



Accessibility for Achievement Assessments

Sabiha Klepk, Accommodations & Accessibility Specialist

AI notetakers will not be admitted into the Friday Focus webinars. A recording and PowerPoint presentation will be posted at [Statewide Assessments Webinars | Department of Education](#) following each webinar. Please email testing@azed.gov with any questions.

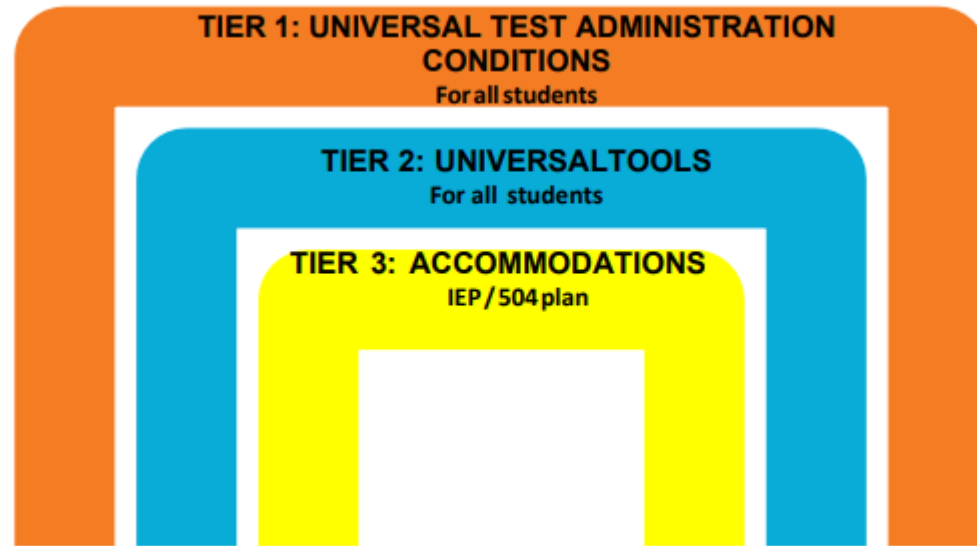


Agenda

- Tiered Approach to Accessibility
- Accommodated Forms Requests
- Accommodations Request Process
- ACT Accommodations
- Practice and Sample Tests
- Testing Supports
- Universal Tools
- Equation Editor
- Important Dates
- Resources

Tiered Approach to Accessibility

Three Tiers of Accessibility





TIER 1: Universal Test Administration Conditions

- Do not require an Accommodations Request
- Available to every student
- Vary between subjects and assessments
- Found in each assessment's accommodations manual
- Examples: Small group/individual administration, Familiar Test Administrator, Magnification, Hearing Assistive Technology (HAT)

TIER 2: Universal Tools

- Do not require an Accommodations Request
- Available to all students taking the ELA, Math, and Science, Computer-Based Tests (CBT)
- Availability of tools cannot be turned off
- Tools vary between subjects and assessments
- Examples: Change Background and Foreground Color, Answer Masking, Line Reader Mask



TIER 3: Accommodations

- Provisions made in how a student accesses the test and/or demonstrates learning that **do not alter** the validity, test constructs, score interpretation, reliability, or security of the test
- Accommodations remove barriers to test taking while maintaining the rigor of the assessment
- Modifications are not permitted on statewide assessments

Accommodated Forms Requests



Available Special Paper Version (SPV) Tests

- Paper
- Large Print (LP) : 18 pt. font on paper sized 14" x 18"
- Braille

Achievement Assessments-SPV Requests

For AASA, AzSCI, and ACT Aspire:

- Use SPV (Special Paper Version) Request Form for:
 - Braille
 - Regular Print Paper
 - Large Print (LP)

[SPV Request Form](#) (September 14, 2026 – February 5, 2027)

ACT Accommodations Requests are submitted directly to ACT

- Exception: If student at CBT school requires SPV Paper and does not require any additional accommodations, please submit to ADE

AASA and AzSCI - SPV Key Entry

SPV responses must be key-entered:

- Exactly as the student recorded on the SPV test booklet into TestNav
- By a qualified Test Administrator
- By the end of the applicable test window

SPV test responses not entered in TestNav by the end of the applicable test window will not be scored.



ACT Aspire Braille and Large Print

Aspire SPV tests must be administered within PBT test window

Braille and Large Print test responses must be transferred to a standard answer document

- Exactly as the student recorded on the SPV test
- By a qualified Test Administrator
- By the end of the PBT test window

SPV test responses not returned for scoring at the end of the PBT test window will not be scored.



American Sign Language (ASL)

- ASL Videos for AASA ELA Writing, Math, and AzSCI
- Closed Captioning of ASL Videos can be turned on and off
- Text-to-Speech is not available in the ASL test form
- [Additional Accommodations Request Form](#)

Accommodations Request Process

Do I Need to Submit an Accommodations Request?

For AASA and AzSCI:

Only if an accommodation is not listed as a Universal Test Administration Condition, Universal Tool, or included as an accommodation for Students with a Disability(SWD) in the Achievement Assessments Accommodations Manual

<https://www.azed.gov/assessment/accessibility>



Achievement - Additional Accommodations Requests

Submit as an Additional Accommodations Request

- AASA and AzSCI American Sign Language (ASL) test form
- AASA, AzSCI, or ACT Aspire CBT test in a PBT school
- Additional Accommodations Request Window:
Opened September 14, 2026 and closes February 5, 2027
- [Additional Accommodations Request Form](#)



ACT Aspire

- Grade 9 Only (Cohort 2030)
- Submit Requests to ADE for: Special Paper Version (SPV) regular print or large print, Braille, ASL Full Translation, Speech-to-Text
 - Speech-to-Text is only available on ACT Aspire, requires paper test and 1:1 administration during the PBT test window
 - ASL Full Translation (Writing, Math, and Science only) requires paper test and 1:1 administration during the PBT test window
- Request deadline: February 5, 2027
- Students eligible for Alternate Assessments should not be administered ACT Aspire

ACT Aspire - Extended Time and Text-to-Speech

- Extended Time and Text-to-Speech (TTS) must be selected in the student's Personal Needs Profile (PNP) in PearsonAccess^{next} **before** placing the student in a test session.
- A request for Extended Time and TTS is not needed for ACT Aspire.
- [ACT Aspire Accessibility Supports Guide](#)



ADE Accommodations Request Process

- Review student's IEP/504
- If student requires Assessment Accommodations, review Universal Test Administration Conditions and Universal Tools
- If your student's needs **are not met** by Universal Conditions, Universal Tools or accommodations for SWDs, then please submit an Additional Accommodations Request
- Current IEP/504 with SSID must be included with submission



Submission Of Additional Accommodations Requests

1. The District Test Coordinator (DTC) or staff member submits the appropriate Request Form. All submissions are completed on a secure server.
2. 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.



Request Tips

- Decision based on information provided
- Use Additional Information section on request form to include information not captured in the IEP or 504 Plan
- Accommodations selected should be applicable to assessments student participates in.
 - Example: MSAA Accommodations should not be selected for students participating in AASA and AzSCI

ACT Accommodations and Sample Tests

ACT Accommodations Process

- ACT Grade 11 (Cohort 2028)
- Requests are submitted directly to ACT through the Test Accessibility and Accommodations System (TAA)
- Test Accommodation Coordinator (TAC) ensures [Consent to Release Information to ACT form](#) is signed and kept on file at the school.
- TAC initiates and submits requests
- Reminder: ACT and ACT Aspire are timed, AASA and AzSCI are untimed
- **ACT Accommodations Webinar:** [October 21, 2026 at 9:00am](#)



ACT SPV Paper Requests Only

- For students who need a SPV Paper (regular print only) at a district/charter using online testing, please submit a SPV Request to ADE.
 - If paper is the only accommodation needed, ACT does not consider this an accommodation, and the student must test during the standard time paper test window.
- All other ACT Accommodations Requests including Large Print or Braille, should continue to be submitted to ACT.
 - If student requires and is approved for a Large Print paper test rather than using the online Zoom, the student's test delivery format must be updated to "Paper" in PearsonAccess Next.

ACT Practice Tests

- [ACT Practice Tests](#)
- Username and password are not required
- Click on “Practice Tests” below the Sign In button
- Includes Practice Tests for Video American Sign Language (VASL)

TestNav
The ACT

Username

Password

Sign In

[Test Audio](#)
[Practice Tests](#)
[Examinee Terms and Conditions](#)

Best Practices for Testing



Best Practices

- Complete all Test Administration trainings
- Review Test Administration Directions and Manuals prior to the testing session
- Reach out to your District Test Coordinator to communicate concerns prior to test administration
- Provide numerous opportunities for students to access Practice Tests, Sample Tests and Student Readiness Tools

Testing Supports for Achievement Assessments

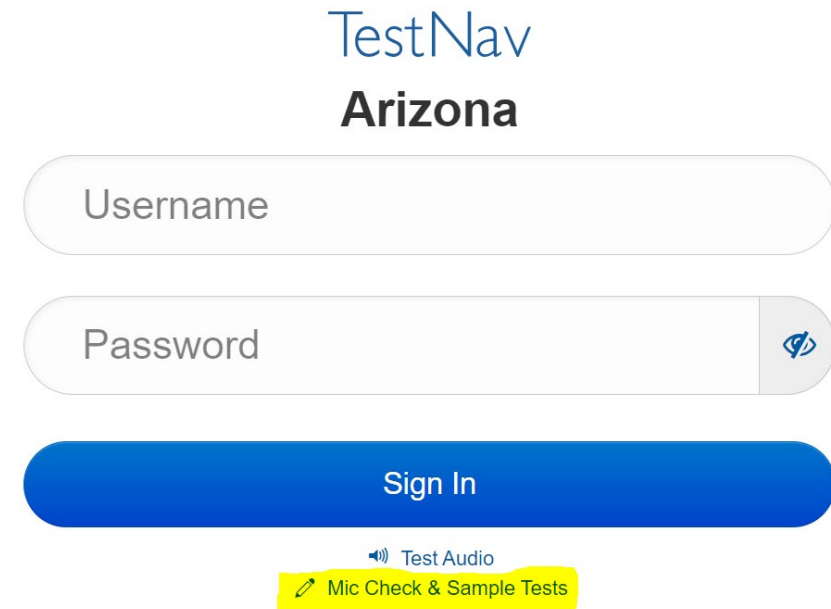


Sample Tests & Student Readiness Tool (SRT)

- Available for AASA and AzSCI
- SRT includes video tutorials on navigating the test, accessibility tools, different question types, and test supports
 - Closed Captioned Videos
- Available year round
- Accessed via home.testnav.com

Sample Tests and SRT

- Sample Tests and SRT may be accessed from home.testnav.com
- Select Arizona from the options
- You will be taken to a TestNav Arizona login screen
- Username and password are not required
- Click on Mic Check & Sample Tests underneath the Sign In button
- Select Sample Test of interest or SRT



TestNav
Arizona

Username

Password

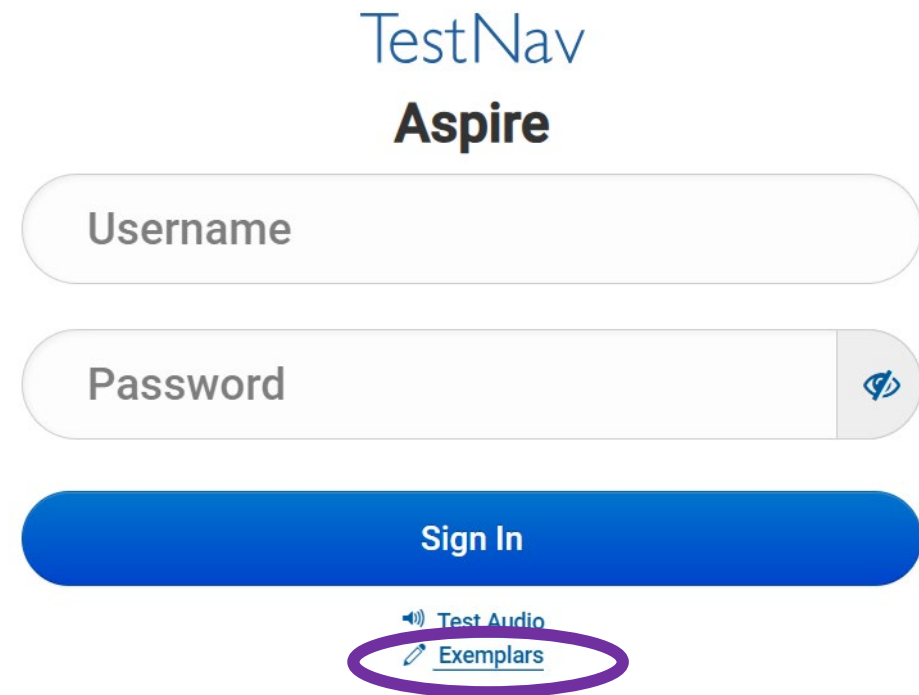
Sign In

Test Audio

Mic Check & Sample Tests

ACT ASPIRE EXEMPLARS & TUTORIAL

- Exemplars and Tutorials may be accessed from home.testnav.com
- Click on “ACT Aspire” from the menu on the left
- Username and password are not required
- Click on “Exemplars” below the Sign In button



TestNav
Aspire

Username

Password

Sign In

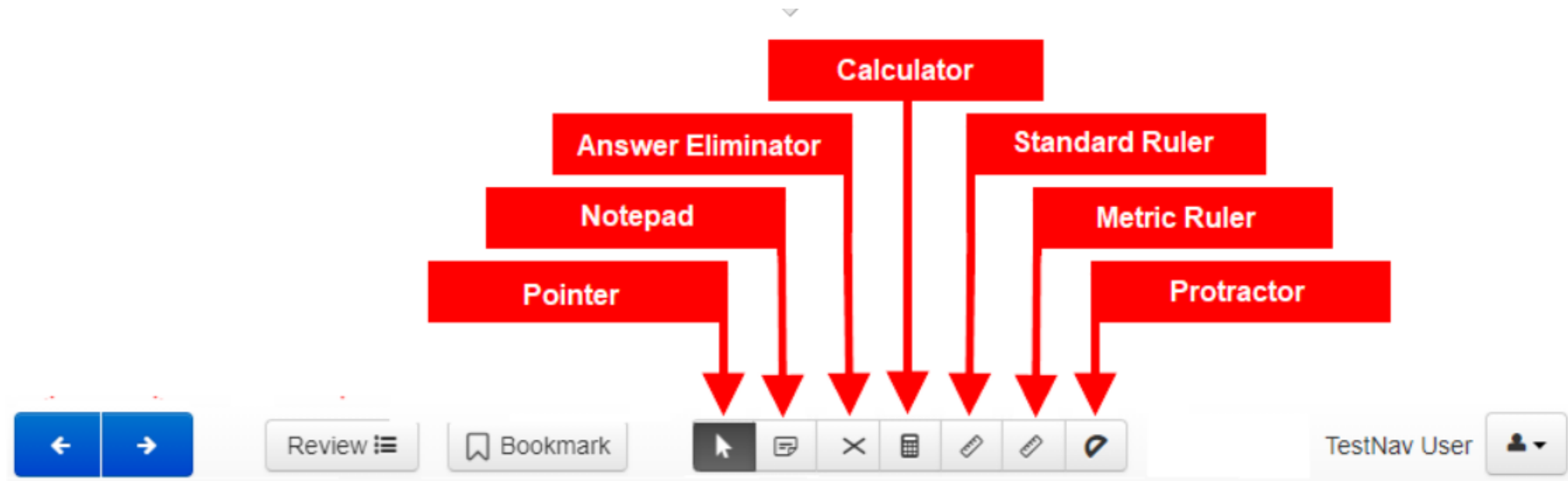
Test Audio
Exemplars

Universal Tools

Personal Needs Profile (PNP)

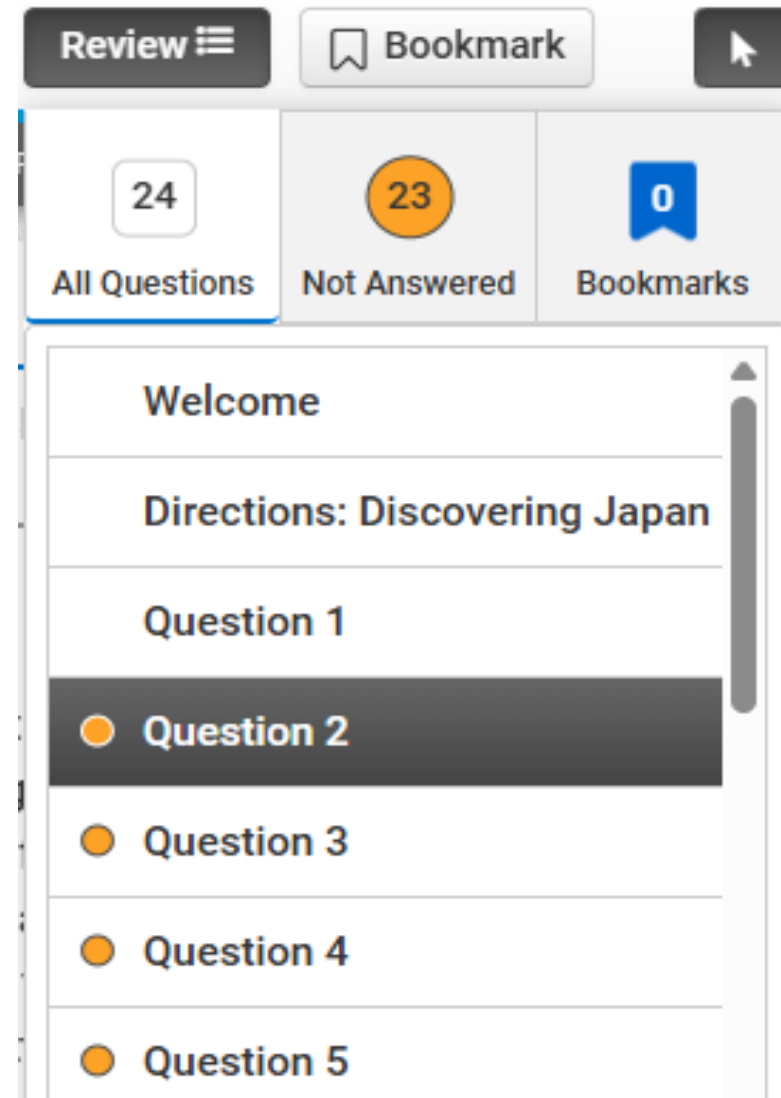
- Test Administrator may select Universal Tools for students prior to testing session in PearsonAccess^{next} (PAN)
- Student can still enable and turn off available features independently in the testing environment
- PNP available for every student

Toolbar Tools Example



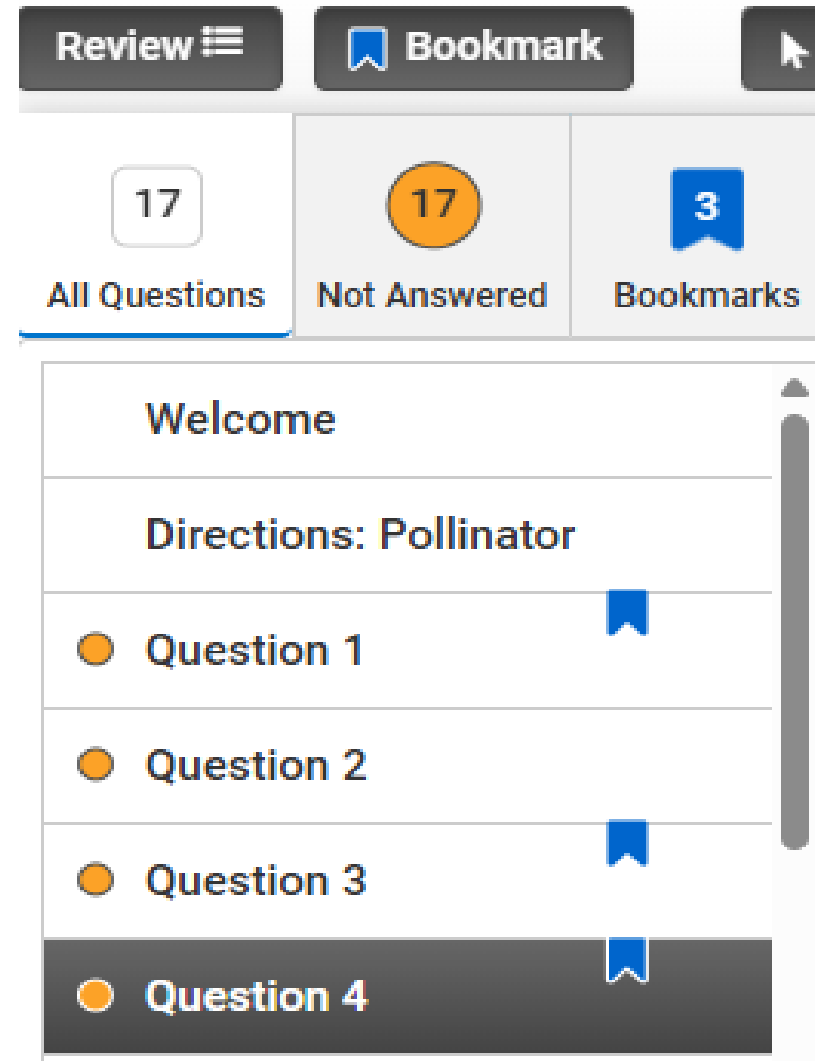
Reviewing Answers

- The **Review** tool allows students to review their answers within the unit.
- Unanswered questions are marked with an orange circle.



Bookmark Questions

- Students can use the **Bookmark** tool to mark questions to review later.
- The Bookmark tool appears to the right of the **Review** button.
- When the **Bookmark** is selected, a blue ribbon appears to the right of the question on the **Review list**.



Answer Eliminator - AASA and AzSCI

1. Select the **Answer Eliminator** button from the toolbar. 
2. Select the answer choice or choices to cross out.
3. To remove the “X”, select the crossed-out choice again
4. The “X” must be removed before students can select an eliminated answer choice as their answer.

Note: If a student changes the color contrast settings to colors other than the default Black on White, the “X” may appear in a color other than red.

Highlighter

- The highlighter tool is available for students to use without clicking on an icon in the toolbar. Students turn on the highlighter by selecting a word or group of words in a passage or question.
- Highlighter color choices differ, depending on the background and foreground color.

Table 2: Honeybee Preferences



The scientists observed that honeybees **visit yellow radish flowers more often** than they visit flowers of other colors. **Table 2: Honeybee Preferences** shows the percentage of bees that visited yellow flowers compared with the percentage of bees that visited each of the other flower colors.

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Expandable View

Students can expand each column (and hide the other) on a two-column question. They can also toggle back to the two-column view. 



Clock Watching
by Sara F. Shacter

- 1 Everyone has different reasons for keeping track of time. The reasons for caring about time depend on who you are, where you live . . . and when you live.
- 2 Thousands of years ago, people didn't care what time it was. They spent most of their days hunting and gathering food. A schedule would have been silly: "nine o'clock, hunt; ten o'clock, gather."
- 3 But to survive, our ancestors did need to keep track of day, night, and the seasons. They looked to the sun, moon, and stars for signs of these cycles in nature.

Half Past the Candle

- 4 Eventually, people learned that the sun could also be used to measure hours in a day. Years ago, somebody shoved a stick in the ground and made a neat discovery: the stick's shadow moved as the sun's position in the sky changed from sunup to



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Half Past the Candle

- 4 Eventually, people learned that the sun could also be used to measure hours in a day. Years ago, somebody shoved a stick in the ground and made a neat discovery: the stick's shadow moved as the sun's position in the sky changed from sunup to sundown. People in ancient Egypt, Greece, and China made shadow clocks, or

drawing is important to the passage because it shows—

- ☐ A. how sundials became popular tools for telling time
- ☐ B. why people had challenges with clocks that needed shadows
- ☐ C. how water clocks helped people recognize the hour of the day
- ☐ D. why knowing the time was important for setting up meetings

Text-to-Speech Player

1. Select the **Play** button on the **Text-to-Speech** player. 
2. Select the Click-to-listen button, then select a sentence. 
3. Select the **Settings** button to change the volume and speed of the **Text-to-Speech** player. 

ASL Videos on ASL Forms

1. Select the **ASL Video Player** tab on the right side of the screen. 
2. Play the video.
3. Select **Closed Captions (CC)**. 
4. Select **English** to turn captions on. Select **Off** to turn CC off and remove them.
5. Select the “X” in the top right corner of the ASL Video Player to close the video.

User Dropdown Menu

User Dropdown Menu Location

Some Universal Tools are available in the User Dropdown Menu, located on the top right corner in TestNav 

- Available tools:
 - Change background and foreground color
 - Magnifier
 - Line Reader Mask
 - Answer Masking

Change the Background and Foreground Color

1. Open the user dropdown menu. 
2. Select **Change the background and foreground color**.
3. A Contrast Settings menu window will open. Select a color choice and click **Continue**.
4. Repeat these steps to select a different color choice.

Enable and Disable Magnifier

1. Open the user dropdown menu. 
2. Select **Enable Magnifier**.
3. Move the Magnifier over the area you want to make larger.
4. To turn off the Magnifier tool, Select **Disable Magnifier** from the user dropdown menu.

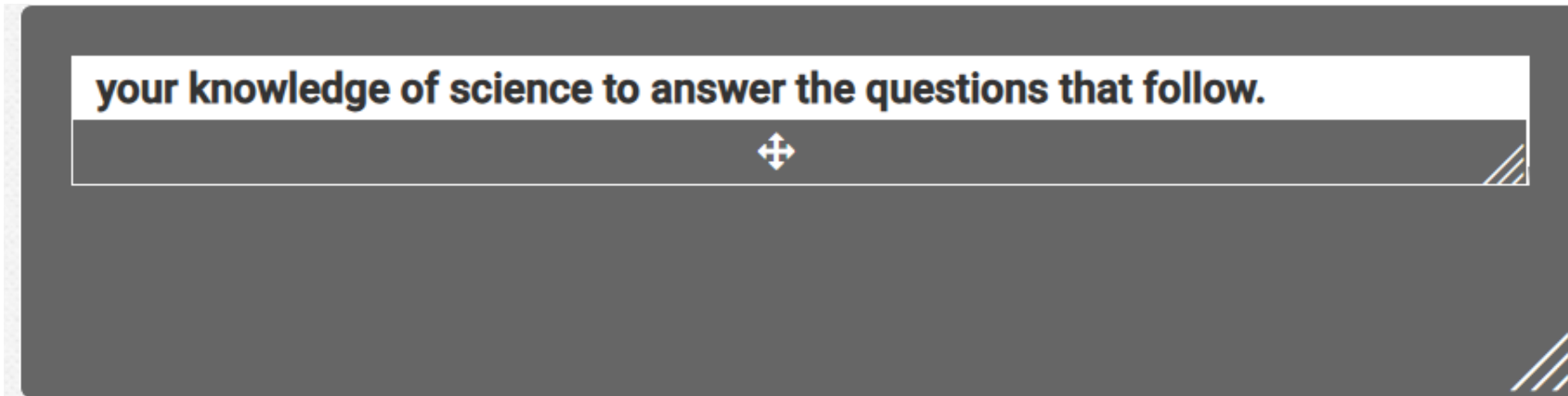
The Magnifier can be used in conjunction with the Line Reader Mask

Line Reader Mask

1. Open the user dropdown menu. 
2. Select **Show Line Reader Mask**.
3. Select and drag the **Line Reader Mask** over the passage or question.
4. Select and drag the bottom right corner of the mask to change the size of the mask.
5. Select and drag the bottom right corner of the window to change the size of the window.
6. Select and drag the arrow icon to change the position of the window within the mask.
7. To close the Line Reader Mask, go to the dropdown menu and select **Hide Line Reader Mask**.

Line Reader Mask Example

Students can adjust the Line Reader Mask to focus on a word, sentence, line, or paragraph



Enable and Disable Answer Masking

1. Open the user dropdown menu



2. Select **Enable Answer Masking**

3. Click on the closed eye to **unmask an answer**



4. Click on the eye to **mask the answer**



☐ A. It has a broken wing and needs help.



	
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☐ C. It finds a tree where it can land.



☐ D. It can be safe among the many branches.



	
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Keyboard Navigation



Keyboard Navigation Shortcuts

Many question types within TestNav can be interacted with using a keyboard.

Action	Keyboard Shortcut
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 deselect boxes	Spacebar
Increase/Decrease screen size	Ctrl + and Ctrl -

Equation Editor AASA Math

Equation Editor

- Some questions on AASA Math require the student to solve or construct an equation.
- Students input their responses by selecting number and symbol buttons on the Equation Editor.
- Depending on the grade and question, different symbols are available
- The complexity of questions will vary. Students may need to use fractions, mixed numbers, equations, or expressions

The screenshot shows the AASA Math Equation Editor interface. At the top, there is a small square input field. Below it is a toolbar with five circular buttons: a left arrow, a right arrow, a curved left arrow, a curved right arrow, and a button with a left arrow and an 'x' (clear). Below the toolbar is a grid of buttons. The first row contains buttons for digits 1, 2, and 3, followed by four empty buttons. The second row contains buttons for digits 4, 5, and 6, followed by buttons for the symbols +, -, ×, and ÷. The third row contains buttons for digits 7, 8, and 9, followed by buttons for the symbols <, =, and >, and an empty button. The fourth row contains an empty button, a button for the digit 0, a button for a fraction (represented by a horizontal line with a box above and below), a button for parentheses (()), and two empty buttons. The fifth row contains a button for a decimal point (.), a button for a negative sign (-), a button for a mixed number (represented by a horizontal line with a box above and a box below), and two empty buttons.

Important Dates

SY 26-27 Accommodations Request Windows

- Achievement (AASA, AzSCI, ACT Aspire) Accommodations Request Window: Opened September 14 and closes February 5, 2027
- ACT: Opened September 7
- ACT Deadlines for Initial Requests and Reconsideration:
 - Test Window 1 – February 10, 2027
 - Test Window 2 – February 24, 2027

Resources

Accessibility Resources

- [ADE Assessments Homepage](#)
- [ADE Assessments Accessibility](#)
- [ADE Assistive Technology](#)
- [ACT Arizona Website](#) and [ACT Practice Tests](#)
- [ACT Aspire Arizona Website](#) and [ACT Aspire Exemplars](#)
- [ACT Test Accessibility and Accommodations \(TAA\) User Guide](#)
- [AASA and AzSCI Sample Tests](#)
- [Special Paper Version Quick Guide](#)
- [Additional Accommodations Quick Guide](#)

THANK YOU!

For questions, please contact us at:

Testing@azed.gov

