

# ALLOWABLE TEST PRACTICES FOR ALL STUDENTS - UPDATED 2014



## ALLOWABLE TEST PRACTICES

In addition to the accommodations allowed for Students with Disabilities and English Language Learners, the test practices listed below are allowed for all students and should be used on an as needed basis during *Wisconsin Knowledge and Concepts Examination (WKCE)* and *Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)* testing. Although these practices are allowed for all students, districts should make determinations of appropriate test practices based upon **individual** student needs and day-to-day instructional practices. Some practices are not applicable to the WAA-SwD and are noted below. If a student with disabilities requires the use of one of the following test practices, it may be documented in their IEP or Section 504 plan in the section for statewide assessment.

### Test Directions

Read directions aloud and reread as needed (*N/A for WAA-SwD: all directions are read aloud*).<sup>1</sup>

Audio recording of directions (*N/A for WAA-SwD: one-to-one administration*).<sup>1, 4</sup>

### Content Presentation

Visual magnification devices. Be careful not to enlarge measurement items.

Audio amplification devices.

Color overlay.

Page markers (e.g. bookmark or straight edge) to maintain place.

Allow student to mark test book in approved locations with a #2 pencil.<sup>2</sup>

Student marks test with a highlighter.<sup>3</sup>

### Response

Graph/lined/grid paper, template, or graphic organizer (with no text) for aligning work and/or recording answers that the student will transfer into their test book.

### Setting

Distraction-free space or alternative location for student (e.g., study carrel, front of room).

Individualized (and supervised) or small group setting (*N/A for WAA-SwD: one-to-one administration*).

Adaptive furniture, special lighting and/or acoustics.

Homebound or hospitalized student takes test at home or in a care facility/hospital with district supervision.

### Timing/Scheduling

Breaks: allow student to take breaks without exceeding total testing time.<sup>7</sup>

Scheduling: allow student to test across multiple days, as long as a test session is completed within the same day the student started the session.

### Allowable Accommodations for Students in Unique Circumstances

Some students who do *not* have an IEP or 504 plan, due to unique circumstances at the time of testing, may be able to demonstrate their learning more accurately through the use of accommodations on an **as needed basis only**. In these unique cases, please follow the guidelines outlined in the matrix for Students with Disabilities; call DPI's Office of Student Assessment with any questions at (608) 267-1072. Examples of unique circumstances:

- A student with a broken arm may need a scribe or be able to use a word processor to record responses.<sup>4</sup>
- A student who forgot to wear eyeglasses may need a visual magnification device.

## Explanation of Footnotes

Only footnotes 1-4 and 7 apply to ALL students and are explained below. For information regarding footnotes 5, 6, and 8-13 see the Assessment Accommodations for Students with Disabilities or the Assessment Linguistic Supports for English Language Learners Matrices.

### <sup>1</sup> **Test directions:**

- Any portion of the WKCE test book where the word “Directions” appears in a shaded/colored box, typically at the top of a page preceding a particular section of test content. In addition, test directions refer to anything that the test administrator reads aloud to the class from the WKCE Test Administration Manual (i.e. bold text following the SAY icon).
- WKCE item stems and test questions should not be considered directions.
- Test Directions for the WAA-SwD are incorporated into the teacher test book and are read aloud to the student. These directions must be read verbatim but may be reread if a student needs further clarification.
- Directions may not be expanded.

### <sup>2</sup> **Marking test book with #2 pencil:** Student should not make pencil marks near answer bubbles, other than to mark one correct answer. Student should not mark in any of the following areas in the test book:

- the student Pre-ID Barcode on barcode label,
- the timing tracks (the parallel lines along the side of the test book),
- the skunk lines (the little squares and rectangles across the bottom of each page of the test book), or
- the Litho codes (the squares and numbers across the bottom of the first and last page of the test book).

### <sup>3</sup> **Highlighters:**

- Carefully supervise the use of highlighters as they may cause smudging of pencil marks and bubbles and, therefore, could affect scoring.
- Do not allow the highlighting of track marks, litho codes, skunk lines, barcodes, pre-slugged bubbles or any carbon black printing. The highlighters cause these black inks to blur and bleed, which could affect scoring.
- Use only a highlighter from the following list, which were tested and found to have minimal problems:
  - Avery Hi-liter (regular or thin-tipped), Bic Brite-Liner, Sanford Major Accent, or Sanford Pocket Accent (thin-tipped)

### <sup>4</sup> **Using audio/video or electronic (e.g., word processor or text talker) recordings:** when using audio, video, electronic recordings or saved files, the test administrator must ensure that the recording or file is deleted upon completion of testing for security purposes.

### <sup>7</sup> **Test security during breaks:** Test security must be maintained during all breaks within a testing session. To lessen the risk of a security breach occurring during these breaks, a student requiring the use of restroom facilities should be escorted by either a test administrator or other school staff. In addition, a student must not be allowed to use any form of wireless communication during these breaks.