



Including Individuals with Disabilities in Test Security Policies

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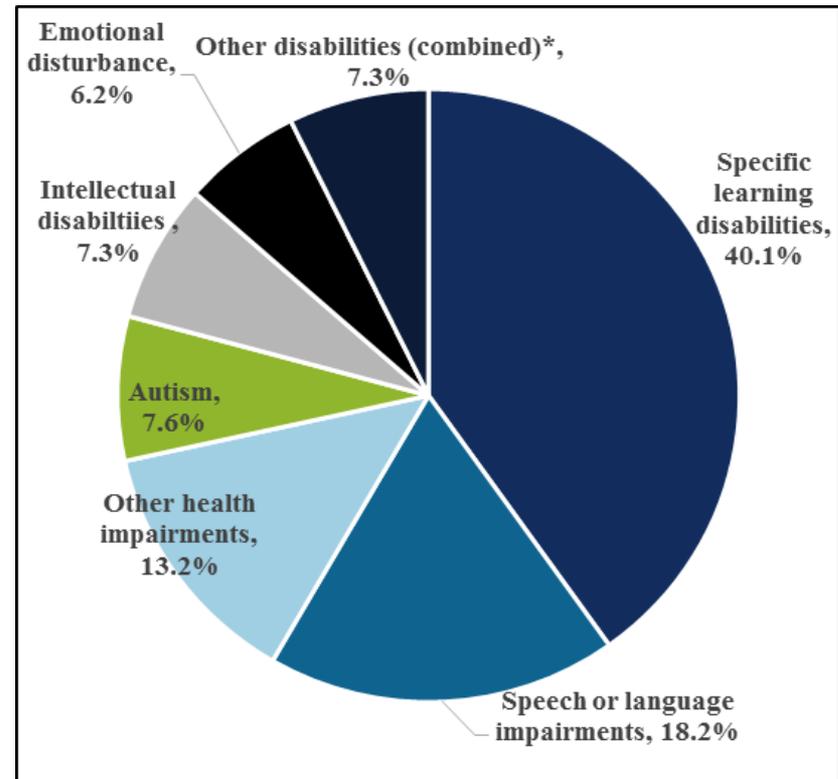
Balancing Accessibility and Test Security

- Many individuals with disabilities need accommodations to access assessments.
- Test security policies and procedures need to address accommodations and other issues related to individuals with disabilities to help ensure the integrity and validity of a test.
- However, some accommodations may create test security challenges:
 - Require that someone other than the student sees the test.
 - Require the use of specialized accessibility software, or different forms/images.
 - Require individual or small group individual administration.

Individuals with Disabilities

- Do not have good data for the population likely to take licensure & certification exams—but here's what we know:
 - 19% of the people in the U.S. have a disability (U.S. Bureau of the Census, 2012)
 - At the K-12 level, **specific learning disabilities** is the most frequently identified disability (40% of students with disabilities) (U.S. Dept. of Education, 2014)

Percentage of Students with Disabilities by Disability Category



Accommodations

- Changes that are made to “standardized” test conditions.
- Enable individuals with barriers to meaningfully access a test.
- Include tools and procedures that provide equitable access.
- Help ensure a valid measure of test constructs.

Common Accommodations

- Auditory presentation (text-to-speech, human reader, audio-tape)
- Braille
- Braille
- Calculation devices
- Extended time
- Location change to increase physical access
- Multiple or frequent breaks
- Record response in test booklet
- Response in native language
- Change of schedule
- Scribe
- Speech to text
- Sign language

Many assessment also have other ***accessibility features*** — for example, font size that can be adjusted on a computer screen.

Americans with Disabilities ACT (ADA)

What this U.S. Law says –

When enacted in 1990, it included responses to 4 questions:

1. Does the individual have an impairment that affects one or more major life activities as identified under ADA?
2. Does the impairment rise to the level of a disability?
3. What is the impact of the impairment on performance in the area for which accommodations are being considered?
4. What are the appropriate accommodations, given the specific tasks required of the individual?

ADA, cont.

- When reauthorized in 2008, it expanded its interpretation of the definition of disability to include learning disabilities
- Expanded definition of major life activities is illustrative of such activities as reading, concentrating, and communicating
 - Section 309 of Title III of the reauthorized ADA covers courses and assessments. This includes tests and courses for applications, licensing, certification, and credentialing for professions or trades.

U.S. Department of Justice Technical Assistance Guidance (Sept. 2015)*

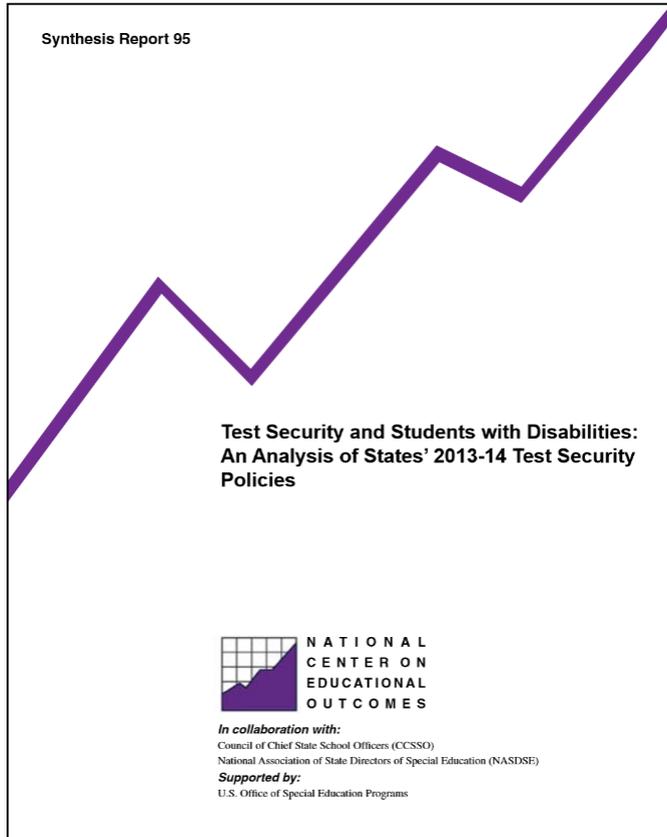
- Clarifies the types of tests covered
 - “ . . .exams administered by any private, state, or local government entity related to applications, licensing, certification, or credentialing for secondary or postsecondary education, professional, or trade purposes...”
- Clarifies nature of documentation that can be required
 - Past testing accommodations on similar standardized exams or high-stakes tests
 - Formal public school accommodations (e.g., IEP or Section 504 documented accommodations)
 - Documentation from a qualified professional

*Available at: http://www.ada.gov/regs2014/testing_accommodations.html

Standards

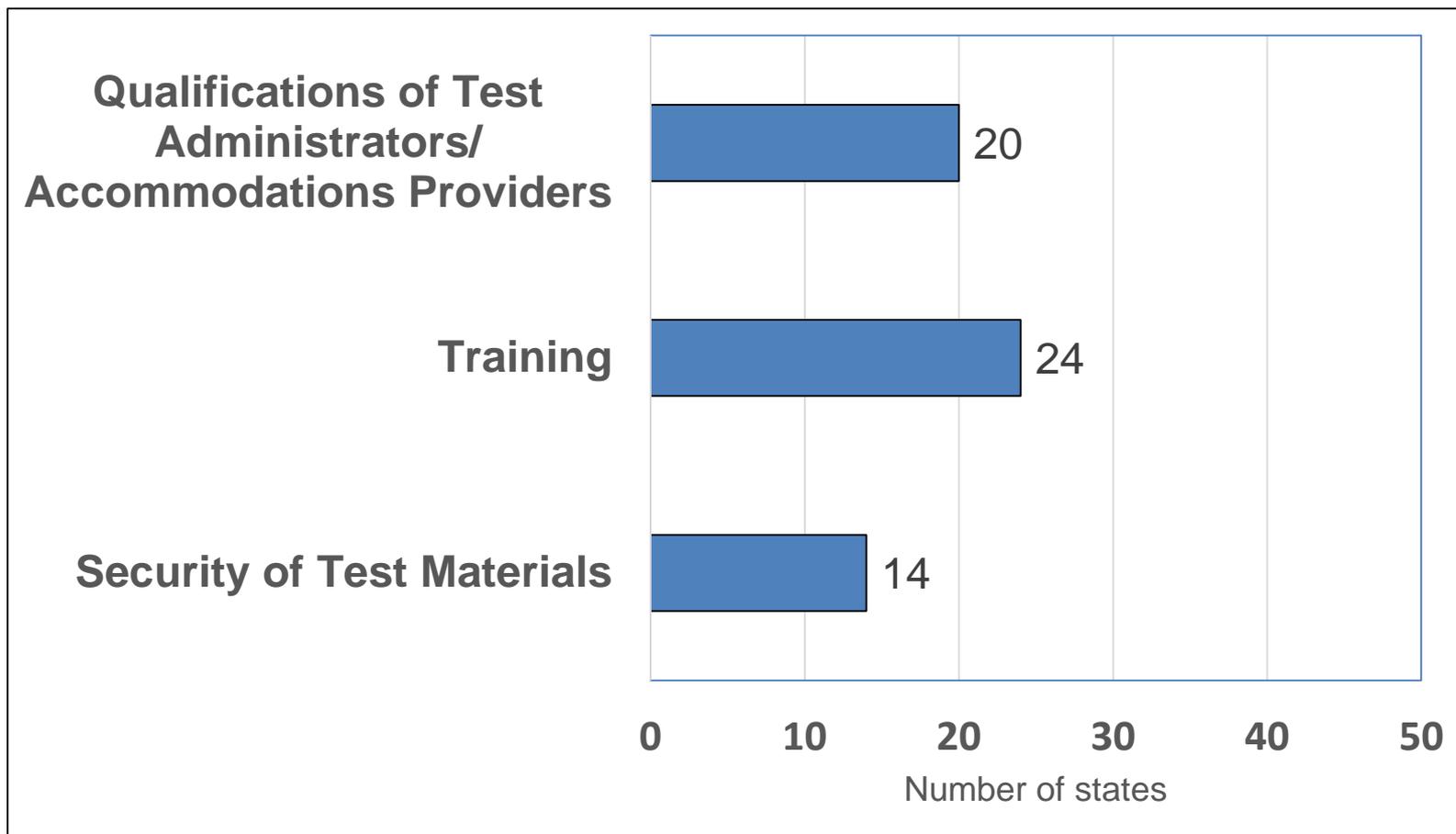
- **Assessment Standards:** *Standards for Educational and Psychological Testing* – AERA/APA/NCME(2014)
 - Must be comparability in the interpretation of scores from accommodated and non-accommodated tests
 - Rests on clear definition of the intended construct to be measured
- **Certification Standards:** Standards for the Accreditation of Certification *Programs* - National Commission for Certifying Agencies (NCCA); *Guidance on Psychometric Requirements* - American National Standards Institute (ANSI)

State Test Security Policy Analysis

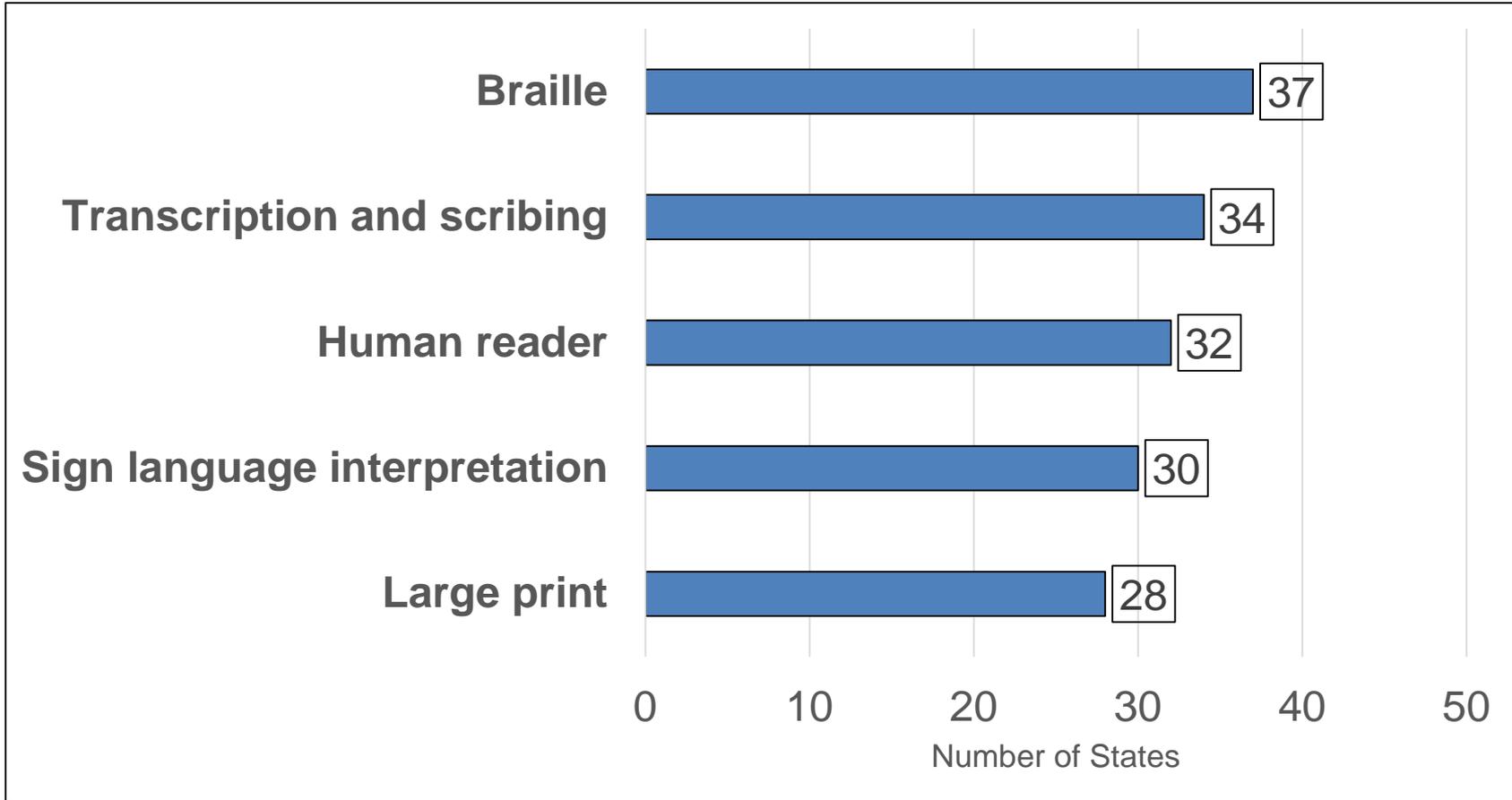


Test security and students with disabilities: An analysis of states' 2013-14 test security policies (Synthesis Report 95). National Center on Educational Outcomes. Available at: www.nceo.info

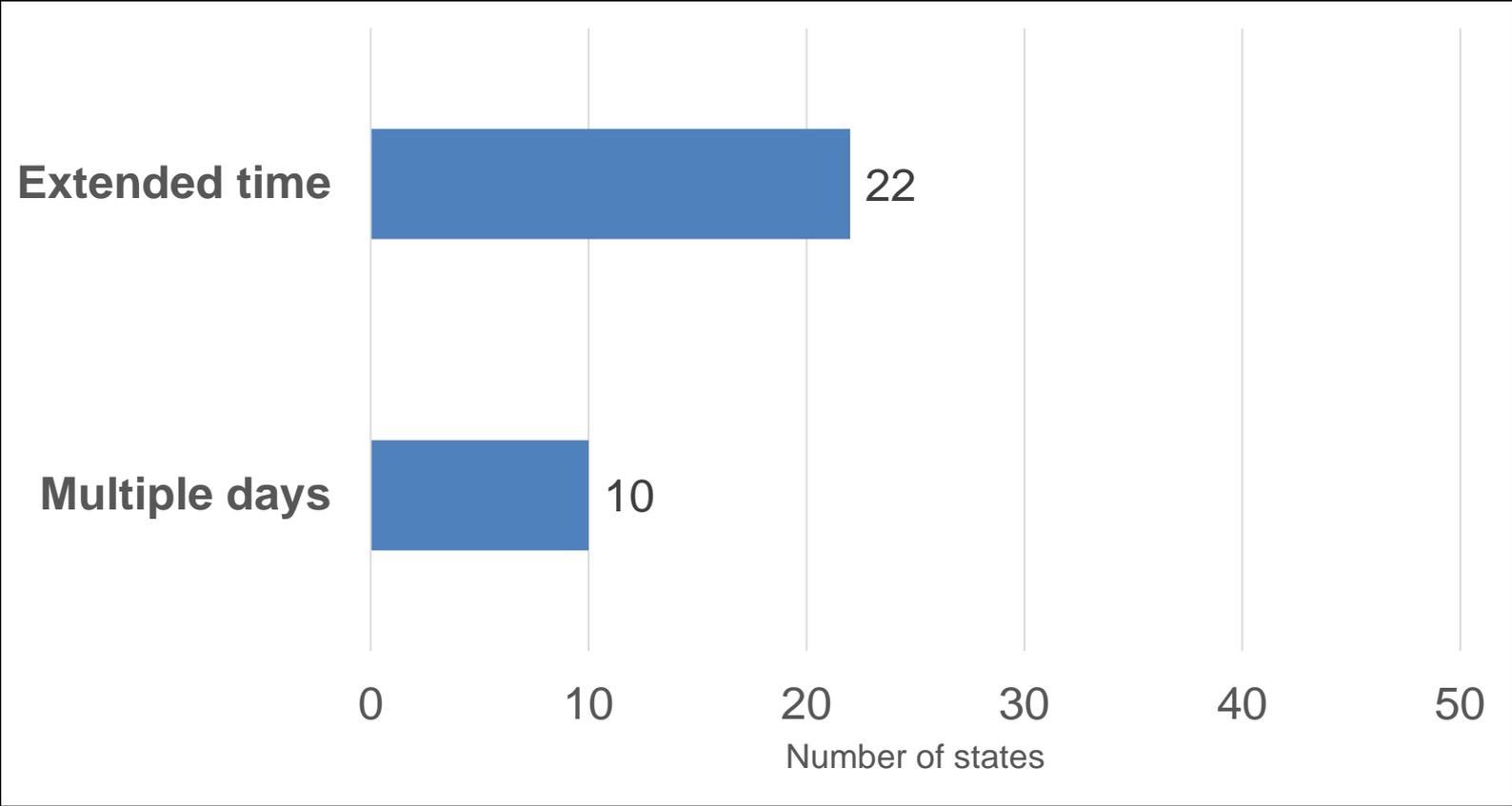
Test Administration Procedures



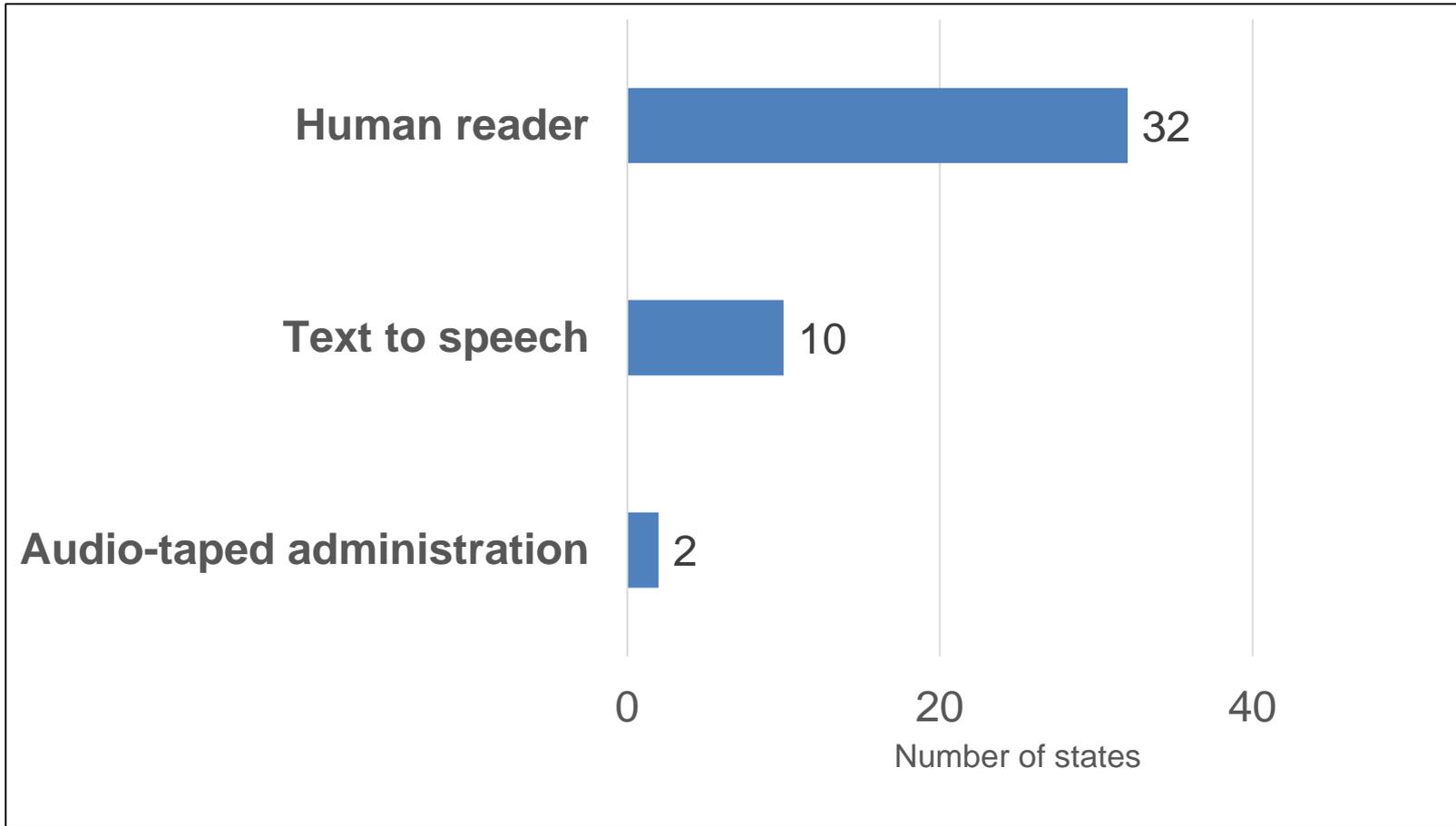
Accommodations Most Frequently Addressed in States' Test Security Policies



Scheduling and Timing Accommodations



Oral Delivery Accommodations



Considerations When Including Students with Disabilities in Test Security Policies

Ask

1. Are all test administrators qualified?
2. Does everyone who accesses the assessment sign a test security/confidentiality agreement?
3. Are adequate logs/records kept?
4. Are accessibility features and accommodations with the fewest security risks identified as preferred features and accommodations?



Available at: www.nceo.info

Considerations When Including Students with Disabilities in Test Security Policies, Cont.

Ask

5. Do test security policies and procedures address adaptive technology?
6. Are test security procedures in place for situations when a test is accessed prior to administration?
7. Are appropriate procedures used for small group and individual administrations?
8. Are appropriate test security procedures in place for alternate assessments?

NCEO POLICY DIRECTIONS
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Considerations When Including Students with Disabilities in Test Security Policies

Introduction
Sound test security policies and procedures are needed to ensure test security and confidentiality, and to help prevent cheating. In this era when cheating on tests draws regular media attention, there is a need for thoughtful consideration of the ways in which possible test security measures may affect accessibility for some students with disabilities. There is a need to balance test security and the access needs of some students with disabilities.

The ability to make valid inferences is compromised when accommodations are used inappropriately or when assessment procedures are not followed. For example, the accommodations that some students need to meaningfully access the test may require that someone other than the student sees the test, or may require the use of specialized accessibility software. Some accommodations may require individual or small group administration, which may increase the potential that standard procedures may not be followed. Additionally, some students with the most significant cognitive disabilities take alternate assessments which may have some unique security issues.

Policy, processes, and procedures are needed that will support the valid measurement of what students with disabilities know and can do while maintaining test security.

Considerations
Test security policies and procedures should address issues specific to students with disabilities, their access needs, and the alternate assessments that some take.

Test Administrator Qualifications
All individuals who administer tests, including those who administer alternate assessments and accommodated tests, should meet the same qualifications as other test administrators. Some accommodations providers may require unique skills (for example, sign language interpreters), and test security policies should address their qualifications. **Ask: Are all test administrators qualified?**

Test Security Agreements
Anyone who has access to the assessment needs to sign an agreement—including test administrators, individuals who prepare accommodations, and accommodations providers. Procedures and processes need to be in place which ensure that test security and confidentiality statements are signed prior to administration of the test. Affidavits that are signed

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