

## Aimswest Standard Administration and Accommodations

**Aimswest** probes are assessment instruments, not teaching tools. For the results to be valid and useful, you must follow the standard administration procedures presented in the *Administration and Scoring Guides* described below. This means that students should not receive practice administrations, extra time, or coaching beyond what is specified in the standard procedures. Administration accommodations may, in some cases, be made for students with special need who receive accommodations in their general academic tasks. For **Aimswest** universal screening administrations, accommodations that would provide an advantage, such as giving additional time, are not permitted. Acceptable accommodations for screening are those that ameliorate limitations in perception or responding, such as enlarged stimulus materials, special pencils, signed administration directions, or a person to transcribe the student's oral responses. The *Administration and Scoring Guide* for each measure specifies the types of accommodations that are permitted on that measure.

## Testing Students With Special Accommodations

### M-CAP

The general principles governing the use of accommodations in **AIMSwest** administration for students with disabilities are described in the *Introduction to AIMSwest*. Whenever normative data will be used to interpret performance, it is very important to adhere to the specific guidelines provided for each **AIMSwest** measure so that interpretations are accurate.

Like any other test, M-CAP may be inappropriate for some students. For example, M-CAP requires paper-pencil test-taking skills, so using it with students who have severe motor problems may not be appropriate. Because the problems include written text, M-CAP is not appropriate for students who are not proficient in English. M-CAP scores of students with severe reading disabilities should be interpreted with care. Whenever language or reading ability is a concern, it can be informative to compare M-CAP results with M-COMP scores, because the M-COMP tasks require little or no reading.

### Screening With M-CAP- Benchmarking

The following accommodations **are allowed** for M-CAP administration during screening (benchmarking):

- individual or small-group administration;
- enlarging the probe;
- visual aids, such as magnifiers (aids such as templates and straight edges are not permitted);
- special pencil or pencil grip;
- sign language, audio amplification, or repetition of the spoken directions when M-CAP is being introduced; and
- environmental modifications (e.g., special lighting, adaptive furniture).

The following accommodations **are not** allowed during screening:

- extending the administration time,
- providing feedback during administration,
- providing practice administrations, and
- using calculators.

Reading the problems to the student may be permitted in cases where the student has been formally identified as having a moderate or severe reading disability, and this accommodation is part of the student's instructional program. Any accommodations made during screening must be documented in the student's record.

## **M-COMP**

Like any other test, M-COMP may be inappropriate for some students. For example, M-COMP requires paper-pencil test-taking skills, so using it with students who have severe motor problems may not be appropriate. Because the problems at Grade 5 and higher include a small amount of written text, M-COMP may not be appropriate for students at those grades who are not proficient in English and may not be appropriate for students with severe reading disabilities. When using M-COMP with students who have severe reading disabilities, interpret their scores carefully.

### **Accommodations for M-COMP Screening (Benchmarking)**

The following accommodations **are allowed** for M-COMP screening (benchmarking):

- individual or small-group administration;
- enlarging the probe;
- visual aids, such as magnifiers (aids such as templates and straight edges are not permitted);
- special pencil or pencil grip;
- sign language, audio amplification, or repetition of the spoken directions when M-COMP is being introduced;
- environmental modifications (e. g., special lighting, adaptive furniture).

Any accommodations made during screening must be documented in the student's record.

The following accommodations **are not allowed** during screening:

- extending the administration time,
- providing feedback during administration,
- providing practice administrations, and
- the use of calculators by students.

## **Test of Early Numeracy- TEN**

### **Accommodations for Test of Early Numeracy-TEN Screening (Benchmarking)**

The following accommodations **are allowed** for M-COMP screening (benchmarking):

- individual or small-group administration;
- enlarging the probe;
- visual aids, such as magnifiers (aids such as templates and straight edges are not permitted);
- special pencil or pencil grip;
- sign language, audio amplification, or repetition of the spoken directions when M-COMP is being introduced;
- environmental modifications (e. g., special lighting, adaptive furniture).

Any accommodations made during screening must be documented in the student's record. The following accommodations **are not allowed** during screening:

- extending the administration time,
- providing feedback during administration,
- providing practice administrations, and
- the use of calculators by students.

## **Test of Early Literacy- TEL**

The general principles governing the use of accommodations in **aimsweb** administration for students with disabilities are described in the *Introduction to aimsweb document*. Whenever normative interpretations will be made (typically, in universal screening), it is important to adhere to the specific TEL guidelines described below so that interpretations will be accurate.

Like any other test, the TEL may be inappropriate for some students. For students with certain speech impairments (e.g., moderate to severe stuttering disorder), students who are hearing impaired and exclusively use sign language, or students with disabilities that interfere with perceiving the text (e.g., uncorrected vision impairment that is not adequately accommodated by enlarged text), TEL may not be a valid measure of early literacy skills.

### **Accommodations for Screening With TEL**

The following accommodations **are allowed** for TEL screening (benchmarking) administration:

- enlarging the test form (probe),
- repeating spoken directions when introducing the TEL, and
- modifying the environment (e.g., special lighting).

The following **are not allowed** as screening accommodations:

- extending the administration time,
- providing feedback during administration beyond what is specified,
- providing practice administrations, and
- students pre-reading the probes.

## **Reading Curriculum Based Measure- R-CBM**

The general principles governing the use of accommodations in **aimsweb** administration for students with disabilities are described in the *Introduction to aimsweb*. Whenever normative interpretations will be made (typically, in universal screening), it is important to adhere to the specific R-CBM guidelines described below so that interpretations will be accurate.

Like any other test, R-CBM may be inappropriate for some students. For students with certain speech impairments (e.g., moderate to severe stuttering disorder), students who are hearing impaired and exclusively use sign language, or students with disabilities that interfere with perceiving the text (e.g., uncorrected vision impairment that is not adequately accommodated by enlarged text), R-CBM may not be a valid measure of reading.

### **Screening With R–CBM**

The following accommodations **are allowed** for R–CBM administration during screening (benchmarking):

- enlarging the test form (probe),
- repeating the spoken directions when introducing R–CBM, and
- modifying the environment (e.g., special lighting).

The following **are not allowed** as accommodations during screening:

- extending the administration time,
- providing feedback during administration beyond what is specified,
- providing practice administrations, and
- students pre-reading the passages.