
Area Boundaries	Allows the student to click anywhere on the selected response text or button for multiple-choice questions.
Bookmark for Review	Allows the student to mark a question for review so that it can be easily found later.
Color Contrast	Allows the student to change the background and text color based on need or preference. The Contrast setting will not change images or artwork. The available options are: <ul style="list-style-type: none"> • Black text on white background • Black text on cream background • Black text on light blue background • Black text on light magenta background • White text on black background • Yellow text on blue background • Gray text on pale green background
Expand/Collapse Passage	Allows the student to expand a passage for easier readability. Expanded passages can also be collapsed.
Highlighter	Allows the student to highlight text in a passage or question.

Keyboard Navigation	<p>Many item types within TestNav can be interacted with using a keyboard. Keyboard navigation in supported item types use the following keyboard commands:</p> <ul style="list-style-type: none"> • Move forward: Tab • Move backwards: Shift and Tab • Select buttons: Enter or Spacebar • Navigate and select radio buttons: Arrow Up or Arrow Down • Select and unselect boxes: Spacebar • Increase/decrease screen size: Ctrl + and Ctrl -
Line Reader	An adjustable box allows the student to focus on one line or a few lines at a time. The box can be adjusted to increase or decrease the number of lines shown. The Line Reader and Magnifier tools may be used simultaneously.
Magnifier	Allows the student to make part of the screen larger. When in use, the magnifier can be moved around the screen as needed.
Notes/Comments	Allows the student to open an on-screen notepad and take notes or make comments. Notes carry over within a passage set. In non-passage items, notes are attached to the specific test item on which they are entered.
Pause and Restart	Students may sign out of TestNav. Before the student can resume testing, the Test Administrator will need to resume the student's session in PearsonAccess ^{next} (PAN).
Review Test	Allows the student to review the test before submitting it.
System Settings	Allows the student to adjust audio (volume) during the test.
Text-to-Speech	Allows the student to access Text-to-Speech for content of Math, Writing, and Science test units.
Writing Tools	Allows the student to use editing tools (cut, copy, and paste) and basic text formatting tools (bold, underline, and italic) for extended response items.

Zoom In/Zoom Out	<p>Allows the student to enlarge the font and images in the test up to 500%. The student may also undo zoom to return the font and images in the test to original size.</p> <ul style="list-style-type: none">• Zoom may be set in PearsonAccess^{next} up to 200% prior to testing.• To zoom with a keyboard on a PC within TestNav, press CTRL+ to zoom in and CTRL- to zoom out. Use Ctrl 0 to return to the default size.• To zoom with a keyboard on a Mac within TestNav, press CMD+ to zoom in and CMD- to zoom out. Use CMD 0 to return to the default size.• In TestNav, access the zoom feature from the User Dropdown Menu.
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Additional Subject Area Tools for AASA and AzSCI

Achievement testing requires specific subject area tools or resources for certain portions of the assessment for both Computer-Based Testing (CBT) and Paper-Based Testing (PBT) schools.

Subject Area Tool	Subject Area	Description
<p>Calculator</p> <p>AASA Math Grades 7-8 (Unit 1 only): Scientific calculators are acceptable</p>	<p>Math</p> <p>AASA Math Calculator Guidance</p>	<p>CBT – Students have access to the calculator tool when calculator use is permitted. Students may opt to use an acceptable handheld calculator instead of this tool when calculator use is permitted.</p> <p>PBT – Students may use an acceptable handheld calculator when calculator use is permitted. Schools should provide students with an appropriate handheld calculator.</p>
<p>Calculator</p> <p>AzSCI Grade 5 Four-function calculators are acceptable</p> <p>AzSCI Grades 8 and 11 Scientific calculators are acceptable</p>	<p>Science</p> <p>AzSCI Calculator Guidance</p>	<p>CBT – Students have access to the calculator tool when calculator use is permitted. Students may opt to use an acceptable handheld calculator instead of this tool when calculator use is permitted.</p> <p>PBT – Students may use an acceptable handheld calculator when calculator use is permitted. Schools should provide students with an appropriate handheld calculator.</p>
<p>Dictionary/Thesaurus</p>	<p>Writing</p>	<p>CBT – Students have access to the dictionary/thesaurus tool. Students may opt to use a published, paper dictionary or thesaurus instead of using this tool.</p> <p>PBT – Schools must make published, paper dictionaries and thesauruses available to students.</p> <p>Students with a visual impairment may use an electronic dictionary and thesaurus with other features turned off.</p>
<p>Writing Guide</p>	<p>Writing</p>	<p>CBT – Students have access to the writing guide tool in the test.</p> <p>PBT – The writing guide is included within the test booklet.</p>

Calculator Guidance – AASA and AzSCI

The AASA and AzSCI calculator guidelines are designed to provide appropriate support for students while still measuring a student’s mastery of the standards. On tests where calculators are permitted, it is ideal for a student to use the recommended acceptable calculator. If the recommended calculator is not available, students may use a calculator with less functionality. The Desmos Scientific calculators have been customized for AASA and AzSCI and are embedded in online tests that allow the use of a calculator. These guidelines are for the assessment only. They are not intended to limit instruction in the classroom. Technology is a part of the Arizona Mathematics and Science Standards, and students should still be interacting with technology as appropriate for engaging with and learning the standards.

AASA

Grades 3-6: Calculators are not permitted.

Grades 7-8: Scientific calculators and talking calculators (for braille or low vision students: requires 1 on 1 administration or use of headphones) are permitted on AASA Math Unit 1 only.

No calculators are permitted on AASA Math Unit 2.

Scientific calculators should include these functions: standard four functions (addition, subtraction, multiplication, and division), decimal, change sign (+/-), parentheses, square root, and π . They may NOT include: any problem solving or programming capabilities, place values, and inequalities.

Sample acceptable calculator: TI-30X IIS or similar

The Desmos Scientific calculator is embedded in the online AASA Math Unit 1 test.

AzSCI

Grades 5: Four-function calculators and talking calculators (for braille or low vision students: requires 1 on 1 administration or use of headphones) are permitted.

The Desmos four-function calculator is embedded in the online AzSCI test.

Grades 8,11: Scientific calculators and talking calculators (for braille or low vision students: requires 1 on 1 administration or use of headphones) are permitted.

Scientific calculators should include these functions: standard four functions (addition, subtraction, multiplication, and division), decimal, change sign (+/-), parentheses, square root, and π . They may NOT include: any problem solving or programming capabilities, place values, and inequalities.

Sample acceptable calculator: TI-30X IIS or similar

The Desmos Scientific calculator is embedded in the online AzSCI test.

Additional Guidance

- Students are not allowed to share calculators during a test session.
- No laptop, tablet, or phone-based calculators are allowed to be used during the AASA or AzSCI assessments outside of the test-embedded calculators.

The applicable portion of the computer-based assessment will include the acceptable online version of the approved calculator. Providing handheld calculators is not a requirement for schools choosing the computer-based assessment. However, students may use an acceptable handheld calculator in addition to or instead of the online calculator.

Calculator Guidance – ACT Aspire and ACT

Please reference the ACT Calculator Policy for both the ACT and ACT Aspire assessments: [ACT Calculator Policy](#).

Note: The Desmos Graphing calculator is embedded in the online ACT test. A non-branded scientific calculator is embedded in the online ACT Aspire test.

ACT Aspire

The ACT Aspire test is administered to students in the 9th grade cohort. Information regarding ACT Aspire accessibility supports, including universal supports, designated supports, English learner (EL) supports, and accommodations, can be found in the *ACT Aspire Accessibility Supports Guide*. Additional resources are also available on the [ACT Aspire support webpage](#) under “Accommodations and Supports.”

ACT Aspire designated supports, EL supports, and accommodations must be documented in a student’s Personal Needs Profile (PNP) in PearsonAccess^{next} (PAN) as directed in the ACT Aspire Accessibility Supports Guide.

It is recommended that students use the [ACT Aspire Exemplars and Tutorial](#) to learn how to navigate online tools prior to testing.

All identified accommodations for assessment must be used routinely during instruction throughout the school year and must be identified in the student’s IEP or 504 Plan. Requests for the following ACT Aspire accommodations must be submitted to ADE for review and approval. The information provided in the table is only applicable to ACT Aspire.

ACT Aspire Request	Additional Information
American Sign Language (ASL) – Full Translation	<p>Available for Writing, Math, and Science tests only and requires one-to-one test administration. Requires a paper test, which must be administered during the paper-based testing window for both computer-based testing schools and paper-based testing schools.</p> <p>*Submit request through ADE's Additional Accommodations Form</p> <p>Note: Request not required for students in need of ASL Directions Only for ACT Aspire.</p>
Braille Test (Contracted UEB with Nemeth)	<p>Braille test responses must be transcribed to a standard print answer document for scoring. Responses must be reproduced exactly as provided by the student. Students authorized for a braille test should be provided triple time.</p> <p>Braille tests are in Contracted UEB with Nemeth and must be administered within the paper-based testing window for both computer-based testing schools and paper-based testing schools.</p> <p>*Submit request through ADE's Special Paper Version Test Form</p>

<p>Computer-Based Test (CBT) in a Paper-Based Testing (PBT) School</p>	<p>The test must be administered during the paper-based testing window.</p> <p>Mixed test administration modes are not permitted.</p> <p>*Submit request through ADE's Additional Accommodations Form</p>
<p>Large Print Paper Test</p>	<p>Large print test booklets are approximately 18 inches tall and are printed in 18-point font.</p> <p>Responses on the large print answer document must be transcribed to a standard print answer document for scoring. Large print tests must be administered within the paper-based testing window for both computer-based testing schools and paper-based testing schools.</p> <p>*Submit request through ADE's Special Paper Version Test Form</p>
<p>Regular Print Paper Test in a Computer-Based Testing (CBT) School</p>	<p>A student who cannot access the computer for classroom work due to injury, medical condition, or visual impairments may need a paper test in lieu of taking the test with peers on the computer. The student's IEP or 504 Plan must clearly indicate how the teachers accommodate the student's need in class and the restrictions the student has when using technology (examples: no more than xx minutes of screen time per day, must have a significant break after xx minutes, no computer usage at all, etc.).</p> <p>If a paper test booklet is ordered as an accommodation for a student at a CBT school, the student must use the paper test booklet and may not participate in computer-based testing. Mixed test administration modes are not permitted.</p> <p>All paper tests must be administered within the paper-based testing window for both computer-based testing schools and paper-based testing schools.</p> <p>*Submit request through ADE's Special Paper Version Test Form</p>

<p>Speech-to-Text on ACT Aspire Only</p>	<p>Use of a computer with voice recognition software is required. The student’s responses must be printed from the word processing program and then transcribed to the student’s answer document.</p> <p>Requires one-to-one test administration.</p> <p>A paper test is required when administering a test using Speech-to-Text. The paper test must be administered within the paper-based testing window for both computer-based testing schools and paper-based testing schools.</p> <p>*Submit request through ADE’s Additional Accommodations Form</p>
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ACT

The ACT test is administered to students in the 11th grade cohort. Accommodations for ACT are to be submitted directly to ACT using ACT’s processes. ACT has provided the following resources to assist in the planning and request submission process for students who require accommodations for ACT testing.

- [Requesting Accommodations and English Learner \(EL\) Supports](#)
- [Quick Start Guide for Requesting ACT Accommodations and/or EL Supports](#)
- [ACT Accessibility Supports Guide](#)
- [ACT Information Graphic – EL Supports](#)
- [Accommodations vs. State Testing Accessibility Supports](#)
 - o Note: Arizona is not permitted to use non-college reportable accommodations on statewide assessments as this would not provide equal benefit to all students.

Please also see the ACT-hosted website for Arizona, [Step 3: Accommodation](#) for additional resources.

ACT accommodations requests are submitted through ACT’s Test Accessibility and Accommodations (TAA) system. Please see ACT’s [TAA User Guide](#) for State and District Testing for more information. ACT accommodations request deadlines are published in the ACT Schedule of Events.

ADE Assessment Contact Information

For questions about AASA, please contact us at AASA@azed.gov.

For questions about AzSCI, please contact us at AzSCI@azed.gov.

For questions about ACT Aspire or ACT, please contact us at Testing@azed.gov.