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# Alaska Supplement for WorkKeys Assessment

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Testing  
accommodations for  
students with  
disabilities and limited  
English proficiency.

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Early Development  
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## Glossary of Terms

**504 Plan-** A legal document falling under the provisions of the Rehabilitation Act of 1973. It is designed to plan a program of instructional services to assist students with special needs who are in a regular educational setting. A 504 plan is not an Individual Education Program (IEP) as is required for special education students.

**Accommodation-** A change in format, response, setting, timing, or scheduling that does not alter in any significant way what the test measures or the comparability of scores.

**Accommodated Form** – This is a form provided for the Paper/Pencil Event Testing only. It does not apply to Internet Testing.

**ACT, Inc** – This test vendor is an independent, not-for-profit organization that owns, distributes, and scores the WorkKeys Assessment.

**IEP** – Individualized Education Program

**LEP** – Limited English proficient; defined in state regulation [4 AAC 34.090(a)(2)]. Students must be identified LEP to receive any testing accommodations. Former LEP students do not receive testing accommodations.

**Proctor** – For purposes of the WorkKeys Assessment only, proctors are not required to hold teaching certificates.

**Reportable Scores** – Valid WorkKeys scores from Paper/Pencil Event Testing or Internet Testing that produces an individual student report.

**Small Cluster Testing** – Students testing with **identical** accommodations, same extended time testing, and testing with one supervisor. Not to be used for district convenience or ease of test administration.

**Small Group Testing** – Small group of students testing in one area, likely differing accommodations, same extended time testing and testing with one supervisor. Not to be used for district convenience or ease of test administration.

**State-Produced Score** –A data file of student scores from the Paper/Pencil Event Testing prepared for the Department of Education & Early Development. These scores can be provided by districts for students without an individual score report.

**Transitory Impairment** – An impairment with an actual or expected duration of six months or less. A transitory impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time.

## Overview

The purpose of this supplement is to assist school districts with selecting accommodations for students with disabilities and identified limited English proficient (LEP) students prior to testing with WorkKeys. While ACT, Inc has provided guidance in the *WorkKeys Supervisor's Manual for State Testing- Special Testing*, this supplement will establish the expectations and flexibilities for students with disabilities and limited English proficiency testing in the state of Alaska. Prior to reviewing the supplement, districts are encouraged to become familiar with ACT, Inc's testing processes and review all administration manuals associated with WorkKeys.

The accommodation tables included in this supplement reflect the *Participation Guidelines for Alaska Students in State Academic Assessments, June 2011* provided by the Alaska Department of Education & Early Development (EED). The intent of the tables below is to highlight which accommodations will or will not qualify for WorkKeys reportable scores (i.e., individual score reports) and the National Career Readiness Certificate (NCRC).

WorkKeys is not an assessment used to obtain a high school diploma nor is it required to satisfy assessment requirements of the federal Elementary and Secondary Education Act formerly known as No Child Left Behind. The assessment is a measure of current job skills, meant to be an indicator of a student's college and career readiness.

The *Alaska Supplement for WorkKeys Assessment* should only be used when selecting accommodations for students with disabilities and identified limited English proficient students for WorkKeys testing between the August 1<sup>st</sup> - December 31<sup>st</sup> testing window. These same accommodations are not available for any other agencies or testing formats.

## Paper/Pencil Event Testing and Internet Testing

Most accommodated testing is required to be administered within the two-week Paper/Pencil Event testing window set by EED. Internet Testing may be administered on school calendar dates between August 1<sup>st</sup> – December 31<sup>st</sup> and limited accommodations are available. A district is expected to administer the documented accommodations which provide a student with disabilities or limited English proficiency access to the assessment and possibly qualify for the National Career Readiness Certificate (NCRC).

If testing occurs with procedures/accommodations that conflict with ACT, Inc's criteria, or under supervision of testing staff who do not meet ACT, Inc's requirements, the answer documents will not be scored. If the misadministration is discovered after scoring, the scores will be cancelled.

## WorkKeys-Eligible vs. State-Allowable Accommodations on the WorkKeys Assessment

ACT, Inc is committed to ensuring that official WorkKeys scores that may be reported to potential employers, colleges, and other entities are comparable across the nation. Therefore, accommodations prescribed for WorkKeys are "eligible" accommodations. The "state-allowed" accommodations referenced in Tables 1 and 2 of the *Participation Guidelines for Alaska Students in State Academic*

*Assessments* may be implemented but consequences will apply and considerations must be made in advance of testing.

- 1) Using **“WorkKeys-eligible” accommodations** for testing result in WorkKeys reportable scores that could be used for employers, colleges, scholarships, and other entities including the Alaska Performance Scholarship. Only students with disabilities and limited English proficiency with district documented accommodations can use accommodations resulting in reportable scores.
- 2) **“State-allowable” accommodations** will result in WorkKeys scores that are NOT reportable and will not be eligible for an individual score report or NCRC. Additionally, all students testing with state-allowable accommodations or without accommodations will satisfy Alaska’s regulation for all 11<sup>th</sup> graders to be tested on a work ready/college ready transitional skills assessment [4 AAC 06.717].

## Approval for Accommodations on the WorkKeys Assessment

Prior approval is not required for accommodations on the WorkKeys Assessment. All accommodations are determined locally, based on the needs documented in a student’s IEP, Section 504 Plan, transitory impairment plan, or based on needs associated with a student’s English proficiency. Written documentation and coding as referenced in the *Supervisor’s Manual for State Testing- Special Testing* is required for only WorkKeys accommodations given during testing.

## Participation Guidelines and the WorkKeys Accommodations Tables

The following tables were created to provide clarity when selecting testing accommodations from the *Participation Guidelines for Alaska Students in State Academic Assessments* for students with disabilities and limited English proficiency on the WorkKeys Assessment.

**Caution:** most accommodations from the *Participation Guidelines for Alaska Students in State Academic Assessments* can be used, however, some considerations apply. Because WorkKeys is a timed assessment, considerations apply when extended time is provided. District decision-making teams may choose to apply only WorkKeys accommodations identified in the *Supervisor’s Manual for State Testing- Special Testing*.

Become familiar with the column headings in the tables below during the selection process. Both Internet Testing and Paper/Pencil Event Testing windows are represented. The letter “I” for Internet Testing and/or “P” for Paper/Pencil Event Testing is printed in the WorkKeys-Eligible and/or State-Allowable columns indicating the accommodation is allowed. WorkKeys reportable scores and National Career Readiness Certificates (NCRC) will be issued for students using the accommodation if it is marked in the appropriate column. (The NCRC is contingent on the student’s level score.) A blank in any column indicates not allowable or consequences apply. **Both WorkKeys-eligible and state-allowable accommodations must be administered according to the special criteria noted on the tables and WorkKeys Supervisor’s Manual for State Testing- Special Testing.**

**Please note:** Manipulatives for WorkKeys tests are not WorkKeys-eligible accommodations. Other accommodations in the tables that are grayed out are not allowable or applicable accommodations for WorkKeys, and if used may invalidate the assessment.

Flexible scheduling, as defined in the *Participation Guidelines Appendix*, is not permitted for WorkKeys testing; each content area must be completed within the same day. However, it is allowable and considered a flexible scheduling accommodation to administer each content area on separate days using the Paper/Pencil Event Window. Internet testing can be administered on separate days, is not considered an accommodation, and is available to all students.

In some cases, WorkKeys scores resulting from testing with state-allowable accommodations are **not** reportable (i.e., manipulatives, the use of American Sign Language for signing, and translation of word to child's native language). ACT, Inc will provide a data file to EED only for the Paper/Pencil Event Testing with all state-produced scores including non-reportable scores. Scores that are not reportable because an ACT-ineligible accommodation was used will satisfy Alaska's regulation for all 11<sup>th</sup> graders to be tested on a work ready/college ready transitional skills assessment [4 AAC 06.717].

The special criteria, associated with each accommodation listed below, is specific to that particular accommodation. If using more than one accommodation please ensure special consideration is used when ordering materials and administering the assessment.

Any questions should be directed to the Department of Education and Early Development (907) 465-2900.

**Table 1: Participation Guidelines  
Accommodations for identified Limited English Proficient Students**

| <b>Table 1<br/>Accommodations</b>                 |   | <b>WorkKeys<br/>Eligible</b> | <b>State<br/>Allowable</b> | <b>Reportable<br/>Scores</b> | <b>NCRC</b> | <b>Special Criteria</b>  |
|---|---|------------------------------|----------------------------|------------------------------|-------------|--|
| <b>Direct Linguistic Support Accommodations</b>   |   |                              |                            |                              |             |  |
| <b>Ref Materials</b>                              | Provide a commercial word-to-word bilingual dictionary. Dictionaries that include pictures or word definitions are not allowed. Electronic devices are not acceptable.  | I/P                          | I/P                        | ■                            | ■           |  |
|   | In English or the native language: <ul style="list-style-type: none"> <li>provide written version of written/oral <b>test directions</b></li> <li>read aloud and/or repeat written and/or oral test directions</li> <li>read aloud and/or repeat <b>embedded</b> test directions</li> <li><b>clarify</b>/explain test directions</li> </ul> | P                            | P                          | ■                            | ■           | <ul style="list-style-type: none"> <li>Only individual/small cluster testing</li> </ul>  |
| <b>Test Items</b>                                 | Read aloud, and repeat if requested: writing, math, and/or science <b>test items</b> in English   | P                            | P                          | ■                            | ■           | <ul style="list-style-type: none"> <li>Only individual testing</li> <li>Must use accommodated form only</li> <li>Must use/order a Reader Script</li> </ul>   |
|   | Provide test contractor audio version.  | P                            | P                          | ■                            | ■           | <ul style="list-style-type: none"> <li>Refer the <i>Supervisor's Manual</i></li> <li>Must use/order Audio DVD</li> <li>Must use accommodated form only</li> </ul>  |
|   | Provide the native language word for an unknown word in a test item, when requested by student.   |                              | P                          |                              |             |  |
|   | Allow the student to respond orally to constructed response items.  |                              |                            |                              |             | <ul style="list-style-type: none"> <li>Constructed response items do not exist on WorkKeys</li> </ul>  |
| <b>Indirect Linguistic Support Accommodations</b> |   |                              |                            |                              |             |  |
| <b>Timing</b>                                     | Provide extended time.  | I/P                          | I/P                        | ■                            | ■           | <ul style="list-style-type: none"> <li>Only individual/small group testing</li> <li>Must use accommodated form only</li> </ul>   |
|   | Provide scheduled breaks as needed during testing.  | I/P                          | I/P                        | ■                            | ■           | <ul style="list-style-type: none"> <li>Only individual testing</li> <li>Internet Testing - Only between Assessments- no stop-the-clock breaks</li> <li>Paper/Pencil Event Testing use codes for stop the clock breaks.</li> <li>Must use accommodated form only</li> </ul> |
|   | Flexible Schedule: Administer the test over several days.   |                              |                            |                              |             | <ul style="list-style-type: none"> <li>Refer to page 6 of the <i>Supplement</i></li> </ul>   |
| <b>Test Administration Practices</b>              |   |                              |                            |                              |             |  |
|   | Administer the test individually.   | I/P                          | I/P                        | ■                            | ■           |  |
|   | Administer the test to small groups in a separate location.   | I/P                          | I/P                        | ■                            | ■           |  |

I = Internet Testing  
P = Paper/Pencil Event Testing  
■ = allowable  
Gray indicates not allowable

**Table 2: Participation Guidelines  
Accommodations for Students with Disabilities  
(Applies to students on IEP/504 and transitory impairment plans)**

| <b>Table 2<br/>Accommodations</b>   | <b>WorkKeys<br/>Eligible</b> | <b>State<br/>Allowable</b> | <b>Reportable<br/>Scores</b> | <b>NCRC</b> | <b>Special Criteria</b>  |
|---|------------------------------|----------------------------|------------------------------|-------------|--|
| <b>Timing/Scheduling</b>  |                              |                            |                              |             |  |
| Allowing frequent breaks during testing.  | I/P                          | I/P                        | ■                            | ■           | <ul style="list-style-type: none"> <li>Only individual testing</li> <li>Internet Testing - Only between Assessments- no stop-the-clock breaks</li> <li>Paper/Pencil Event Testing use codes for stop the clock breaks.</li> <li>Must use accommodated form only</li> </ul> |
| Allowing additional testing time.   | I/P                          | I/P                        | ■                            | ■           | <ul style="list-style-type: none"> <li>Only individual/small cluster testing</li> <li>Must use accommodated form only</li> </ul>   |
| Administering at a time of the day most beneficial to the student.  | I/P                          | I/P                        | ■                            | ■           | <ul style="list-style-type: none"> <li>May be administered at anytime during school day</li> <li>Must use accommodated form only</li> </ul>  |
| Administering the test over several days completing the testing on or before the last day of the test window.     |                              |                            |                              |             | <ul style="list-style-type: none"> <li>See page 6 of the <i>Supplement</i></li> </ul>  |
| <b>SETTING</b>  |                              |                            |                              |             |  |
| Administering the test individually in a separate location.   | I/P                          | I/P                        | ■                            | ■           |  |
| Administering the test to a small group in a separate location.   | I/P                          | I/P                        | ■                            | ■           |  |
| Providing special lighting.   | I/P                          | I/P                        | ■                            | ■           |  |
| Providing adaptive or special furniture.  | I/P                          | I/P                        | ■                            | ■           |  |
| Providing special acoustics.  | I/P                          | I/P                        | ■                            | ■           |  |
| Administering the test in locations with minimal distractions (e.g., small group, study carrel, or individually). | I/P                          | I/P                        | ■                            | ■           | <ul style="list-style-type: none"> <li>Study carrel must be observable</li> <li>Room supervisor must be able to view student and work area at all times</li> </ul>   |
| Using a communication device such as auditory amplification to give directions.                                   | I/P                          | I/P                        | ■                            | ■           |  |
| Using a specific test proctor (e.g. examinee's regular or special education teacher).                             | I/P                          | I/P                        | ■                            | ■           | <ul style="list-style-type: none"> <li>Proctor must meet all ACT, Inc's staffing requirements in <i>Supervisor's Manual</i></li> </ul>   |
| Preferential seating.   | I/P                          | I/P                        | ■                            | ■           |  |
| Support of physical position of student by increasing or decreasing opportunity for movement.                     | I/P                          | I/P                        | ■                            | ■           |  |
| Using a checklist to remind student of tasks to be completed.   | I/P                          | I/P                        | ■                            | ■           |  |
| <b>PRESENTATION: Test Directions</b>  |                              |                            |                              |             |  |
| Using the Braille edition or large-type (20 font) edition, which are provided by the test contractor.             | P                            | P                          | ■                            | ■           | <ul style="list-style-type: none"> <li>Must use accommodated form only</li> </ul>  |
| Signing the verbal instructions to the student.   | P                            | P                          | ■                            | ■           | <ul style="list-style-type: none"> <li>May use American Sign Language or Exact English Signing</li> </ul>  |
| Allowing student to ask for clarifications on test directions.  | P                            | P                          | ■                            | ■           |  |

| <b>Table 2<br/>Accommodations</b>   | <b>WorkKeys<br/>Eligible</b> | <b>State<br/>Allowable</b> | <b>Reportable<br/>Scores</b> | <b>NCRC</b> | <b>Special Criteria</b>   |
|---|------------------------------|----------------------------|------------------------------|-------------|---|
| Clarifying directions by having student restate them.   | P                            | P                          | ■                            | ■           |   |
| Reading, and re-reading if requested, embedded directions.  | P                            | P                          | ■                            | ■           | <ul style="list-style-type: none"> <li>Only individual/small cluster testing</li> </ul>   |
| Providing written version of verbal instructions.   | P                            | P                          | ■                            | ■           |   |
| Presenting directions through use of projection equipment.  | P                            | P                          | ■                            | ■           |   |
| Providing highlighted words in embedded directions.   | P                            | P                          | ■                            | ■           |   |
| Writing helpful verbs from the directions on the board, or on a separate piece of paper.  | P                            | P                          | ■                            | ■           |   |
| <b>PRESENTATION: Test Items</b>   |                              |                            |                              |             |   |
| Reading or signing math, science, and/or writing items on the state required assessments to student.<br>(Signing is allowed as long as the sign does not cue the correct response to a question.) | P                            | P                          | ■                            | ■           | <ul style="list-style-type: none"> <li>Only individual testing</li> <li>All signing must be Exact English Signing only</li> <li>Must use/order Reader Script</li> <li>All WorkKeys tests may be read or signed aloud</li> <li>Must use accommodated form only</li> </ul>  |
| Using test contractor signing DVD.  |                              |                            |                              |             | <ul style="list-style-type: none"> <li>DVD does not exist</li> </ul>  |
| Using test contractor audio version.  | P                            | P                          | ■                            | ■           | <ul style="list-style-type: none"> <li>Refer to <i>Supervisor's Manual</i></li> <li>Must use/order Audio DVD</li> <li>Must use accommodated form only</li> </ul>  |
| Reading or signing multi-step math, science, or writing test items one step at a time.<br>(Signing is allowed as long as the sign does not cue the correct response to a question.)               | P                            | P                          | ■                            | ■           | <ul style="list-style-type: none"> <li>Only individual testing</li> <li>All signing must be Exact English Signing (American Sign Language will result in state allowable scores only)</li> <li>Must use/order Reader Script</li> <li>All WorkKeys tests may be read or signed aloud</li> <li>Must use accommodated form only</li> </ul> |
| Assisting student in tracking or sequencing test items.   | I/P                          | I/P                        | ■                            | ■           |   |
| Providing detailed monitoring to ensure student marks responses in correct answer area.   | P                            | P                          | ■                            | ■           |   |
| Turning pages for student.  | P                            | P                          | ■                            | ■           |   |
| Masking portions of the test to direct attention to uncovered items.  | P                            | P                          | ■                            | ■           |   |
| Using color screens to direct attention to specific sections on a page.   | P                            | P                          | ■                            | ■           |   |
| Allow student to highlight words except in answer document area.  | P                            | P                          | ■                            | ■           |   |
| <b>PRESENTATION: Use of Assistive Devices/Supports</b>  |                              |                            |                              |             |   |
| Using a calculator with minimal functions: having only addition, subtraction, division, multiplication, percentage, square root, and memory functions.  | I/P                          | I/P                        | ■                            | ■           | <ul style="list-style-type: none"> <li>Refer to <i>Supervisor's Manual</i> for list of approved calculator</li> </ul>   |
| Using visual magnification devices.   | I/P                          | I/P                        | ■                            | ■           |   |
| Using templates to reduce visible print.  | P                            | P                          | ■                            | ■           |   |

| <b>Table 2<br/>Accommodations</b>  | <b>WorkKeys<br/>Eligible</b> | <b>State<br/>Allowable</b> | <b>Reportable<br/>Scores</b> | <b>NCRC</b> | <b>Special Criteria</b>   |
|--|------------------------------|----------------------------|------------------------------|-------------|---|
| Using auditory amplification device, hearing aid, or noise buffers.  | I/P                          | I/P                        | ■                            | ■           |   |
| Securing papers to work area with tapes/magnets.   | I/P                          | I/P                        | ■                            | ■           | <ul style="list-style-type: none"> <li>Tape or other adhesive on the answer document will make the test unscorable</li> </ul>   |
| Using a device to screen out extraneous sounds (does not include music devices).                           | I/P                          | I/P                        | ■                            | ■           |   |
| Using adaptive equipment to deliver test (requires consultation with the department for security reasons). | P                            | P                          | ■                            | ■           |   |
| Using masks or markers to maintain place.  | P                            | P                          | ■                            | ■           |   |
| Using special pen or pencil such as felt-tip marker or ink pen.  | I/P                          | I/P                        | ■                            | ■           | <ul style="list-style-type: none"> <li>Responses must be transcribed</li> </ul>   |
| Using an adaptive keyboard.  | I/P                          | I/P                        | ■                            | ■           |   |
| Using math manipulatives.  |                              | I/P                        |                              |             | <ul style="list-style-type: none"> <li>Only individual/small group testing</li> <li>Must use accommodated form only</li> </ul>  |
| <b>RESPONSE: Test Format</b>   |                              |                            |                              |             |   |
| Using graph paper.   | I/P                          | I/P                        | ■                            | ■           |   |
| Allowing students to mark responses in test booklet if test employs a separate answer sheet.               | P                            | P                          | ■                            | ■           |   |
| Providing student with additional room for writing response.   | P                            | P                          | ■                            | ■           |   |
| Using color visual overlays.   | I/P                          | I/P                        | ■                            | ■           |   |
| Using ruler or object to maintain place in test.   | I/P                          | I/P                        | ■                            | ■           |   |
| Using shield to reduce glare.  | I/P                          | I/P                        | ■                            | ■           |   |
| <b>RESPONSE: Use of Assistive Devices/Supports</b>   |                              |                            |                              |             |   |
| Allowing student to tape response for later verbatim transcription.  | P                            | P                          | ■                            | ■           | <ul style="list-style-type: none"> <li>Only individual testing</li> <li>Must use accommodated form only</li> <li>Responses must be transcribed</li> </ul>   |
| Using computer without spell or grammar checker.   | P                            | P                          | ■                            | ■           | <ul style="list-style-type: none"> <li>Must use accommodated form only</li> <li>Responses must be transcribed</li> </ul>  |
| Dictating to a scribe for all tests.   | I/P                          | I/P                        | ■                            | ■           | <ul style="list-style-type: none"> <li>Only individual testing</li> <li>If extended time applies, order an accommodated form</li> <li>Reference scribe procedures in the <i>Participation Guidelines</i></li> </ul> |
| Allowing alternative responses such as oral, sign, typed, pointing.  | I/P                          | I/P                        | ■                            | ■           | <ul style="list-style-type: none"> <li>Only individual testing</li> <li>If extended time applies, order an accommodated form</li> <li>Reference scribe procedures in the <i>Participation Guidelines</i></li> </ul> |
| Using a Braille.   | P                            | P                          | ■                            | ■           | <ul style="list-style-type: none"> <li>Must use accommodated form only</li> <li>Responses must be transcribed</li> </ul>  |
| Using a specially-designed #2 pencil.  | I/P                          | I/P                        | ■                            | ■           |   |

I = Internet Testing  
 P = Paper/pencil Event Testing  
 ■ = allowable  
 Gray indicates not allowable