Administering State Assessments to Students with VI and HI

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The purpose of this session:

- To present issues related to administering state assessments to students with VI or HI and
- To provide an overview of available accommodations that will help assessment administrators more effectively provide access for these students to State assessments.

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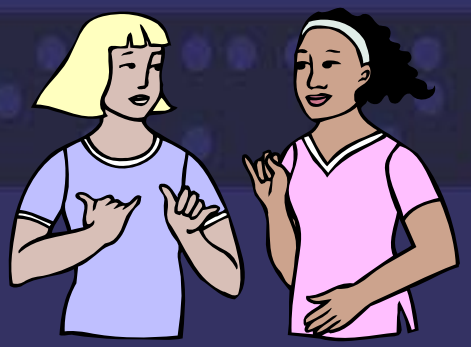
Overview



- Standard vs. Non-Standard
- Assessment Administration (for VI and HI students)
- Available accommodations
- Accommodations Summary Tables
- Accommodations Decisions

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Assessment Lexicon

- P/SI = Participation (P) and Supported Independence (SI)
- FI = Functional Independence
- MEAP = Michigan Educational Assessment Program
- MME = Michigan Merit Examination
- ELPA = English Language Proficiency Assessment

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Standard vs Non-Standard

- Standard (S) accommodations do NOT change the construct and DO provide a valid score
- Non-Standard (NS) accommodations DO change the construct and do NOT provide a valid score

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Assessment Administration

- Accommodations needs must be documented in IEP or 504 plan
- ELL students may be given accommodations if they are typically used in the classroom

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Assessment Administration

- Student Braille booklets
- Enlarged print booklets
- Audio versions
- Video versions

MI-Access P/SI are the only assessments that do not have accommodated versions of the assessments.

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Assessment Administration

- How to administer P/SI ELA, mathematics and science to students with visual impairment?
  - Extended Grade Level Content Expectations (EGLCEs) and Extended High School Content Expectations for each item
  - Help in determining if actual items (familiar to student) can be substituted for picture items

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Assessment Administration

- How to administer P/SI ELA, mathematics and science to VI students?

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Participation and Supported Independence Mathematics
Extended Grade Level Content Expectations/Extended High School Content Expectations
FINAL VERSION 6/20/07

MATHEMATICS **STRAND: MEASUREMENT**			
Domain: Units and systems of measurement			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	**Elementary School-Grades 3-5 (Linked to Grade 4)***	**Middle School-Grades 6-8 (Linked to Grade 7)***	**High School**
Supported Independence Extended Grade Level Content Expectation/ Extended High School Content Expectation Classroom/LEA/ISD and State	**N/A**	**M.UN.m6.SI.EG01b** Tell time to the hour using a digital or analog clock. Example: • The student is shown 3 picture cards, each with a clock showing a different time, and asked, "Lunch is at 12:00. Which shows 12:00?"	**EHSCE.SI.L3.1.1b** Tell time to the hour using a digital or analog clock. Example: • The student is shown 3 picture cards, each with a clock showing a different time, and asked, "Lunch is at 12:00. Which shows 12:00?"

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Assessment Administration

- How to administer P/SI ELA, mathematics and sc

M.UN.m6.SI.EG01b
Tell time to the hour using a digital or analog clock.

03:00

Example:

- The student is shown 3 picture cards, each with a clock showing a different time, and asked, "Lunch is at 12:00. Which shows 12:00?"

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Assessment Administration

- How to administer P/SI ELA, mathematics and science to VI students?
  - Examples in items are just that, *EXAMPLES*. Different/substitute items or locations can be used if doing so doesn't change what the item is assessing.

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Assessment Administration

- How to administer P/SI ELA, mathematics and science to VI students?

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Participation and Supported Independence Mathematics
Extended Grade Level Content Expectations/Extended High School Content Expectations
FINAL VERSION 6/20/07

MATHEMATICS **STRAND: MEASUREMENT**			
Domain: Units and systems of measurement			
Level of Independence (Full, SI, P) Assessable at: (Classroom/LEA/ISD; State)	**Elementary School-Grades 3-5 (Linked to Grade 4)***	**Middle School-Grades 6-8 (Linked to Grade 7)***	**High School**
Supported Independence Extended Grade Level Content Expectation/ Extended High School Content Expectation Classroom/LEA/ISD and State	**M.UN.e4.SI.EG01d** Identify which of two objects is heavier or longer. Example: • The student could be given a bowling ball and a ping-pong ball and asked, "Which one is heavier?"	**G.SR.m7.SI.EG01a** Identify and/or use the appropriate measuring device to measure the length or weight of an object in whole units (pounds or inches). Example: • The student could be shown a ruler and a scale then asked, "Which one do we use to measure the length of a pencil in inches?"	**EHSCE.SI.L3.1.1e** Identify and/or use the appropriate tool for different types of measurement. Example: • The student could be shown a ruler, thermometer, and a scale then asked, "Which one do we use to measure the temperature outside?"

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Assessment Administration

- How to administer P/SI ELA, mathematics and

M.UN.e4.SI.EG01d
Identify which of two objects is heavier or longer.

Example:

- The student could be given a bowling ball and a ping-pong ball and asked, "Which one is heavier?"

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Available Accommodations

- Options being considered for future P/SI assessments:
  - Special scoring for students with visual impairments and hearing impairments

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Assessment Administration

- Accommodated versions
  - MME produces a booklet specifically for the accommodated versions
  - MEAP, MI-Access, and ELPA assessments are always produced from the Form 1 booklet
  - Enlarged print, audio, and video versions come with standard print booklet
  - Braille booklets come with Assessment Administrator Booklet for Braille

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Assessment Administration

- What is the *Assessment Administrator Booklet for Braille*?
  - Standard print booklet with assessment administrator notes
  - Visual depiction of changes and/or assessment administrator notes describing adaptations

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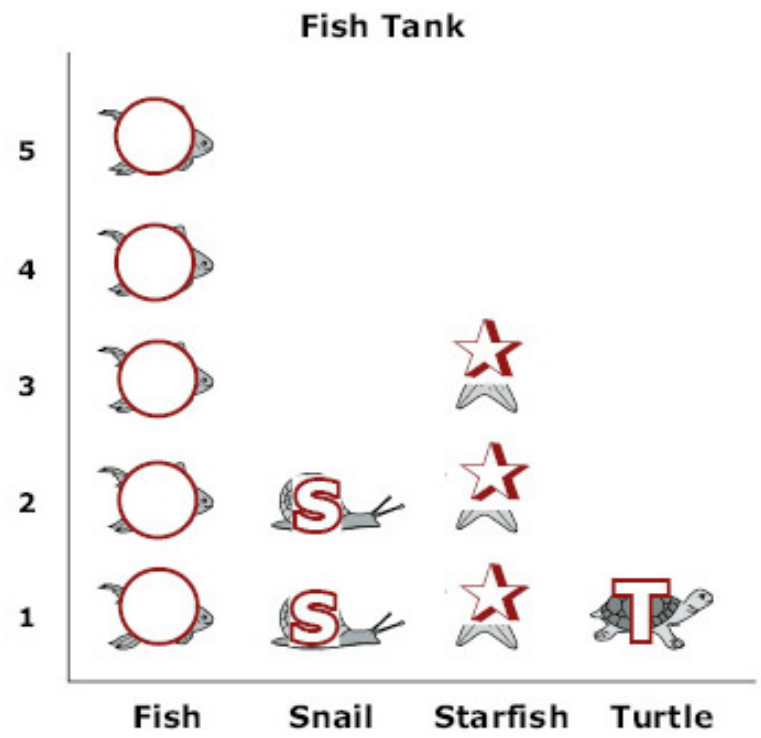
Asse

- What *tor Bookl*
  - Star nt adm
  - Visu ibing asse ada

Use the graph below to answer question **14**.



14 How many starfish are in the tank?

A 1

B 3

C 5

Assessment Administrator Note:

Each fish is represented with a raised circle, each snail with a raised "S" shape, each starfish with a raised star and each turtle with a raised "T" shape.

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Assessment Administration

- How to administer assessments to students with hearing impairments?
  - Visual cues have been fine for students with hearing impairments
  - Signing of the mathematics, science and social studies assessments is a standard accommodation

Assessment Administration

- How to administer assessments to students with hearing impairments?
  - Signing ELA assessments is NS for MEAP and MI-Access FI
  - Signing ELPA Listening/Speaking parts is standard accommodation
  - Signing ELPA Reading/Writing parts is NS

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Assessment Administration

- How to administer assessments to students with hearing impairments?
  - Exact English Signing (EES) for mathematics, science and social studies may be requested for ACT and is standard for WorkKeys and Michigan components.
  - EES signing for ELA may be requested for ACT, but is NS for WorkKeys and Michigan Components.

Available Accommodations

- Braille Versions
  - Simple graphics w/labels
  - Unlabeled graphics may be replaced with text descriptions
  - Omit any unnecessary graphics
  - Some adaptations may be necessary

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Available Accommodations

- Braille Versions
  - Comes with *Assessment Administrator Booklet for Braille* and Braille/large print ruler (if applicable)
  - Student can use braillewriter

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Available Accommodations

- Enlarged print Versions
  - Simple graphics with good spacing
  - Measurement items kept at actual size
  - Comes with standard print version and Braille/large print ruler (if applicable)

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Available Accommodations

- Audio Versions
  - Available for all assessments except MI-Access P/SI
  - MEAP and ELPA - No audio versions for the reading portions of the ELA assessments
    - Changes the construct so it is considered a non-standard accommodation

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Available Accommodations

- Audio Versions
  - MME – audio versions are available for ELA as a standard accommodation (this includes ACT, WorkKeys, and the Michigan components)
  - Comes with standard print booklet

Available Accommodations

- Video Versions
  - Available for all Assessments
  - MEAP and ELPA - No video versions for the reading portions of the ELA assessments
    - Changes the construct so it is considered a non-standard accommodation

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Available Accommodations

- Video Versions
  - Comes with standard print booklet
  - Video must be in the language of instruction
    - If student is learning in English they must use the English video (even if dominant in another language)

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Available Accommodations

- Video Versions
  - Video must be in the language of instruction
    - If student is learning in English (but dominant in another language) they must use the English video.
    - If a student is learning in English – he/she should be assessed in English.

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Available Accommodations

- Scribes, tape recorders and Braillewriters are permissible.
  - Dictation must include punctuation, spelling, indention, etc.
  - Responses must be accurately transcribed to the student answer document.

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Available Accommodations

- Word Processors
  - Permitted if defined in IEP/504 plan
  - Spelling, thesaurus, and grammatical software must be deactivated or accommodation is considered non-standard
  - Answers do NOT need to be transcribed

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Accommodations Summary Table

- Provide summary of standard (S) and non-standard (NS) accommodations for each state assessment
  - **Important to know** – impacts No Child Left Behind Adequate Yearly Progress

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Accommodations Summary Table

- MEAP, MI-Access, ELPA, and NAEP
- MME
  - ACT (Day 1)
  - WorkKeys and Michigan Component (Days 2 & 3)

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Accommodations Summary Tables

- Accommodations Headings
  - Timing/Scheduling
  - Setting
  - Presentation
  - Response

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Accommodations Summary Tables

Assessment Accommodation Summary Table

Office of Educational Assessment and Accountability

Accommodation	MEAP			MI-Access			ELPA			MME	NAEP
	IEP	504	ELL	FI	SI	P	IEP	504	ELL		IEP/504
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

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Accommodations Summary Tables

Assessment Accommodation Summary Table

Office of Educational Assessment and Accountability

Accommodation	MEAP			MI-Access			ELPA			MME	NAEP
	IEP	504	ELL	FI	SI	P	IEP	504	ELL		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	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

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Accommodations Summary Tables

Spring 2008 Michigan Merit Examination (MME) Accommodations Summary Table						
Accommodation	MME Day 1 (The ACT Plus Writing)			MME Day 2 and Day 3		
	May Request	ACT Comments	MME Day 1 College Reportable ACT Scores [1]	IEP	504	ELL
A. Timing/Scheduling						
1. Extended assessment time within reason (approximately 1½ times the estimated assessment time) NOTE: All MME tests are timed. Timing codes are assigned by ACT for Day 1. For Day 2 and Day 2 or 3, schools may allow time-and-a-half, double time, or a maximum of 3 hours for each test.	Yes Yes	Time-and-a-half in single self-paced session using regular or large-print. For certain formats and disabilities, ACT will assign a timing code for the ACT based on the test format and disability, up to triple time (and testing over multiple days, one test per day). Oral presentation (e.g., audiocassette, audio DVD, or reader), and Braille normally *require* triple time.	Yes Yes – only if ACT timing guidelines are followed	S	S	S
2. Frequent or appropriate	Yes	Interpreted as "stop-the-clock" breaks;	Yes	S	S	S

- MME – Day 1 (The ACT Plus Writing)
  - May request – Indicates if accommodation may be requested

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Accommodations Summary Tables

Spring 2008 Michigan Merit Examination (MME) Accommodations Summary Table						
Accommodation	MME Day 1 (The ACT Plus Writing)			MME Day 2 and Day 3		
	May Request	ACT Comments	MME Day 1 College Reportable ACT Scores [1]	IEP	504	ELL
A. Timing/Scheduling						
1. Extended assessment time within reason (approximately 1½ times the estimated assessment time) NOTE: All MME tests are timed. Timing codes are assigned by ACT for Day 1. For Day 2 and Day 2 or 3, schools may allow time-and-a-half, double time, or a maximum of 3 hours for each test.	Yes Yes	Time-and-a-half in single self-paced session using regular or large-print. For certain formats and disabilities, ACT will assign a timing code for the ACT based on the test format and disability, up to triple time (and testing over multiple days, one test per day). Oral presentation (e.g., audiocassette, audio DVD, or reader), and Braille normally *require* triple time.	Yes Yes – only if ACT timing guidelines are followed	S	S	S
2. Frequent or appropriate	Yes	Interpreted as "stop-the-clock" breaks;	Yes	S	S	S

- MME – Day 1 (The ACT Plus Writing)
  - ACT Comments – Clarify understanding of accommodations and any restrictions

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Accommodations Summary Tables

Spring 2008 Michigan Merit Examination (MME) Accommodations Summary Table						
Accommodation	MME Day 1 (The ACT Plus Writing)			MME Day 2 and Day 3		
	May Request	ACT Comments	MME Day 1 College Reportable ACT Scores [1]	IEP	504	ELL
A. Timing/Scheduling						
1. Extended assessment time within reason (approximately 1½ times the estimated assessment time) NOTE: All MME tests are timed. Timing codes are assigned by ACT for Day 1. For Day 2 and Day 2 or 3, schools may allow time-and-a-half, double time, or a maximum of 3 hours for each test.	Yes Yes	Time-and-a-half in single self-paced session using regular or large-print. For certain formats and disabilities, ACT will assign a timing code for the ACT based on the test format and disability, up to triple time (and testing over multiple days, one test per day). Oral presentation (e.g., audiocassette, audio DVD, or reader), and Braille normally *require* triple time.	Yes Yes – only if ACT timing guidelines are followed	S	S	S
2. Frequent or appropriate	Yes	Interpreted as "stop-the-clock" breaks;	Yes	S	S	S

- MME – Day 1 (The ACT Plus Writing)
  - College Reportable – If accommodation results in college reportable score when approved

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Accommodations Summary Tables

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Spring 2008 Michigan Merit Examination (MME) Accommodations Summary Table						
Accommodation	MME Day 1 (The ACT Plus Writing)			MME Day 2 and Day 3		
	May Request	ACT Comments	MME Day 1 College Reportable ACT Scores [1]	IEP	504	ELL
17. Background music or noise buffers	Submit details with request	Requests considered individually based on documentation submitted. Music and earplugs not normally approved. Approval and reportable status depend on detailed information about the buffers proposed.	Depends on details	S	S	NA
C. Presentation						
18. Use of bilingual word-for-word non-electronic translation glossary for English language learners	Yes (State-Allowed only)	Provided by school or student.	No	S	S	S
19. Use of bilingual dictionaries that define or explain words or terms	Yes (State-Allowed only)	Provided by school or student.	No	NS	NS	NS
20. Use of dictionary, thesaurus, spelling book, or grammar	Yes (State-Allowed	Provided by school or student.	No	NS	NS	NS

- MME – Day 1 (The ACT Plus Writing)
  - Some may be "State-Allowed" but will result in ACT scores that are NOT college reportable

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Accommodations Summary Tables

- MME Day 2 and 3
  - Accommodation list same as table for the other 3 assessments unless shaded.
  - Standard accommodations will result in valid MME scores that may be used for Michigan Promise Scholarship.

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Accommodations Summary Tables

Spring 2008 Michigan Merit Examination (MME) Accommodations Summary Table						
Accommodation	MME Day 1 (The ACT Plus Writing)			MME Day 2 and Day 3		
	May Request	ACT Comments	MME Day 1 College Reportable ACT Scores [1]	IEP	504	ELL
31. Students asking for clarification of directions	Yes (State-Allowed only)	Only if tested individually.	No	S	S	S
32. Directions provided using sign language	Yes	Applies only to spoken instructions exactly as provided in the administration manual.	Yes	S	S	NA
33. Administration of assessment by Bilingual/ESL staff, or similarly qualified person	Local decision – staff must meet all ACT require-ments	Only if all directions for test administration are read verbatim **in English** with no clarifications in another language.	Yes	S	S	S
34. Administration of the assessment by person familiar to the student	Local decision– staff must meet all ACT require-ments	Only if not a relative or athletic coach (if student is an athlete). See also #14 and #35.	Yes	S	S	S
35. Any assessment administration not directly supervised by a school district professional	Local decision – staff must meet all ACT require-ments	For state testing, ACT administration manual states that testing staff may be "current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, and teachers' aides." Staff may **not** be "volunteers." In addition: "High school students and lower-division undergraduates may **not** work as testing staff. Anyone who intends to take the ACT within the next 12 months must not administer the test in any capacity." Additional restrictions regarding relatives and athletic coaches also apply.	Yes	NS	NS	NS
36. Reading the MEAP English Language Arts Listening assessment to the student in his/her native language	NA		NA	NS	NS	NS
37. Administer assessment sections in any order for English language arts, science, and social studies	No	ACT tests must **always** be administered in prescribed sequence.	NA	S	S	S
38. Administer assessment sections in any order for Mathematics	NA	ACT Mathematics test is not in sections.	NA	S	S	S

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MME Test Accommodations

- To be college reportable - request ACT-approved accommodations, *if available*, **first**
- "State-Allowed" accommodations
  - for ELL students w/o disabilities
  - when ACT accommodations are denied
    - ACT scores are NOT college reportable

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NEW for MME

- Change in assessment construct –
  - Day 1 – stays same
  - Day 2 – WorkKeys, reading for information, applied mathematics, and locating information
  - Day 3 – Michigan components – mathematics, science, and social studies
    - Social studies only has one part this year

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NEW for MME

- Day 2 – by adding locating information, students are eligible for **Career Readiness Certificate**
  - Based on ACT requirements – if translated versions of the assessment (Spanish, Arabic) are used, it is considered non-standard accommodation and student will not be eligible for Career Readiness Certificate

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Accommodations Decisions

- Must be in the student's IEP or 504 plan.
- Must be documented by content area.
- reflect what the student routinely uses or how he/she responds during instruction.
  - Not appropriate to introduce a new accommodation just for the assessment.

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Thank You!

Thank You!

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Comments and Suggestions

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