



# Assessments

## Top 5 Things You Need to Know

### When attending your child's Individual Education Program (IEP) meeting

1. Know how accommodations connect to assessments.
  - Be knowledgeable about the assessments your child will be participating in. Resources are published at <https://www.azed.gov/assessment>, under the "Assessment Parent Guide and Alternate Assessment Fact Sheets" tab.
    - [\*A Parent Guide to Understanding Arizona's Statewide Assessments\*](#)
    - [\*Alternate Assessment Fact Sheet for Schools\*](#)
    - [\*Alternate Assessment Fact Sheet for Parents\*](#)
  - Be knowledgeable of allowable supports, universal tools and features, embedded features, and accommodations that need prior approval from the Arizona Department of Education's Assessment Unit (i.e., large print test booklet, braille, American Sign Language, and most Bluetooth devices) or ACT. The requests are submitted locally by each district or charter designated test coordinator.
  - The Accessibility manual for each assessment is a great resource to start with.
    - [Achievement Assessments](#) (AASA, AzSCI, ACT Aspire, and ACT Manual)
    - [Alternate Assessment \(MSAA\) Manual](#)
    - [Alt ELPA Accessibility Manual](#)
    - [English Language Proficiency Assessments \(AZELLA\) Manual](#)

AASA-Arizona's Academic Standards Assessment  
AzSCI- Arizona's Science Assessment  
MSAA- Multi-State Alternate Assessment  
Alt ELPA- Alternate English Language Proficiency Assessment  
AZELLA- Arizona's English Language Learner Assessment
2. Become familiar with transition activities. By law, at the very latest by age 16, schools are required to have goals and connecting activities for students to address life beyond school.
  - Helpful resources:
    - [Transition Padlet](#)
    - [Transition Slide Guide](#)



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- Applying for support services (e.g., *Division of Developmental Disabilities (DDD)*) - *as early as student needs are identified.*
    - *DDD: <https://des.az.gov/ddd>*
    - *[Vocational Rehabilitation](#)*
  - *[Raising Special Kids](#) - Arizona's Parent Information Network - provides support, training, and information to families of children with disabilities*
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3. Self-determination and/or self-advocacy can look different for each student and family and may begin with knowing which accommodations and supports may be needed in different aspects of the child's daily life experiences and not something needed only on the day of testing. Ensure you and your child can advocate for accommodations in the classroom and for testing.
  4. Communicate with your child's teacher, case manager, and principal. You know your child's needs, and working collaboratively with the focus on your child's needs and what supports may be necessary to ensure success in school is critical. If clarifications are needed, a team meeting can be requested at any time.
  5. Do not be afraid to ask questions. Giving a list of questions to your child's teacher/case manager ahead of time can ensure the teacher/case manager comes prepared to an IEP meeting or will be better prepared to address your questions.