

**APPENDIX F:
ASSESSMENT ACCOMMODATION SUMMARY TABLE**

Assessment Accommodation Summary Table

Assessment accommodations not listed below are considered nonstandard.

<i>Term</i>	<i>Explanation</i>
504	General education students who have Section 504 plans under the 1974 <i>Americans with Disabilities Act</i> (ADA)
ELL	English Language Learners
IEP	Individualized Education Program (special education student)
MEAP	Michigan Educational Assessment Program
NA	Not applicable
NS	Nonstandard assessment accommodation
S	Standard assessment accommodation

Assessment Accommodation		MEAP		
		IEP	504	ELL
Timing/Scheduling				
1.	Extended assessment time within reason (approximately 1 1/2 times the estimated assessment time)	S	S	S
2.	Frequent or appropriate supervised breaks	S	S	S
3.	Administration of the assessment at a time most beneficial to the student, with appropriate supervision	S	S	S
4.	Clock or method of informing students of remaining time	S	S	S
Setting				
5.	Placement of student where he/she is most comfortable (e.g., front of the room, back of the room)	S	S	S
6.	Administration of the assessment in a Bilingual/English as a Second Language (ESL) setting	S	S	S
7.	Administration of the assessment in a special education setting	S	S	NA
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
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
10.	Provision for assessment administration to student in an interim alternative education setting with appropriate supervision of a school district professional.	S	S	NA
11.	Administration of the assessment in a small group	S	S	S
12.	Administration of the assessment individually	S	S	NA
13.	Tools to assist with concentration	S	S	NA
14.	Qualified person familiar to the student administers the assessment	S	S	S
15.	Appropriate seating, special lighting, or furniture	S	S	NA
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
17.	Background music or noise buffers	S	S	NA

Presentation				
18.	Use of bilingual word-for-word non-electronic translation glossary for English language learners	S	S	S
19.	Use of bilingual dictionaries that define or explain words or terms	NS	NS	NS
20.	Use of dictionary, thesaurus, spelling book, or grammar book for mathematics, science, social studies, and English language arts	NS	NS	NS
21.	Use of screen reader for English language arts reading assessment	NS	NS	NS
22.	Use of an abacus	S	S	NA
23.	Use of arithmetic tables	NS	NS	NS
24.	Use of actual coins and bills	S	S	NA
25.	Use of manipulatives for mathematics assessments, such as base 10 blocks	S	S	NA
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 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.	S	S	S
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 and 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
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 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
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 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
30.	Provision for student restatement of directions in the student's own words	S	S	S
31.	Students asking for clarification of directions	S	S	S
32.	Directions provided using sign language	S	S	NA

33. Administration of assessment by Bilingual/ESL staff, or similarly qualified person	S	S	S
34. Administration of the assessment by person familiar to the student	S	S	S
35. Any assessment administration not directly supervised by a school district professional	NS	NS	NS
36. Reading the MEAP English Language Arts Listening assessment to the student in his/her native language	NS	NS	NS
37. Administer assessment sections in any order for English language arts, science, and social studies	S	S	S
38. Administer assessment sections in any order for Mathematics	S	S	S
39. Read/repeat directions to the student exactly as worded in the assessment booklet	S	S	S
40. Emphasis on key words in directions	S	S	NA
41. Provide visual, auditory or physical cues to student to begin, maintain or finish task	S	S	NA
42. Reading aloud the MEAP reading components of the ELA assessment or the MI-Access accessing print assessment to the student	NS	NS	NS
43. Reading aloud the MEAP mathematics, science and social studies assessments or the MI-Access mathematics assessment	S	S	S
44. 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 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
45. Sign the mathematics, science and social studies assessments	S	S	NA
46. Sign the English language arts assessments	NS	NS	NA
47. Use of a page turner	S	S	NA
48. Placement of teacher/proctor near student	S	S	NA
49. Use of rulers as provided by the State	S	S	S
50. Use of adapted rulers, protractors, Braille and large print rulers and protractors.	S	S	NA
51. Use of list of formulae as provided by the state	S	S	S
52. Use of calculator/talking calculator on the noncalculator sections of the mathematics assessment	NS	NS	NA
53. Use of calculator/talking calculator on the calculator permitted sections of the mathematics assessment	S	S	S
54. Use of a calculator on the science and social studies assessments	S	S	S
55. Use of magnification devices	S	S	NA
56. Use of auditory amplification devices or special sound systems	S	S	NA

57. Use of closed circuit television	S	S	NA
58. Student's use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides.	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
60. State produced Braille and enlarged print versions of assessment	S	S	NA
61. State produced audio versions of the assessments	S	S	S
Response			
62. Responding in the student's native language to the constructed response items on assessments.	NS	NS	NS
63. Oral responses	S	S	NA
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
65. Use of a scribe for constructed response items for mathematics, science and/or social studies assessments	S	S	S
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
67. Respond in sign language for English language arts	NS	NS	NS
68. Respond in sign language for mathematics, science and social studies assessments	S	S	S
69. Use of augmentative communication devices	S	S	NA
70. Use of computer or word processor with spell check, thesaurus, and grammar check <u>disabled</u> for ELA assessment.	S	S	NA
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
72. Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher)	S	S	S
73. Use of Braillewriter	S	S	NA
74. Use of a scribe for constructed response items (student must indicate punctuation and spell all key words)	S	S	NA
75. Adapted paper, lined or grid paper for recording answers	S	S	NA
76. Use of computers with alternative access for an alternative response mode	S	S	NA
77. Use of speech to text word processor for responses for English language arts	NS	NS	NA
78. Use of speech to text word processing for mathematics, science and social studies	S	S	NA
79. Use of alternative writing position	S	S	NA
80. Use of special adaptive writing tools such as pencil grip or larger pencil.	S	S	NA
81. Write directly in assessment booklet	S	S	S