



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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GOVERNOR

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INTERIM SUPERINTENDENT
OF PUBLIC INSTRUCTION

June 6, 2005

MEMORANDUM

TO: State Board of Education

FROM: Jeremy M. Hughes, Interim Superintendent

**SUBJECT: Approval of Accommodations for the Assessment of
Students with Disabilities and English Language Learners**

The purpose of this memorandum is to seek approval of the assessment accommodations for local school districts to use in assessing students with disabilities and English language learners in the Michigan Educational Assessment System (MEAS). MEAS includes the Michigan Educational Assessment Program (MEAP), MI-Access, Michigan's Alternate Assessment Program (which is designed for students with disabilities whose Individualized Education Program Teams have determined it is not appropriate for them to participate in the MEAP, even with assessment accommodations), and the English Language Proficiency Assessment (ELPA), the assessment of English language proficiency required by the No Child Left Behind (NCLB) Act.

This document also includes the assessment accommodations for the National Assessment of Educational Progress (NAEP) so educators do not have to reference more than one document. When the new Michigan Merit Exam is implemented, assessment accommodations will be added for that assessment.

Background

The Individuals with Disabilities Education Act, Section 612(a)(16)(c)(i), and No Child Left Behind (NCLB) require state educational agencies to develop guidelines for participation in state assessment for students with disabilities. Draft guidelines that focus only on students with disabilities currently exist in Michigan and have been shared for review with educators across the state. One component of the guidelines addresses the assessment accommodations that can be used when students with disabilities participate in state assessments.

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In reviewing the draft guidelines, the Office of Educational Assessment and Accountability (OEAA) determined that the guidelines needed to be expanded to include all students, not just students with disabilities. OEAA also determined that the existing list of standard and nonstandard assessment accommodations was only relevant for the MEAP. Since the MEAP was moved back to the Michigan Department of Education over a year ago, staff wants to obtain the State Board of Education's approval on the types of accommodations offered to students, and expand the list so it is relevant for *all* state assessments.

In order to assure that the assessment accommodations are as broad as possible and cover as many circumstances as necessary, the staff has engaged a team of diverse Michigan stakeholders to prepare final Guidelines for Michigan, and assist with the task of reviewing the current assessment accommodations list.

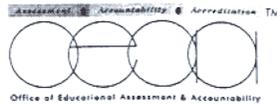
The team is comprised of members of the OEAA Advisory Committee, educators who work with students with disabilities and English language learners, and other ad hoc members, including State Board of Education member, Elizabeth Bauer. See Exhibit A for a list of Team members who provided their recommendations to the OEAA for the assessment accommodations that will be offered to students with disabilities and/or those who are learning English when participating in the Michigan Educational Assessment System.

The team's first charge in the development of the *Guidelines for Participation in State Assessment* was reviewing the existing list of assessment accommodations to determine whether clarification was needed and to determine whether additional accommodations were needed. During its deliberations, the team was asked to be mindful of that fact that nonstandard accommodations invalidate the assessment scores and result in the student being counted as not participating when calculating NCLB school and district participation rates.

Having the accommodations summary table of the Guidelines document completed first and approved was essential in order for OEAA to include the assessment accommodation information in the MEAP and MI-Access fall 2005 assessment coordinator and assessment administrator manuals. The remaining components of the Guidelines will be presented to the board for approval in the fall.

Over the past few months, the team has met several times. Attached is the final summary table of assessment accommodations recommended by the team (See Exhibit B).

It is recommended that the State Board of Education approve the standard and nonstandard assessment accommodations for the Michigan Educational Assessment Program (MEAP) and MI-Access, Michigan's Alternate Assessment Program as described in the Superintendent's memorandum dated June 6, 2005.



Guidelines for Participation in State Assessment Team

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Guidelines for Participation in State Assessment Team

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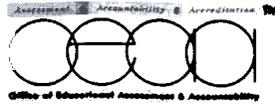
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Guidelines for Participation in State Assessment Team

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Assessment Accommodation Summary Table

Office of Educational Assessment and Accountability

Purpose of the Assessment Accommodation Summary Table

The purpose of the following information is to provide Michigan educators, parents, and other interested parties a summary of the standard (S) and nonstandard (NS) accommodations for each state assessment included in the State Board of Education adopted *Michigan Educational Assessment System* (MEAS). The MEAS includes the Michigan Educational Assessment Program (MEAP), MI-Access (Michigan's Alternate Assessment Program), and the English Language Proficiency Assessment (ELPA). In addition to the accommodations for the assessments included in the MEAS, the permitted (P) and not permitted (NP) assessment accommodations for the National Assessment of Educational Progress (NAEP), and the Michigan Merit Exam (MME) are provided. The permitted and not permitted accommodations for the NAEP and the MME are determined by the NAEP and the assessment being selected for the MME.

The summary table of assessment accommodations is to be used by educators as a reference to determine if an assessment accommodation, that has been determined appropriate for the student, is a standard or nonstandard accommodation for the MEAS, or is permitted or not permitted for the NAEP, MME, and English language learners. It is *not* to be used as a checklist for determining *what* assessment accommodations should be used for a student.

Assessment Accommodation Consequences – No Child Left Behind and Michigan Merit Award

It is important to know whether an assessment accommodation is standard or nonstandard since it can have an impact on whether a school or district meets the No Child Left Behind Adequate Yearly Progress (AYP). At the school, district, and subgroup (ethnicity, economically disadvantaged, English language learners, and Students with Disabilities) levels a minimum of 95% of the students enrolled in each of the grades being assessed must participate in the state's English language arts and mathematics assessments in order to make AYP. If a student uses a nonstandard assessment accommodation, the student's scores on those assessments will not be eligible for the Michigan Merit Award.

A standard assessment accommodation is one that does not change what the specific assessment is measuring. The score received by a student using a standard assessment accommodation would count when calculating NCLB participation rates. A nonstandard assessment accommodation *does* change what the assessment is measuring and results in an invalid score. For example, the MEAP reading assessment is intended to measure how well a student can read through decoding. Therefore, if the reading passages and items are read to a student it becomes a listening assessment and not a reading assessment. Another example is the use of a calculator on any portion of the MEAP mathematics assessments where calculators are not permitted. If a calculator is used on those portions of the test it becomes a nonstandard assessment accommodation because it changes what the mathematics assessment is measuring. As a result, a student using a nonstandard assessment accommodation will *not* count as being assessed when calculating NCLB participation rates. Another consequence of using a nonstandard assessment accommodation is that the student will not be eligible for the Michigan Merit Award.

NOTE: Assessment accommodations not listed in the *Assessment Accommodation Summary Table* are considered nonstandard and state assessment scores accomplished by the use of nonstandard assessment accommodations will not be eligible for the Michigan Merit Award and the student using them will not count as being assessed when calculating NCLB participation rates. For questions – call (517) 241-4416.



Assessment Accommodation Summary Table

Office of Educational Assessment and Accountability

Assessment Accommodation Summary Table Key

Terminology	Explanations
MEAP	Michigan Educational Assessment Program
MI-Access	Michigan's Alternate Assessment Program for Students with Disabilities
ELL	English Language Learners
504	General education students who have Section 504 plans under the 1974 Americans with Disabilities Act (ADA)
MI-Access FI	MI-Access Functional Independence assessment
MI-Access SI	MI-Access Supported Independence assessment
MI-Access P	MI-Access Participation assessment
IEP	Individualized Education Program
ELPA	English Language Proficiency Assessment
MME	Michigan Merit Exam
NAEP	National Assessment for Educational Progress
S	Standard assessment accommodation
NS	Nonstandard assessment accommodation
P	Permitted assessment accommodation
P(+)	Not provided by NAEP, but a school, district, or state may provide after fulfilling NAEP security requirements.
*	Accommodation <i>may</i> be permitted. Ask your NAEP assigned school coordinator.
NP	Not permitted assessment accommodation
NA	Not applicable
Shaded columns	At the time of the June 2005 State Board meeting the ELPA and MME assessments had not been selected. Accommodations will be indicated once the assessments have been selected.



Assessment Accommodation Summary Table
Office of Educational Assessment and Accountability

Accommodation	MEAP			MI-Access			ELPA			MME	NAEP
	IEP	504	ELL	FI	SI	P	ELL	504	IEP		IEP/504
A. Timing/Scheduling											
1. Extended assessment time within reason (approximately 1½ times the estimated assessment time)	S	S	S	S	S	S					P
2. Frequent or appropriate supervised breaks	S	S	S	S	S	S					P
3. Administration of the assessment at a time most beneficial to the student, with appropriate supervision	S	S	S	S	S	S					*
4. Clock or method of informing students of remaining time	S	S	S	S	S	S					P
B. Setting											
5. Placement of student where he/she is most comfortable (e.g., front of the room, back of the room)	S	S	S	S	S	S					P
6. Administration of the assessment in a Bilingual/English as a Second Language (ESL) setting	S	S	S	S	S	S					NP
7. Administration of the assessment in a special education setting	S	S	NA	S	S	S					P
8. Provision for assessment administration at home when student is homebound or in a care facility when medically necessary, with appropriate supervision by a school district professional.	S	S	NA	S	S	S					NP
9. Administration of assessment in a distraction free space or alternate location (e.g., separate room, or location within the room) with appropriate supervision	S	S	NA	S	S	S					P

Assessment Accommodation Summary Table
Office of Educational Assessment and Accountability

Accommodation	MEAP			MI-Access			ELPA			MME	NAEP
	IEP	504	ELL	FI	SI	P	ELL	504	IEP		IEP/504
10. Provision for assessment administration to student in an interim alternative education setting with appropriate supervision of a school district professional.	S	S	NA	S	S	S					NP
11. Administration of the assessment in a small group	S	S	S	S	S	S					P
12. Administration of the assessment individually	S	S	NA	S	S	S					P
13. Tools to assist with concentration	S	S	NA	S	S	S					*
14. Qualified person familiar to the student administers the assessment	S	S	S	S	S	S					P
15. Appropriate seating, special lighting, or furniture	S	S	NA	S	S	S					P
16. Able to move, stand or pace during assessment in a manner where others work cannot be seen and is not distracting to others	S	S	S	S	S	S					*
17. Background music or noise buffers	S	S	NA	S	S	S					*
C. Presentation											
18. Use of bilingual word-for-word non-electronic translation glossary for English language learners	S	S	S	S	S	S					NP
19. Use of bilingual dictionaries that define or explain words or terms	NS	NS	NS	NS	NS	NS					NP
20. Use of dictionary, thesaurus, spelling book, or grammar book for mathematics, science, social studies, and English language arts	NS	NS	NS	NS	NA	NA					NP
21. Use of screen reader for English language arts reading assessment	NS	NS	NS	NS	NA	NA					NP
22. Use of an abacus	S	S	NA	S	S	S					NP
23. Use of arithmetic tables	NS	NS	NS	NS	NA	NA					NP

Assessment Accommodation Summary Table

Office of Educational Assessment and Accountability

	MEAP			MI-Access			ELPA			MME	NAEP
	IEP	504	ELL	FI	SI	P	ELL	504	IEP		IEP/504
24. Use of actual coins and bills	S	S	NA	S	S	S					*
25. Use of manipulatives for mathematics assessments, such as base 10 blocks	S	S	NA	S	S	S					NP
26. Use of state-produced video or audio version of assessment, for English language learners, <u>read in English</u> for a student who is dominant in a native language other than English or determined to be at the basic or lower intermediate English language proficiency levels in the content areas of mathematics, science, and social studies. Also the writing section of the MEAP ELA or MI-Access ELA Expressing Ideas assessment.	S	S	S	S	S	S					NA
27. Use of state-produced video or audio version of the assessment, for English language learners, <u>read in English</u> for a student who is dominant in a native language other than English or determined to be at the basic or lower intermediate English language proficiency levels in the reading components of the English language arts assessment.	NS	NS	NS	S	NA	NA					NA

Assessment Accommodation Summary Table

Office of Educational Assessment and Accountability

Accommodation	MEAP			MI-Access			ELPA			MME	NAEP
	IEP	504	ELL	FI	SI	P	ELL	504	IEP		IEP/504
28. Use of state-produced video or audio version, for English language learners, of the mathematics, science, or social studies assessments <u>read in Arabic or Spanish</u> for a student whose dominant language is Arabic or Spanish or who is determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native languages in the school setting.	S	S	S	S	NA	NA					NA
29. Reading all directions to the student in the <u>student's native language</u> , provided that the student is dominant in a native language other than English or has been determined to be at the basic or lower intermediate English language proficiency levels and provided that the student is receiving bilingual instruction (e.g., transitional, two-way or dual language) using the student's native language in the school setting.	S	S	S	S	S	S					NA
30. Provision for student restatement of directions in the student's own words	S	S	S	S	S	NA					P
31. Students asking for clarification of directions	S	S	S	S	S	NA					P

Assessment Accommodation Summary Table

Office of Educational Assessment and Accountability

Accommodation	MEAP			MI-Access			ELPA			MME	NAEP
	IEP	504	ELL	FI	SI	P	ELL	504	IEP		IEP/504
32. Directions provided using sign language	S	S	NA	S	S	S					P(+)
33. Administration of assessment by Bilingual/ESL staff, or similarly qualified person	S	S	S	S	S	S					*
34. Administration of the assessment by person familiar to the student	S	S	S	S	S	S					P
35. Any assessment administration not directly supervised by a school district professional	NS	NS	NS	NS	NS	NS					NP
36. Reading the MEAP English Language Arts Listening assessment to the student in his/her native language	NS	NS	NS	NS	NS	NS					NA
37. Administer assessment sections in any order for English language arts, science, and social studies	S	S	S	S	S	NA					*
38. Administer assessment sections in any order for Mathematics	S	S	S	S	NA	NA					*
39. Read/repeat directions to the student exactly as worded in the assessment booklet	S	S	S	S	S	S					P
40. Emphasis on key words in directions	S	S	NA	S	S	S					P
41. Provide visual, auditory or physical cues to student to begin, maintain or finish task	S	S	NA	S	S	S					*
42. Reading aloud the MEAP reading components of the ELA assessment or the MI-Access accessing print assessment to the student	NS	NS	NS	S	NA	NA					NP

Assessment Accommodation Summary Table

Office of Educational Assessment and Accountability

Accommodation	MEAP			MI-Access			ELPA			MME	NAEP
	IEP	504	ELL	FI	SI	P	ELL	504	IEP		IEP/504
43. Reading of mathematics, social studies, and science assessment content and questions to a student <u>in the student's native language</u> , provided that the student is dominant in a native language other than English or has been determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting.	S	S	S	S	S	S					NA
44. Sign the mathematics, science and social studies assessments	S	S	NA	S	S	S					NP
45. Sign the English language arts assessments	NS	NS	NA	NS	NA	NA					NP
46. Use of a page turner	S	S	NA	S	S	S					*
47. Placement of teacher/proctor near student	S	S	NA	S	S	S					P
48. Use of rulers as provided by the State	S	S	S	S	S	S					NA
49. Use of adapted rulers, protractors, Braille and large print rulers and protractors.	S	S	NA	S	S	S					*
50. Use of list of formulae as provided by the state	S	S	S	NA	NA	NA					NA
51. Use of calculator/talking calculator on the noncalculator sections of the mathematics assessment	NS	NS	NA	S	NA	NA					NP
52. Use of calculator/talking calculator on the calculator permitted sections of the mathematics assessment	S	S	S	S	NA	NA					NP



Assessment Accommodation Summary Table
Office of Educational Assessment and Accountability

Accommodation	MEAP			MI-Access			ELPA			MME	NAEP
	IEP	504	ELL	FI	SI	P	ELL	504	IEP		IEP/504
53. Use of a calculator on the science and social studies assessments	S	S	S	NA	NA	NA					NP
54. Use of magnification devices	S	S	NA	S	S	S					P
55. Use of auditory amplification devices or special sound systems	S	S	NA	S	S	S					*
56. Use of closed circuit television	S	S	S	S	NA	NA					*
57. Student's use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides.	S	S	NA	S	S	S					*
58. Use of non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive)	S	S	NA	S	NA	NA					P
59. State produced Braille and enlarged print versions of assessment	S	S	NA	S	NA	NA					P(+)
60. State produced audio versions of the assessments	S	S	S	S	NA	NA					NP
D. Response											
61. Responding in the student's native language to the constructed response items on assessments.	NS	NS	NS	NS	NA	NA					NP
62. Oral responses	S	S	NA	S	S	S					P
63. Use of a scribe for constructed response items (student must indicate punctuation, format and spell all key words) for ELA assessments	S	S	NA	S	NA	NA					*
64. Use of a scribe for constructed response items for mathematics, science and/or social studies assessments	S	S	S	S	NA	NA					*



Assessment Accommodation Summary Table

Office of Educational Assessment and Accountability

Accommodation	MEAP			MI-Access			ELPA			MME	NAEP
	IEP	504	ELL	FI	SI	P	ELL	504	IEP		IEP/504
65. Student dictates responses into a tape recorder and teacher transcribes response exactly as dictated for mathematics, science, and social studies assessments.	S	S	NA	S	NA	NA					NP
66. Respond in sign language for English language arts	NS	NS	NS	NS	NS	NS					NP
67. Respond in sign language for mathematics, science and social studies assessments	S	S	S	S	S	S					NP
68. Use of augmentative communication devices	S	S	NA	S	S	S					*
69. Use of computer or word processor with spell check, thesaurus, and grammar check <u>disabled</u> for ELA assessment.	S	S	NA	S	S	S					P
70. Use of computer or word processor with spell check, thesaurus and grammar check NOT disabled for Mathematics, Science and Social Studies.	S	S	NA	NA	NA	NA					NP
71. Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher)	S	S	S	S	S	S					P
72. Use of Braillewriter	S	S	NA	S	S	S					P
73. Use of a scribe for constructed response items (student must indicate punctuation and spell all key words)	S	S	NA	S	S	S					*
74. Adapted paper, lined or grid paper for recording answers	S	S	NA	S	S	S					NP

Assessment Accommodation Summary Table
Office of Educational Assessment and Accountability

Accommodation	MEAP			MI-Access			ELPA			MME	NAEP
	IEP	504	ELL	FI	SI	P	ELL	504	IEP		IEP/504
75. Use of computers with alternative access for an alternative response mode	S	S	NA	S	NA	NA					P
76. Use of speech to text word processor for responses for English language arts	NS	NS	NA	NS	NS	NS					NP
77. Use of speech to text word processing for mathematics, science and social studies	S	S	NA	S	S	S					NP
78. Use of alternative writing position	S	S	NA	S	S	S					P
79. Use of special adaptive writing tools such as pencil grip or larger pencil.	S	S	NA	S	S	S					P
80. Write directly in assessment booklet	S	S	S	S	S	S					P