

Administration of AIMS and SAT 9 to Students with Disabilities

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I. Overview of Arizona’s Instrument to Measure Standards (AIMS)

A. Background

Arizona’s Instrument to Measure Standards (AIMS) is the statewide, standards-based assessment. AIMS measures the performance of students, schools, and districts on academic standards in reading, writing, and mathematics and is administered to students in grades 3, 5, 8, and high school. The central components of standards-based education include a curriculum aligned to the Standards, instructional materials aligned to the Standards, and the evaluation of teachers to ensure the Standards are integrated into instructional practices. These components are the organizational foundation for successful student achievement of the skills and knowledge of the Standards.

The primary purposes of AIMS are:

- to measure the performance of individual students, schools, and districts based on Arizona’s Standards;
- to increase the academic achievement of every student;
- to provide students with the opportunity to demonstrate what they know and are able to do; and,
- to insure each student benefits from instructional changes and educational reforms that are implemented in response to information based on assessment results.

II. Participation of Students with Disabilities in AIMS

A. Definition of a Student with a Disability

For the purposes of AIMS, a student with a disability has an Individualized Education Program (IEP) provided under the Individuals with Disabilities Education Act – 1997 or has a 504 plan under Section 504 of the Rehabilitation Act of 1973.

B. Who Must Participate in AIMS

Arizona’s statutes A.R.S. §15-741 (A)-(2) and A.R.S. § 15-743 (F); IDEA provision §300.138 (b) (1) (2), as well as the No Child Left Behind Act (NCLB), mandate that all students with disabilities who are educated with Arizona’s public funds must participate in AIMS, including:

- students enrolled in traditional public schools;
- students enrolled in public charter schools;

- students enrolled in educational collaboratives;
- students enrolled in approved private special education schools within and outside Arizona; and,
- students receiving educational services in institutional settings, including state supported institutions and secure care facilities.

C. Determining How Students with Disabilities Will Participate in AIMS

During its annual meeting, the student’s IEP or 504 team will determine how the individual student will participate in AIMS in each subject area for the assessment scheduled for the upcoming school year. This information must be documented in the student’s IEP or 504 plan.

Table 1: Participation Guidelines

Characteristic of Student’s Instructional Program and Local Assessment	Recommended Participation in AIMS
<p style="text-align: center;"><u>OPTION 1</u></p> <p><u>If the student is</u></p> <p>a) Working on learning standards at or near grade-level expectations; and</p> <p>b) Generally able to take a paper-and-pencil test.</p>	<p><u>Then</u></p> <p>The student should take AIMS, under routine conditions (without any accommodations).</p> <ul style="list-style-type: none"> • <i>Available for children with an IEP or a 504 plan.</i>
<p style="text-align: center;"><u>OPTION 2</u></p> <p><u>If the student is</u></p> <p>a) Working on learning standards at, near, or below grade-level expectations; and</p> <p>b) Generally able to take a paper-and-pencil test under routine conditions, or with one or more test accommodations.</p>	<p><u>Then</u></p> <p>The student should take AIMS, either under routine conditions or with <u>standard accommodation(s)</u> that are consistent with the instructional accommodation(s) used in the student’s educational program.</p> <ul style="list-style-type: none"> • <i>Available for children with an IEP or a 504 plan.</i>

<p style="text-align: center;"><u>OPTION 3</u></p> <p><u>If the student is</u></p> <p>a) Working on learning standards at, near, or below grade-level expectations; and</p> <p>b) Generally able to take a paper-and-pencil test under routine conditions, or with one or more test accommodation(s); but</p> <p>c) Presented with unique and significant challenges in demonstrating his/her knowledge and skills on a test of this format and duration.</p>	<p><u>Then</u></p> <p>The student should take AIMS with <u>standard and/or non-standard accommodation(s)</u> that are consistent with the instructional accommodation(s) used in the student’s educational program.</p> <ul style="list-style-type: none"> • <i>Available only for children with an IEP or with permission from the Arizona Department of Education.</i>
<p style="text-align: center;"><u>OPTION 4</u></p> <p>If the student is</p> <p>a) Working on learning standards below grade-level expectations as a result of a significant cognitive disability¹; and</p> <p>b) Generally able to take a paper-and- pencil test.</p>	<p><u>Then</u></p> <p>The student may take AIMS at his/her instructional level with standard and/or non-standard accommodation(s) that are consistent with the instructional level and accommodation(s) used in the student’s education program.</p> <p>Note: Participation in instructional level assessment is intended for a very small number of students with significant cognitive disabilities ¹ as this is considered to be a form of alternate assessment against alternate learning standards.</p> <ul style="list-style-type: none"> • Available only for children with an IEP.

¹ Students with the most significant cognitive disabilities are the small number of students who are (1) IDEA eligible as MIMR, MOMR, SMR, MD or MDSSI with one area of disability identified as mental retardation or (2) IDEA eligible students in other categories with academic achievement standard scores below 70 (or equivalent).

<u>OPTION 5</u>	
<p><u>If the student is</u></p> <p>a) Working on learning standards (functional and readiness levels of the Arizona Academic Standards) that have been substantially modified due to the nature and severity of the student’s disability; and</p> <p>b) Receiving intensive, individualized instruction necessary for the student to acquire and generalize knowledge and/or demonstrate skills; and</p> <p>c) Generally unable to demonstrate knowledge on a paper-and-pencil test, even with accommodations.</p>	<p><u>Then</u></p> <p>The student should take AIMS-A in this subject.</p> <p>Note: Participation in alternate assessment is intended for a very small number of students with significant cognitive disabilities. Consult the AIMS-A manual, form 1 for additional guidance.</p> <ul style="list-style-type: none"> • <i>Available only for children with an IEP.</i>

D. AIMS Participation Guidelines

These guidelines are provided to assist IEP and 504 teams with the process of deciding how each student with a disability will participate in AIMS. A separate decision must be made in each subject scheduled for testing. The student’s team should begin by asking the following questions:

- Can the student take AIMS under standardized conditions?
- Can the student take AIMS with accommodations? If so, which accommodations are necessary and appropriate for the student?
- Does the student require an alternate assessment? (Note: Alternate assessments are intended for a very small number of students with significant cognitive disabilities who are unable to take the traditional AIMS under standard or non-standard conditions. Arizona’s alternate assessments are instructional level (rather than age/grade aligned) AIMS and Arizona’s Instrument to Measure Standards – Alternate (AIMS-A). For a copy of the AIMS-A and guidelines for participation, refer to the Arizona Department of Education website at www.ade.az.gov/state_tests_acad_stds.asp
- Note that students who have an IEP may be considered for standard and non-standard accommodations as well as alternate assessments. Given that non-standard accommodations involve substantial changes in what a student is expected to learn and to demonstrate, students considered for

these accommodations must receive at least part of their instruction in special education and must have an IEP.

- Generally, students with a 504 plan may only be considered for standard accommodations. Under unusual circumstances, a student with a 504 plan may need non-standard accommodations. This decision should be approved by the Arizona Department of Education.

When making decisions about student participation in testing, it is important to remember:

- It is necessary to state clearly what all students are to know and be able to do before determining whether there is a need for a specific accommodation (standard or non-standard).
- It is important to consider the specific accommodations (standard and non-standard) for both instruction and assessment. When students need accommodations in how they learn, they are likely to need accommodations in how they are assessed. Conversely, if students do not need accommodations in how they learn, they will not need accommodations in how they are assessed.
- It is important to re-consider on an annual basis the types of accommodations (standard or non-standard) that are used for students, particularly as they gain more skills.

III. AIMS Standard Accommodations and Non-Standard Accommodations

A. Students Eligible for Test Accommodations

Students with disabilities who have an Individualized Education Program (IEP) can be considered for standard and non-standard accommodations. Students with a 504 plan may be considered only for standard accommodations, unless approved by the Arizona Department of Education.

B. Definition and Purpose of Standard Accommodations and Non-Standard Accommodations

Standard accommodations are provisions made in how a student accesses and demonstrates learning. These do not substantially change the instructional level, the content, or the performance criteria. The changes are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known. Standard accommodations are changes in the routine conditions under which students take AIMS, and involve changes in:

- **Timing or scheduling of the test.** For example, administration of the test in short intervals or at a time of day that takes into account student's medical needs.
- **Test setting.** For example, administration of the test individually or in a small group setting, under special lighting, or special furniture.
- **Test presentation.** For example, test questions presented in large print or Braille, repeated directions, or explanation of directions.
- **How the student responds to test questions.** For example, the student dictates his or her responses to the test administrator, tape records, scribes, or points to answer.

A list of standard accommodations is presented in Table 2.

Table 2: AIMS Standard Accommodations

<i>Standard Accommodations</i>
I. Changes in timing or scheduling of the test
<ol style="list-style-type: none"> 1. Extended testing time (same day). 2. More breaks. 3. Extended sessions over multiple days.
II. Changes in Test Setting
<ol style="list-style-type: none"> 1. Administering the test in a study carrel. 2. Administering the test in a separate room. 3. Administering the test in a small groups. 4. Administering the test with students seated at the front or in a specified area of the room (preferential seating). 5. Administering the test under special lighting. 6. Administering the test in a room with special furniture. 7. Administering test with student wearing noise buffers (after directions have been given using routine administration procedures).
III. Changes in Test Presentation
<ol style="list-style-type: none"> 1. Test administrator reads and/or clarifies general administration instructions and test items, except on the reading portion of the test. 2. Use of assistive devices, normally provided during instruction, to read and/or clarify general administration instructions and test items, except on the reading portion of the test. 3. Test administrator repeats directions. 4. Administer test with a test administrator who is familiar to the student. 5. Administer large-print edition of the test. 6. Administer Braille edition of the test. 7. Administer test using magnifying equipment or enlargement devices 8. Allow student to use a place marker. 9. Test administrator assists the student in tracking and/or sequencing of test items (e.g., moving from one test question to the next; redirecting the student's attention to the test). 10. Administering the test using the student's amplification equipment. 11. Test administrator uses sign language to interpret portion of the math or writing test, but not the reading test.
IV. Changes in How the Student Responds to Test Questions
<ol style="list-style-type: none"> 1. Answers dictated to a scribe orally, by pointing, or signing the answer. Scribe may not alter student responses in any way, and must record word for word exactly what the student has dictated into the student's answer booklet. Scribes should request clarification from the student regarding the use of punctuation, capitalization, and the spelling of key words, and must allow the student to review and edit what the scribe has written. Applies to the reading and math portion of the test only. 2. Answers recorded using audiotape to be later transcribed into the student's answer booklet.

<ol style="list-style-type: none"> 3. Answers recorded or typed by the student using assistive technology (e.g., word processor, electronic speech-to-text conversion). 4. One-to-one administration. 5. Answers recorded by the student directly in the student test booklet instead of the answer booklet, and copied word-for-word into the answer booklet by the test administrator. 6. Use of a template or graphic organizer to generate an open response. The student (or test administrator) must transcribe the final draft into the student's answer booklet. 7. Test administrator monitors correct placement of student responses in the student's answer booklet.
<p>V. Other Accommodations</p> <ol style="list-style-type: none"> 1. Audio tape administration of assessment, except for the reading portion of the test. 2. Use of a thesaurus. 3. Use of an abacus on the math portion of the test by a student who is blind.

Non-standard accommodations reflect changes in the test administration that affect standardization and, thus, the comparability of scores, and may also involve substantial changes in what a student is expected to learn and to demonstrate. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities. IEP teams should exercise caution in considering whether a student requires a non-standard accommodation in order to access the test.

Non-standard accommodations may not:

- simplify, paraphrase, explain, or eliminate any test item, prompt, or multiple-choice option
- provide verbal or other clues or suggestions that hint at or give away the correct response to the student.

Only the student's IEP team may decide that a student receives a non-standard accommodation(s). If a non-standard accommodation is used, parents must be notified and the provided accommodation explained. A list of non-standard accommodations and a description of circumstances under which they should be considered appears on pages 11-13.

IEP teams are instructed to identify which accommodations, if any, are necessary in order for the student to take AIMS. Test accommodations (standard and non-standard) must be generally consistent with those used during routine classroom instruction. The right to receive accommodations

(standard or non-standard) on statewide tests is guaranteed to a child with a disability under the Individuals with Disabilities Education Act (IDEA, 1997).

C. Test Accommodation Policy

Students with disabilities must be provided test **accommodations** when their IEP or 504 teams have determined their necessity on a particular test. Department policy allows the use of both standard and non-standard accommodations on AIMS under the conditions outlined on the following pages. While standard accommodations can be considered for all students with disabilities, non-standard accommodations can only be considered for students with an IEP.

Non-standard accommodations should only be provided to students with disabilities as stated in the IEP when they meet both of the following criteria:

- 1) The accommodation is already provided during routine instruction and assessment in this subject area (both before and after the statewide test is administered)
- 2) No other means of access allows the student to meaningfully participate in AIMS.

D. Reporting Results of AIMS Taken with Standard and Non-Standard Accommodations

Scores of AIMS, taken with standard accommodations will be included with the results of students who took these tests under standard conditions at the school, district and state level. Scores of AIMS taken with non-standard accommodations will be reported separately at the school, district, and state level.

For reporting purposes, the Department will maintain a record of the number of students in each school and district taking AIMS with non-standard accommodations. Given that test results with non-standard accommodations cannot be interpreted in the same way, guidance for appropriate interpretation will be provided. **The Department is obligated to closely monitor schools and districts to ensure the proper use of non-standard accommodations and will provide technical assistance to those schools with excessive usage. The goal of the Department will be to work with those schools having high numbers of non-standard accommodations to determine why this is occurring and how best to remedy the situation.**

E. Non-Standard Accommodations for AIMS

Students may use one or more of the following non-standard accommodations when they are consistent with non-standard accommodations provided to the student during routine instruction and assessment, and when they are determined by the student's IEP team to be absolutely necessary in order for the student to meaningfully participate in AIMS:

Reading Test Options

1. Reading aloud the reading portions of the test to a student. This includes the use of any assistive devices routinely used during instruction. Readers must read test items/questions and reading passages to the student word for word exactly as written. Readers may not clarify, elaborate, or provide assistance to the student regarding the meaning of words, intent of test questions, or response to test items/questions.
2. Interpreting through sign language systems the reading portion of AIMS to a student with disabilities who requires this form of communication or who is instructed in this way. This also includes any assistive devices used for the student during regular instruction. Interpreters must present test items and prompts without modifying, clarifying, elaborating, or providing assistance to the student regarding the meaning of words, intent of test questions, or responses to test items. It should be noted that this non-standard accommodation does not include interpretation of language and should not be used as such.

Note: Non-standard accommodations #1 and #2 should be considered when both of the following conditions apply:

- The student has a specific impairment that greatly limits or prevents her or his ability to decode text, even after varied and repeated attempts to teach the student to do so

and

- The student has access to printed materials only through a reader or sign-language interpreter or another electronic format for routine instruction, or is provided with text on audiotape.

Writing Test Options

3. Allowing a student to dictate to a scribe, record on audiotape (for transcription by a test administrator), or use an electronic speech-to-text conversion device for the writing portion of AIMS. When the student dictates to a scribe, the scribe may not edit or alter student responses in any way, and must record word-for-word exactly what the student has dictated. Scribes should request clarification from the student regarding the use of punctuation, capitalization, and spelling, and must allow the student to review and edit what the scribe has written. Students using sign language systems, due to inherent difficulties in this approach, will not be able to dictate to a scribe. Given that translation of language is not allowed, this non-standard accommodation cannot be provided to students using sign language systems.

Note: Non-standard accommodation #3 should be considered when **either** of the following conditions applies:

- The student dictates virtually all written composition to a scribe; records these on audiotapes for transcription by an adult; routinely uses an electronic speech-to-text conversion device to generate written compositions during routine instruction
- or
- The student does not have sufficient manual dexterity at the time of testing to produce legible written work.
4. Allowing a student to use a spell- or grammar-checking device when using a word processor for the writing portion of AIMS; or, word prediction software, provided that “predict-ahead” and “predict-online” functions are turned off. Use of assistive technology that facilitates written communication may also be considered.

Note: Non-standard accommodation #4 should be considered when **both** of the following conditions apply:

- The student has a specific impairment that greatly limits or prevents her or his ability to spell, even after varied and repeated attempts to teach the student to do so

and

- The student can produce written work only through the use of a spell- or grammar- checking device or word prediction software that the student uses during routine instruction.

Math Test Option

5. Allowing a student to use a calculator, number chart, arithmetic table, manipulatives, or abacus on the Mathematics portion of AIMS where, under standard conditions, calculators are not allowed.

Note: Non-standard accommodation #5 should be considered when **both** of the following conditions apply:

- The student has a specific impairment that greatly limits or prevents her or his ability to calculate mathematically, even after varied and repeated attempts to teach the student to do so

and

- The student has access to mathematical calculations only through the use of a calculator, number chart, arithmetic table, manipulatives, or abacus, which the student uses for routine instruction. Note: The use of an abacus by a student who is blind is considered a standard accommodation.

F. Other Accommodations Selected by the IEP Team

Other

Alternate assessments may/can be provided to students as a non-standard accommodation.

Note: The above list of standard and non-standard accommodations should serve as a list of examples and is in no way exhaustive. The principal or designee should consult with the Department when accommodations not mentioned are being considered for a student in order to determine whether the accommodation will be considered standard or non-standard. Contact the Academic Standards and Accountability Group at AS&A_Group@ade.az.gov.

IV. Alternate Assessments: Instructional level AIMS and Arizona's Instrument to Measure Standards – Alternate (AIMS-A)

Instructional Level AIMS

A. Overview

Instructional level AIMS is an assessment designed to measure student progress in the content areas of reading, writing, and mathematics below age appropriate grade level expectations of the Arizona Academic Standards.

Students designated to participate in instructional level AIMS by their IEP teams must have significant cognitive disabilities. Students with the significant cognitive disabilities are the small number of students who are (1) students IDEA eligible as MIMR, MOMR, SMR, MD, or MDSSI with one area of disability identified as mental retardation, or (2) IDEA eligible students in other categories with academic achievement standard scores below 70 (or equivalent). Standardized tests such as the WIAT, WJ-3, K-TEA, WJ Reading Mastery, Key Math, etc., that generate a standard score or equivalent that demonstrates performance in the subaverage range (below 70 or 2SDs or lower). Criterion referenced tests that can produce comparable data may be acceptable.

B. Participation Guidelines

Instructional level assessment is intended for a very small number of students with significant cognitive disabilities who are unable to participate in standard, on-grade level assessments. IEP teams must determine annually which students will take the instructional level assessment in each subject based on their consideration of participation guidelines presented in Table 1.

C. Schedule for Conducting Instructional Level Assessments

Students designated by their IEP team for instructional level assessment must be assessed in the same subjects that their grade-level peers are scheduled to take. The testing must be administered within the standard AIMS timelines for the school.

D. Scoring and Reporting Results of Instructional Level Assessment

Results of instructional level assessments will be reported to parents, schools, and districts separately from standard test scores at the school, and district levels.

For reporting purposes, the Department will maintain a record of the number of students in each school and district taking instructional level AIMS. Given that test results from instructional level assessments cannot be interpreted in the same way, guidance for appropriate interpretation will be provided. The Department is obligated to closely monitor schools and districts to ensure proper use of instructional level assessment and will provide technical assistance to those schools with excessive usage. The goal of the Department will be to work with these schools having high numbers of instructional level assessment to determine why this is occurring and how best to remedy the situation.

AIMS- A

E. Overview

AIMS-A is an assessment designed to measure student progress in the content areas of reading, writing, listening/speaking, and mathematics at the Functional and Readiness levels of the Arizona Academic Standards. This assessment contains a checklist, a Parent Questionnaire, and activity-based assessments that infuse the knowledge and skills of the Standards into functional, everyday activities.

Students designated to participate in AIMS-A by their IEP teams must participate in this assessment at the grade (age) and in each subject for which AIMS is required for other students. A student may be eligible to participate in AIMS-A in all content areas, or may be eligible to participate in some content areas on AIMS-A and in other content areas on AIMS.

For further information on the AIMS-A, visit the Department's alternate assessment web page for an online copy of the Alternate Assessment manual at www.ade.az.gov/standards/aims.

The Department will monitor the use of alternate assessments statewide to ensure they are being used appropriately and decisions regarding participation in this assessment are made in accordance with the law.

F. Participation Guidelines

AIMS-A is intended for a very small number of students with significant cognitive disabilities who, due to the nature and complexity of their disabilities, are unable to participate in standard paper-and-pencil assessments, even with accommodations. IEP teams must determine annually which students will take AIMS-A in each subject based on their consideration of participation guidelines presented in Table 1. In addition, if eligibility for alternate assessment is being considered, IEP teams should utilize AIMS-A Form 1 to ensure that their decision is appropriate. For a copy of the forms used with AIMS-A, refer to <http://www.ade.az.gov/ess/aims-a/>

G. Schedule for Conducting AIMS-A

Students designated by their IEP team for AIMS-A must be assessed in the same subjects that their grade-level peers are scheduled to take. Students with disabilities in ungraded programs who are designated for alternate assessments must take these assessments in the same subjects as those taken by their non-disabled peers at the same grades, or at ages 9, 11, 14, and 16-21.

H. Scoring and Reporting Results of AIMS-A

AIMS-A scores are reported to the Department through the Student Score Summary. Scores on the AIMS-A checklist, Parent Questionnaire, and activity-based performance assessments are scored using the Analytic Scoring Tool. This scoring tool is used to assess each of the performance objectives at the Functional and Readiness levels of the Arizona's Academic Standards, and allows student ability to be assessed in small increments of progress.

V. Planning and Preparation for AIMS Testing

A. Preparing Students with Disabilities for AIMS

Since AIMS is based on Arizona's Academic Standards, every student with a disability must be engaged in an instructional program that

- is based on Arizona's Academic Standards;
- uses varied approaches to instruction;
- includes a range of opportunities that enables the student to demonstrate his or her knowledge and skills; and,
- provides necessary and appropriate program supports and instructional accommodations to guarantee access by the student to the general curriculum.

Educators should analyze what is being taught in their schools and classrooms, and implement an instructional program that enables all students to acquire the content knowledge and skills outlined in Arizona's Academic Standards.

B. Parent's Role

Parents and guardians of students with disabilities play a critical role in preparing their child(ren) for AIMS. Some suggestions follow:

- Meet regularly with your child's teacher(s) to discuss how you can support your child's education at home.
- Inquire about the use of appropriate AIMS accommodations at IEP team meetings.
- Review class assignments and make sure that adequate time is set aside for homework.
- Review AIMS test questions with your son or daughter. Released test items can be found on the Department's website at:
<http://www.ade.az.gov/standards/aims/>
- Ask whether the school offers an after-school and/or summer program that would benefit your child.
- Become familiar with Arizona's Academic Standards.

Administration of the Stanford 9 to Disabled Students

A. Background

The Stanford 9 is a standardized norm-referenced test. Much of the information derived from the Stanford 9 is meaningful only if the test is administered in a standardized manner. When administration differs from standardization criteria, interpretation of the results is often problematic. Because of this, the Stanford 9 should be administered according to the publisher’s guidelines when possible. When accommodations are necessary, they should be applied with care. Accommodations for the Stanford 9 are treated differently than accommodations for the Arizona Instrument to Measure Standards (AIMS). IEP teams must consider each test separately when determining appropriate accommodations.

B. Stanford 9 Standard and Non-Standard Accommodations

Accommodations vary in whether or not they significantly impact score interpretation. Standard accommodations are provisions made in how a student accesses and demonstrates learning. They do not substantially change the instructional level, content, or performance criteria. Changes are made in order to provide a student equal access to learning and equal opportunity to demonstrate what they know.

Non-standard accommodations impact score interpretation and thus require special coding on the student answer document in order to prevent scores from being aggregated in school, district, and state totals. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities. A list of standard and non-standard accommodations is presented in Tables 3 and 4.

Table 3: Stanford 9 Standard Accommodations

Change time of day for administration	Provide templates to reduce visible print
Provide special lighting or acoustics	Provide visual magnification devices
Secure paper to work area with tape magnet	Provide pencil grip
Provide adaptive or special furniture	Provide auditory amplification devices or noise buffers
Provide slant board or wedge	Sign oral directions using exact translation
Administer the test individually in separate location	Provide scribe/tape recorder to record answers
Administer the test in small group	Provide large-diameter pencil
Allow frequent breaks during testing	Sign or read written directions to student
Mark answers in test booklet	Reread directions for each page
Provide markers to maintain place	

Note: Table 3 lists examples of standard accommodations that may be used in the administration of the Stanford 9. Accommodations used in test administration should be similar to accommodations required by the student during routine instruction. This list of accommodations is not exhaustive, and the IEP team must make the determination of the type of accommodations needed, if any. Accommodations must not alter the content of the test or provide inappropriate assistance to the student with the context of the test. For example, a test of reading skills may not be read to the student, and a calculator may not be used on a test of mathematics calculation skills.

Table 4: Non-Standard Accommodations

Follow flexible schedule	Underline/highlight verbs in directions
Extend time	Provide additional examples
Administer test in several shorter sessions	Simplify language directions
Administer test over several extra days	
Give prompts/directions on tape	Provide graph paper
Increase size of answer bubbles	Provide word processor or typewriter
Have computer read test to student	Provide calculator, abacus, arithmetic tables
Have teacher provide clarification	Provide dictionary, spell check
Provide STOP or arrow cues	Out of level testing

Note: Table 4 lists examples of non-standard accommodations that may be used in the administration of the Stanford 9. Any non-standard accommodations used in test administration **MUST** be required in the student’s IEP and should correlate with the non-standard accommodations required by the student during routine instruction.

C. Out of Level Testing on the Stanford 9

Out of level testing can be done only if the student’s IEP requires this non-standard accommodation. State law, A.R.S. §15-741 (A)-(8), requires students to be tested “at a level appropriate to their grade level.” This is consistent with IDEA, which requires that challenging state standards be applied to all students. The intent of both federal and state law is to ensure that the same expectations apply to students with disabilities as apply to all other students.

Using a different level of the Stanford 9 for a student is a non-standard accommodation of the content being assessed. This significant non-standard accommodation must be documented on the student’s IEP. The decision to administer a lower level of the standardized test must be based upon the student’s individual needs and abilities. This decision should better enable parents and

schools to determine the progress the student is making toward achievement of the state standards.