

Non-Standard Test Administration for California Standard Achievement Tests

What testing situations will result in a "non-standard" administration?

1. Use of study carrels.
2. Use of large print booklets or magnification devices when time limits are extended.
3. Reading test questions aloud when that is not expressed in the "Directions for Administering".
4. Use of dictionary or thesaurus.
5. Use of calculator on non-authorized subtests.
6. Use of gestures and nonverbal expressions.
7. Allowing students to signal or point to responses.
8. Allowing a student to respond on an audio tape.
9. Use of typewriter or computer.
10. Use of graphic organizers and art work.
11. Extension of allotted time.
12. Use of multiple shortened test period.
13. An accommodation that requires extended testing time.
14. The teacher's use of a highlighter to mark test so that the student can use a window or marker.

Under a standard administration of a test, what testing situations are allowed for a child with a learning or physical disability to achieve valid scores?

1. Testing in a separate room.
2. Testing in a small group setting.
3. Use of large print booklets or magnifying device if administered without extended timelines.
4. Translations on the spot of words or phrases as long as the teacher just helps the student read items and does not help the student with the answer.
5. The student's use of windows or markers to frame the text (the teacher cannot do this for them)
6. The student's use of highlighters while reading the test.

How much extended time can be allowed per section of a test?

Any extended time would result in a non-standard administration. It should be extended to accommodate what the teacher feels would be comfortable for the student to challenge but not frustrate them. The norm-referenced scores should be interpreted with caution since the test was not being given under standardized conditions.

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