

Appendix C (Assessment Accommodation Summary Table) of the 2007/2008 *MI-Access Coordinator and Assessment Administrator Manual* contains updates to several accommodations. These updates reflect the incorporation of the operational MI-Access science, and new Participation and Supported Independence English language arts and mathematics assessments. The changes were also necessary due to differences in item formats (multiple-choice, constructed response, etc.) between the MI-Access and MEAP assessments. The changes are highlighted in orange on the document below, and will be visible when printed. As noted in the *MI-Access Coordinator and Assessment Administrator Manual*, Appendix C is excerpted from the actual assessment accommodations document approved by the State Board of Education and includes only the columns and definitions relevant to MI-Access.

Appendix C

Assessment Accommodation Summary Table

The following information is excerpted from the actual assessment accommodation document approved by the State Board of Education in summer 2005 and revised in winter 2006. The difference is that only the columns and definitions relevant to MI-Access have been included here. The full accommodations table is available at the MI-Access Web page (www.mi.gov/mi-access under "Resources").

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 are determined by the NAEP, and the permitted and not permitted accommodations for the MME are determined by the ACT (for the ACT portions of the assessment) and by the state (for the state portions of the assessment).

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, the MME, or for 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 No Child Left Behind Adequate Yearly Progress (AYP). At the school, district, and subgroup (ethnicity, economically disadvantaged, English language learners, and Students with Disabilities) level, 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 will count as not assessed.

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, therefore, results in an invalid score. For example,

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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. State assessment scores accomplished by the use of them will not be eligible for the Michigan Merit Award. Furthermore, 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 Key*

Office of Educational Assessment and Accountability (Winter 2006)

Terminology	Explanations
MI-Access	Michigan's Alternate Assessment Program for Students with Disabilities
ELL	English Language Learners
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
S	Standard assessment accommodation
NS	Nonstandard assessment accommodation
P	Permitted assessment accommodation
NP	Not permitted assessment accommodation
NA	Not applicable

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Assessment Accommodation Summary Table*

Office of Educational Assessment and Accountability (Winter 2006)

Accommodation	MI-Access		
	FI	SI	P
A. Timing/Scheduling			
1. Extended assessment time within reason (approximately 1 ½ 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
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
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	S
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	S
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	S
10. Provision for assessment administration to student in an interim alternative education setting with appropriate supervision of a school district professional	S	S	S
11. Administration of the assessment in a small group	S	S	S
12. Administration of the assessment individually	S	S	S
13. Tools to assist with concentration	S	S	S
14. Qualified person familiar to the student administers the assessment	S	S	S
15. Appropriate seating, special lighting, or furniture	S	S	S
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	S
C. Presentation			
18. Use of bilingual word-for-word nonelectronic translation glossary for English language learners	S	S	S
19. Use of bilingual dictionaries that define or explain words or terms	NS	NS	NS

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Accommodation	MI-Access		
	FI	SI	P
20. Use of dictionary, thesaurus, spelling book, or grammar book for mathematics, science, social studies, and English language arts	NS	NA	NA
21a. Use of screen reader for English language arts reading assessment	S	NA	NA
22. Use of an abacus	S	S	S
23. Use of arithmetic tables	NS	S	S
24. Use of actual objects for English language arts, mathematics and science (e.g., coins, bills, blocks, etc.)	S	S	S
25. Use of manipulatives for mathematics assessments, such as base 10 blocks	S	S	S
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; MI-Access ELA (Expressing Ideas) assessment; or the ELPA Listening, Writing, and Speaking sections	S	S	S
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	S	NA	NA
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 language in the school setting	S	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
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	S
33. Administration of assessment by Bilingual/ESL staff, or similarly qualified person	S	S	S

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Accommodation	MI-Access		
	FI	SI	P
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	NA	NA	NA
37. Administer assessment sections in any order for English language arts, science, and social studies (MEAP only)	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	S
41. Provide visual, auditory, or physical cues to student to begin, maintain, or finish task	S	S	S
42. Reading aloud the MEAP reading components of the ELA assessment, the MI-Access accessing print/information assessment to the student, or the ELPA reading section	S	S	S
43. Reading aloud the MEAP mathematics, science, and social studies assessments or the MI-Access mathematics or science assessments	S	S	S
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
45. Sign the mathematics, science and social studies assessments	S	S	S
46a. Sign the English language arts assessments	S	S	S
47. Use of a page turner	S	S	S
48. Placement of teacher/proctor near student	S	S	S
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	S
51. Use of list of formulae as provided by the state	NA	NA	NA
52. Use of calculator/talking calculator on the noncalculator sections of the mathematics assessment (MEAP only)	NA	NA	NA
53. Use of calculator/talking calculator on the calculator-permitted sections of the mathematics assessment (MEAP only)	NA	NA	NA

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Accommodation	MI-Access		
	FI	SI	P
54. Use of a calculator on the MI-Access science and mathematics assessments	S	S	S
55. Use of magnification devices	S	S	S
56. Use of auditory amplification devices or special sound systems	S	S	S
57. Use of closed circuit television	S	NA	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	NA	NA
60. State-produced Braille and enlarged print versions of assessment	S	NA	NA
61. State-produced audio versions of the assessments	S	NA	NA
D. Response			
62. Responding in the student's native language to the constructed response items on assessments	NS	NA	NA
63. Oral responses	S	S	S
64. Use of a scribe for constructed response items (student must indicate punctuation, format, and spell all key words) for ELA assessments	S	NA	NA
65. Use of a scribe for constructed response items for mathematics, science, and/or social studies assessments	S	NA	NA
66. Student dictates responses into a tape recorder and teacher transcribes response exactly as dictated for mathematics, science, and social studies assessment constructed response items	NA	NA	NA
67a. Respond in sign language for English language arts	S	S	S
68. Respond in sign language for mathematics, science and social studies assessments	S	S	S
69. Use of augmentative communication devices	S	S	S
70. Use of computer or word processor with spell check, thesaurus, and grammar check disabled for ELA assessment	S	S	S
71. Use of computer or word processor with spell check, thesaurus and grammar check NOT disabled for mathematics, science, and social studies	NA	NA	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	S
74. Use of a scribe for constructed response items (student must indicate punctuation and spell all key words)	S	S	S

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75. Adapted paper, lined, or grid paper for recording answers	S	S	S
76. Use of computers with alternative access for an alternative response mode	S	S	S
77. Use of speech-to-text word processor for responses for English language arts and ELPA with spell check, thesaurus, and grammar check disabled	NS	NS	NS
78. Use of speech-to-text word processing for mathematics, science and social studies	S	S	S
79. Use of alternative writing position	S	S	S
80. Use of special adaptive writing tools such as pencil grip or larger pencil	S	S	S
81. Write directly in assessment booklet	S	NA	NA

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