



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

March 7, 2006

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Approval of the New Statewide English Language Proficiency Assessment (ELPA) for English Language Learners

A key provision of the No Child Left Behind legislation (Title I) specifies that all states are to adopt English language proficiency standards for Limited English Proficient students, who are referred to as English language learners in the State of Michigan. The State Board of Education adopted such English Language Proficiency (ELP) Standards in April 2004. These standards indicate the reading, writing, listening and speaking competencies that students learning English need to acquire.

In addition, each state is to develop an assessment of English language proficiency that is based on the English language proficiency standards. All states are to implement the English Language Proficiency Assessment (ELPA) by the close of the 2005-2006 school year. The State of Michigan has developed a customized ELP assessment that has been designed to align to the Michigan ELP standards. This assessment is scheduled for statewide implementation during the month of April 2006. Information regarding the ELPA, timelines for spring administration and the Assessment Accommodation Summary Table are attached.

All English language learners who are enrolled in grades K-12 in public schools, including charter schools, are to be assessed. Also, all English language learners enrolled in private schools, receiving Title III funding, are to be assessed according to agreements with their local districts.

It is recommended that the State Board of Education approve the English Language Proficiency Assessment for English language learners which includes updates to the Assessment Accommodations Table as described in the Superintendent's memorandum dated March 7, 2006

STATE BOARD OF EDUCATION

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Michigan Department of Education
Office of Educational Assessment and Accountability
English Language Proficiency Assessment

Introduction

This spring, the State of Michigan is planning to conduct the first annual administration of the statewide English Language Proficiency Assessment (ELPA). The ELPA will be administered to all English language learners in grades K through 12. The term, English language learner, or ELL, has been adopted by the State of Michigan to refer to students who are Limited English Proficient (LEP).

The administration dates that have been set for ELPA are April 3-28, 2006. Assessment materials will be delivered to districts and schools March 13-15 in order to allow an early start for buildings that have a spring intermission scheduled during the month of April. Schools and districts will receive their first sets of reports about 1 month after return of materials to be scored. (For information regarding other key milestone dates for ELPA, please see Attachment B.)

The statewide administration of ELPA is one of the first steps in improving the manner in which the English language proficiency of ELL students is assessed. Our long-term goal is to create uniform measures that support the teachers who help these students learn English so that our students can more effectively participate in academic courses taught in English. There is much work ahead to accomplish this goal, and we appreciate the assistance of schools and districts in helping us start this important journey.

Meeting Federal Requirements

Statewide administration of ELPA meets federal assessment requirements for ELLs. As specified in the No Child Left Behind legislation of 2001, Title I requires the annual assessment of all ELLs enrolled in grades K through 12 to determine progress in acquisition of the English language. Areas to be tested and reported include English speaking, listening, reading, writing and comprehension. Proficiency levels are to include a basic, intermediate and proficient level for each grade level assessed. Assessments are to be based on English language proficiency standards, which are to be adopted by each state.

The results for ELPA will be used annually for the Title III federal reporting of ELL student progress in acquiring English language skills. When implemented this spring, local schools and districts will no longer need to convert the results from a variety of locally selected English language proficiency assessments to state-determined proficiency levels for federal reporting purposes.

Implementation of this assessment will bring the State of Michigan into full compliance with federal legislation requirements. All states are expected to implement an assessment of English language proficiency by the close of the 2005-2006 school year.

Description of ELPA

Michigan's ELPA is a customized assessment. It is designed to be aligned with the Michigan English language proficiency standards, which were approved by the State Board of Education in April 2004. ELPA will assess both academic and social language. It is divided into four grade-level spans: K-2, 3-5, 6-8 and 9-12, which correspond to grade spans in Michigan's English Language Proficiency standards. ELLs take the assessments that match their grades of enrollment.

Each assessment contains four sections: listening, reading, writing and speaking. The ELPA assessments are not timed. Estimated work times are provided for assessment planning purposes. The first three assessment sections can be administered in small group settings. The fourth section, speaking, is individually administered to students.

Who is Assessed?

All ELLs who are enrolled in grades K-12 at Michigan public schools, including charter schools, are to be assessed with ELPA this spring. Also, all ELLs enrolled in private schools, receiving Title III funding, are to be assessed according to agreements with their local districts. According to Department of Education figures for 2005-06, there are approximately 67,000 ELLs in the State, who speak over 100 languages in their homes. While 43 percent are enrolled in grades K-3, many ELLs are older, and may enter our schools having little or no formal education in English or in their native language. Since all students will take the ELPA level matched to their grade level of enrollment, test items have been selected to represent a broad range of difficulty, making it more likely that ELLs who are new to the United States are able to find a few assessment items that can be answered with some confidence.

Accommodations for Students with Disabilities

Some English language learners have also been identified as students with disabilities. Where this is the case, the assessment guidelines included in the IEP will determine which accommodations will be provided for ELPA. A listing of standard and nonstandard accommodations for ELPA is included in an updated Assessment Accommodation Summary Table, see Attachment C. (Please note: ELPA assessment accommodations will include enlarged print for all levels. A condensed form of Braille will be provided for grades 3-12.)

ELPA Assessment Training

Specialized training sessions will be conducted for educators and school staff involved with the English Language Proficiency Assessment (ELPA). The initial training on January 30 was targeted for educational leaders who will be

coordinating implementation of ELPA in their schools and districts. This training emphasized planning aspects of ELPA.

Training to administer ELPA, including the individually administered speaking section, was provided by teleconference at Wayne RESA on March 2. This session assisted school staff in all aspects of giving the assessment to students, including the preparation of materials, strategies for guiding students to follow taped instruction, and accurate scoring of the individually administered speaking section. DVDs, and video stream versions of the training will be available to educators who are either unable to attend or are not located in close proximity to a satellite site. In addition to the trainings above, on-site regional training will be provided as requested.

ELPA Reports

For this first year, two sets of results will be provided to schools and districts. The first set will provide raw score information approximately 28 days after materials are received for scoring. This score information will be used by a standards setting panel, which will be convened to develop cut-score recommendations for each grade level. The standard setting activity will result in three performance levels for each grade level assessed. Standard-setting recommendations will then be provided to the State Board of Education for final approval. Electronic and paper-based copies of final reports which include each student's performance level will then be distributed to schools and districts.

In future years, all results will be provided at the same time, as a final report, approximately 28 days after a district's scannable materials are received for scoring, allowing for all ELPA results to be posted prior to the end of the school year.

**Spring 2006 ELPA Administration
Key Milestone Dates**

<u>Key Milestone Tasks</u>	<u>Date</u>
ELPA Enrollment Collection	Present – 2/3/06
ELPA Pre-ID File is Provided by Districts	2/15/06
Assessment Materials Due in District or School	3/13 to 3/15/06
Test Administration	4/3/06 – 4/28/06
Districts Return ELPA Materials for Scoring	4/21/06 – 5/5/06
Raw Score Reports are Posted for Districts via OEAA Web	5/30/06
Standard Setting is Conducted	6/5 – 6/10/06
State Board Approval of Cut Scores for ELPA	6/13/06
Performance Level Reports are Posted via OEAA Web	6/20-6/21/06
Paper Reports are Printed and Shipped--Due in Districts	7/3/06



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 pursuant to <u>The Rehabilitation Act of 1973</u>
ADA	The Americans with Disabilities Act was signed in 1990. It addresses accessibility and accommodations generally e.g. physical accessibility of facilities, materials in accessible formats, and so forth. It extends the protections of the Rehabilitation Act to public and private sectors telecommunications, and so forth.
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.
**	The Speaking part of the ELPA <i>must</i> be individually administered.
NP	Not permitted assessment accommodation
NA	Not applicable
Shaded columns	At the time of the June 2005 State Board meeting the 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
	IEP	504	ELL	FI	SI	P	IEP	504	ELL		
A. Timing/Scheduling											
1. Extended assessment time within reason (approximately 1½ times the estimated assessment time)	S	S	S	S	S	S	S	S	S		P
2. Frequent or appropriate supervised breaks	S	S	S	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	S	S	S		*
4. Clock or method of informing students of remaining time	S	S	S	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	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	S	S	S		NP
7. Administration of the assessment in a special education setting	S	S	NA	S	S	S	S	S	NA		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	S	S	NA		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	S	S	S		P



Assessment Accommodation Summary Table

Office of Educational Assessment and Accountability

Accommodation	MEAP			MI -Access			ELPA			MME	NAEP IEP/504
	IEP	504	ELL	FI	SI	P	IEP	504	ELL		
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	S	S	NA		NP
11. Administration of the assessment in a small group	S	S	S	S	S	S	S	S	S		P
12. Administration of the assessment individually	S	S	NA	S	S	S	S	S	NA		P
13. Tools to assist with concentration	S	S	NA	S	S	S	S	S	NA		*
14. Qualified person familiar to the student administers the assessment	S	S	S	S	S	S	S	S	S		P
15. Appropriate seating, special lighting, or furniture	S	S	NA	S	S	S	S	S	NA		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	S	S	S		*
17. Background music or noise buffers	S	S	NA	S	S	S	S	S	NA		*
C. Presentation											
18. Use of bilingual word-for-word non-electronic translation glossary for English language learners	S	S	S	S	S	S	NS	NS	NS		NP
19. Use of bilingual dictionaries that define or explain words or terms	NS	NS	NS	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	NS	NS	NS		NP
21a. Use of screen reader for English language arts reading assessment	NS	NS	NA	NS	NA	NA	NS	NS	NS		NP
21b. Use of screen reader for ELPA listening, writing and speaking parts	NA	NA	NA	NA	NA	NA	S	S	S		NA
22. Use of an abacus	S	S	NA	S	S	S	NA	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	IEP	504	ELL		IEP/504
23. Use of arithmetic tables	NS	NS	NS	NS	NA	NA	NA	NA	NA		NP
24. Use of actual coins and bills	S	S	NA	S	S	S	NA	NA	NA		*
25. Use of manipulatives for mathematics assessments, such as base 10 blocks	S	S	NA	S	S	S	NA	NA	NA		NP
26. Use of state-produced video or audio version of assessment, for English language learners, read in English for a student who is dominant in a native language other than English and 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, or the ELPA Listening, Writing, and Speaking sections	S	S	S	S	S	S	S	S	S		NA
27. Use of state-produced video or audio version of the assessment, for English language learners, read in English for a student who is dominant in a native language other than English and determined to be at the basic or lower intermediate English language proficiency levels in the reading components of the English language arts assessment and ELPA	NS	NS	NS	S	NA	NA	NS	NS	NS		NA



Assessment Accommodation Summary Table

Office of Educational Assessment and Accountability

Acommodation	MEAP			MI -Access			ELPA			MME	NAEP
	IEP	504	ELL	FI	SI	P	IEP	504	ELL		IEP/504
28. Use of state-produced video or audio version, for English language learners, of the mathematics, science, or social studies assessments read in Arabic or Spanish for a student whose dominant language is Arabic or Spanish and 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	NA	NA		NA
29. Reading all directions to the student in the student’s native language, provided that the student is dominant in a native language other than English and 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	NS	NS	NS		NA
30. Provision for student restatement of directions in the student’s own words	S	S	S	S	S	NA	S	S	S		P
31. Students asking for clarification of directions	S	S	S	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
	IEP	504	ELL	FI	SI	P	IEP	504	ELL		
32. Directions provided using sign language	S	S	NA	S	S	S	S	S	NA		P(+)
33. Administration of assessment by Bilingual/ESL staff, or similarly qualified person	S	S	S	S	S	S	S	S	S		*
34. Administration of the assessment by person familiar to the student	S	S	S	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	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	NA	NA		NA
37. Administer assessment sections in any order for English language arts, science, and social studies	S	S	S	S	S	NA	NA	NA	NA		*
38. Administer assessment sections in any order for Mathematics	S	S	S	S	NA	NA	NA	NA	NA		*
39. Read/repeat directions to the student exactly as worded in the assessment booklet	S	S	S	S	S	S	S	S	S		P
40. Emphasis on key words in directions	S	S	NA	S	S	S	S	S	NA		P
41. Provide visual, auditory or physical cues to student to begin, maintain or finish task	S	S	NA	S	S	S	S	S	NA		*
42. Reading aloud the MEAP reading components of the ELA assessment, the MI-Access accessing print assessment to the student, or the ELPA reading section	NS	NS	NS	S	NA	NA	NS	NS	NS		NP



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Office of Educational Assessment and Accountability

Accommodation	MEAP			MI-Access			ELPA			MME	NAEP IEP/504
	IEP	504	ELL	FI	SI	P	IEP	504	ELL		
43. Reading aloud the MEAP mathematics, science and social studies assessments or the MI-Access mathematics assessment	S	S	S	S	NA	NA	NA	NA	NA		
44. Reading of mathematics, social studies, and science assessment content and questions to a student in the student's native language, provided that the student is dominant in a native language other than English and 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	NA	NA		NA
45. Sign the mathematics, science and social studies assessments	S	S	NA	S	S	S	NA	NA	NA		NP
46a. Sign the English language arts assessments	NS	NS	NA	NS	NA	NA	NA	NA	NA		NP
46b. Sign the ELPA Listening and Speaking parts	NA	NA	NA	NA	NA	NA	S	S	NA		NA
46c. Sign the ELPA Reading and Writing parts	NA	NA	NA	NA	NA	NA	NS	NS	NA		NA
47. Use of a page turner	S	S	NA	S	S	S	S	S	NA		*
48. Placement of teacher/proctor near student	S	S	NA	S	S	S	S	S	NA		P
49. Use of rulers as provided by the State	S	S	S	S	S	S	NA	NA	NA		NA
50. Use of adapted rulers, protractors, Braille and large print rulers and protractors	S	S	NA	S	S	S	NA	NA	NA		*
51. Use of list of formulae as provided by the state	S	S	S	NA	NA	NA	NA	NA	NA		NA



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Office of Educational Assessment and Accountability

Accommodation	MEAP			MI-Access			ELPA			MME	NAEP IEP/504
	IEP	504	ELL	FI	SI	P	IEP	504	ELL		
52. Use of calculator/talking calculator on the noncalculator sections of the mathematics assessment	NS	NS	NA	S	NA	NA	NA	NA	NA		NP
53. Use of calculator/talking calculator on the calculator permitted sections of the mathematics assessment	S	S	S	S	NA	NA	NA	NA	NA		NP
54. Use of a calculator on the science and social studies assessments	S	S	S	NA	NA	NA	NA	NA	NA		NP
55. Use of magnification devices	S	S	NA	S	S	S	S	S	NA		P
56. Use of auditory amplification devices or special sound systems	S	S	NA	S	S	S	S	S	NA		*
57. Use of closed circuit television	S	S	S	S	NA	NA	S	S	S		*
58. Student's use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides	S	S	NA	S	S	S	S	S	S		*
59. 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	S	S	NA		P
60. State-produced Braille and enlarged print versions of assessment	S	S	NA	S	NA	NA	S	S	NA		P(+)
61. State-produced audio versions of the assessments	S	S	S	S	NA	NA	S	S	S		NP
D. Response											
62. Responding in the student's native language to the constructed response items on assessments	NS	NS	NS	NS	NA	NA	NS	NS	NS		NP
63. Oral responses	S	S	NA	S	S	S	S	S	NA		P
64. 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	S	S	NA		*

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Office of Educational Assessment and Accountability

Accommodation	MEAP			MI-Access			ELPA			MME	NAEP IEP/504
	IEP	504	ELL	FI	SI	P	IEP	504	ELL		
65. Use of a scribe for constructed response items for mathematics, science and/or social studies assessments	S	S	S	S	NA	NA	NA	NA	NA		*
66. 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	NA	NA	NA		NP
67a. Respond in sign language for English language arts	NS	NS	NS	NS	NS	NS	NA	NA	NA		NP
67b. Respond in sign language for the ELPA Listening and Speaking parts	NA	NA	NA	NA	NA	NA	S	S	NA		
67c. Respond in sign language for the ELPA Reading and Writing parts	NA	NA	NA	NA	NA	NA	NS	NS	NA		
68. Respond in sign language for mathematics, science and social studies assessments	S	S	S	S	S	S	NA	NA	NA		NP
69. Use of augmentative communication devices	S	S	NA	S	S	S	S	S	NA		*
70. Use of computer or word processor with spell check, thesaurus, and grammar check disabled for ELA assessment	S	S	NA	S	S	S	S	S	NA		P
71. 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	NA	NA	NA		NP
72. Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher)	S	S	S	S	S	S	S	S	S		P
73. Use of Braillewriter	S	S	NA	S	S	S	S	S	NA		P



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Office of Educational Assessment and Accountability

Accommodation	MEAP			MI -Access			ELPA			MME	NAEP IEP/504
	IEP	504	ELL	FI	SI	P	IEP	504	ELL		
74. Use of a scribe for constructed response items (student must indicate punctuation and spell all key words)	S	S	NA	S	S	S	S	S	NA		*
75. Adapted paper, lined or grid paper for recording answers	S	S	NA	S	S	S	S	S	NA		NP
76. Use of computers with alternative access for an alternative response mode	S	S	NA	S	NA	NA	S	S	NA		P
77. Use of speech to text word processor for responses for English language arts and ELPA	NS	NS	NA	NS	NS	NS	NS	NS	NA		NP
78. Use of speech to text word processing for mathematics, science and social studies	S	S	NA	S	S	S	NA	NA	NA		NP
79. Use of alternative writing position	S	S	NA	S	S	S	S	S	NA		P
80. Use of special adaptive writing tools such as pencil grip or larger pencil	S	S	NA	S	S	S	S	S	NA		P
81. Write directly in assessment booklet	S	S	S	S	S	S	S	S	S		P