

Accommodation	MEAP /MEAP-Access		MI -Access		ELPA		NAEP
	IEP/504	ELL	FI	P/SI	IEP/504	ELL	IEP/504
<b>A. Timing/Scheduling</b>							
1. Administration of the assessment at a time most beneficial to the student, with appropriate supervision	S	S	S	S	S	S	*
2. Administer the parts within a content area in any order	S	S	S	NA	NA	NA	*
3. Extended assessment time	S	S	S	S	S	S	P
4. Frequent supervised breaks	S	S	S	S	S	S	P
5. Ⓢ Clock or method of informing students of remaining time	S	S	S	S	S	S	P
<b>B. Setting</b>							
6. Ⓢ Administration of the assessment in a alternate setting with appropriate supervision e.g., <ul style="list-style-type: none"> <li>• Bilingual/English as a Second Language setting</li> <li>• Special education setting</li> <li>• In a distraction free space or alternate location such as separate room or location within the room</li> </ul>	S	S	S	S	S	S	P
7. Ⓢ Administration of the assessment at home when student is homebound or in a care facility when it is medically necessary with appropriate supervision	S	S	S	S	S	NA	NP
8. Ⓢ Administration of the assessment in an interim alternative education setting with appropriate supervision	S	S	S	S	S	NA	NP
9. Ⓢ Administration of the assessment individually or in a small group	S	S	S	S	S	S	P

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10. ① 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
11. Appropriate seating, special lighting, or furniture	S	NS	S	S	S	NA	P
12. ① 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	*
13. Concentration aids (e.g., stress balls, T-stools, background music or noise buffers)	S	NS	S	S	S	NA	*
14. ① Placement of teacher/proctor near student	S	S	S	S	S	S	P
<b>C. Presentation</b>							
15. Reading all assessment directions in student's native language <ul style="list-style-type: none"> <li>• Student must be dominant in that native language; and</li> <li>• Student's English proficiency is determined to be basic or lower intermediate; and</li> <li>• Student receives bilingual instruction in their native language for the maintenance of that language</li> </ul>	S	S	S	S	NS	NS	P
16. ① Qualified person familiar to the student administers the assessment (e.g., Special Education Teacher, Bilingual/ESL staff)	S	S	S	S	S	S	p

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17. ① Initial directions <ul style="list-style-type: none"> <li>Teacher may emphasize key words in directions</li> <li>Teacher may repeat directions exactly as worded in assessment booklet</li> <li>Student may restate directions in his/her own words</li> <li>Student may ask for clarification of directions</li> </ul>	S	S	S	S	S	S	p
18. ① Teacher provides visual, auditory or physical cues to student to begin, maintain or finish task	S	S	S	S	S	S	*
19. Reading aloud the MEAP or MEAP-Access reading assessment or MI-Access Functional Independence accessing print assessment	NS	NS	S	NA	NA	NA	NA
20. Reading aloud the mathematics, science and social studies assessments using Reader Scripts with individual students	S	S	S	NA	NA	NA	P
21. Reading aloud the mathematics, science and social studies assessments using Reader Scripts in small groups of no more than five students	NS	S	NS	NA	NA	NA	P

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22. Reading content and questions in English (Mathematics, Social Studies, Science, and Writing) <ul style="list-style-type: none"> <li>• Student must be dominant in a native language other than English; and</li> <li>• Student’s English proficiency is determined to be basic or lower intermediate; and</li> <li>• Student receives bilingual instruction in that native language for the maintenance of that language</li> </ul>	S	S	S	S	NA	NA	P
23. Using state-produced video or audio versions of assessment in English	S	NS	S	NA	S	S	NP
24. Using state-produced video or audio versions of assessment in English <ul style="list-style-type: none"> <li>• Student must be dominant in a native language other than English; and</li> <li>• Student’s English proficiency is determined to be basic or lower intermediate; and</li> <li>• Student is taking one of the following:               <ul style="list-style-type: none"> <li>○ a MEAP content-area assessment (Mathematics, Social Studies, and Science)</li> <li>○ Writing section of MEAP</li> <li>○ Expressing Ideas section of MI-Access Functional Independence</li> </ul> </li> <li>• This accommodation is NON-standard for the reading components of any assessment</li> </ul>	S	S	S	NA	NA	NA	NA

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25. Using state-produced video or audio versions of assessment in a language other than English <ul style="list-style-type: none"> <li>• Student must be dominant in that language; and</li> <li>• Student’s English proficiency is determined to be basic or lower intermediate; and</li> <li>• Student receives bilingual instruction in that native language for the maintenance of that language; and</li> <li>• Student is taking one of the following:               <ul style="list-style-type: none"> <li>○ a MEAP content-area assessment (Mathematics, Social Studies, and Science)</li> <li>○ Writing section of MEAP</li> <li>○ Expressing Ideas section of MI-Access Functional Independence</li> </ul> </li> <li>• This accommodation is a NON-standard accommodation for the reading components of any assessment</li> </ul>	S	S	S	NA	NA	NA	NA
26. Directions provided using sign language (ASL or Exact English)	S	S	S	S	S	S	P(+)
27. Sign the Reading assessments	NS	NS	NS	NA	NA	NA	
28. Sign the Listening and Speaking sections of the ELPA (ASL or Exact English)	NA	NA	NA	NA	S	S	NA
29. Sign the Reading and Writing sections of the ELPA	NA	NA	NA	NA	NS	NS	NA
30. Sign the mathematics, science and social studies assessments (ASL or Exact English)	S	NS	S	S	NA	NA	P

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31. Use of calculator/talking calculator on the non-calculator sections of the mathematics assessment	NS	NS	S	NA	NA	NA	NP
32. Use of a calculator on the science and social studies assessments	S	S	NA	NA	NA	NA	NP
33. Use of arithmetic tables	NS	NS	NS	NA	NA	NA	NP
34. Use of manipulatives (e.g., base 10 blocks, and concrete objects)	S	NS	S	S	NA	NA	NP
35. Use of actual coins and bills	S	NS	S	S	NA	NA	*
36. Use of an abacus	S	NS	S	S	NA	NA	NP
37. ⑩ Use of rulers as provided by the State	S	S	S	S	NA	NA	NA
38. Use of adapted rulers, protractors, Braille and large print rulers and protractors	S	NS	S	S	NA	NA	P
39. Use of auditory amplification devices or special sound systems	S	NS	S	S	S	NA	*
40. Use of visual aids (e.g., closed circuit television, magnification devices)	S	NS	S	S	S	S	P
41. State produced Braille and enlarged print versions of assessment	S	NS	S	NA	S	S	P(+)
42. Use of a page turner	S	NS	S	S	S	S	*
43. Use of non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive)	S	NS	S	NA	S	S	P
44. ⑩ Use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides	S	S	S	S	S	S	*

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45. Use of bilingual dictionaries that define or explain words or terms	NS	NS	NS	NS	NS	NS	NP
46. Use of dictionary, thesaurus, spelling book, or grammar book for mathematics, science, social studies, reading, and writing	NS	NS	NS	NS	NS	NS	NP
47. Use of bilingual word-for-word non-electronic translation glossary for English language learners	S	S	S	S	NS	NS	P
48. Use of screen reader/text-to-speech on reading assessment	NS	NS	NS	NA	NS	NS	NP
49. Use of screen reader/text-to-speech on ELPA <ul style="list-style-type: none"> <li>Listening, Writing and Speaking sections only</li> </ul>	NA	NA	NA	NA	S	S	NA
<b>D. Response</b>							
50. Student responds in his/her native language to the constructed response items on assessments	NS	NS	NS	NA	NS	NS	NP
51. Student responds orally	S	NS	S	S	S	S	P
52. Respond in sign language for reading and writing	NS	NS	NS	NS	NA	NA	NP
53. Respond in sign language for the ELPA Listening and Speaking sections (ASL or Exact English)	NA	NA	NA	NA	S	S	NA
54. Respond in sign language for the ELPA Reading and Writing sections	NA	NA	NA	NA	NS	NS	NA

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55. Respond in sign language for mathematics, science and social studies assessments (ASL or Exact English)	S	S	S	S	NA	NA	NP
56. Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher)	S	S	S	S	S	S	P
57. Use of augmentative/alternative communication devices e.g., <ul style="list-style-type: none"> <li>• Picture/symbol communication boards</li> <li>• Speech generating devices</li> </ul>	S	NS	S	S	S	S	*
58. Use of a scribe for constructed response items (student must indicate punctuation, format and spell all key words) for writing or Functional Independence expressing ideas assessments	S	NS	S	NA	S	S	P
59. Use of speech to text word processor for responses for reading, writing, accessing print, expressing ideas, and ELPA	NS	NS	NS	NS	NS	NS	NP
60. Use of special adaptive writing tools such as pencil grip or larger pencil	S	NS	S	S	S	S	P
61. Adapted paper, lined or grid paper for recording answers	S	NS	S	NA	S	S	NP
62. Use of alternative writing position (e.g., desk easel, student standing up)	S	NS	S	NA	S	S	P
63. Use of computer or word processor with spell check, thesaurus, and grammar check disabled for writing or Functional Independence expressing ideas assessment	S	NS	S	NA	S	S	P

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64. Use of Braillewriter or electronic Braillewriter with spell check, thesaurus, and grammar check disabled for writing or Functional Independence expressing ideas assessment	S	NS	S	S	S	S	P
65. Use of computers with alternative access for an alternative response mode e.g., <ul style="list-style-type: none"> <li>• Switches</li> <li>• Alternative keyboards</li> <li>• Eye-gaze controlling computers</li> <li>• Voice recognition software</li> <li>• Head or mouth pointer</li> <li>• Specialized trackballs or mice</li> </ul>	S	NS	S	NA	S	S	P

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