Early Literacy and Mathematics Benchmark Assessments (K-2) Supports and Accommodations Table and Resources

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MICHIGAN Department of Education

This document contains state allowed universal tools, supports, and accommodations for the Early Literacy & Mathematics Benchmark Assessments (K-2). It additionally includes guidance on providing certain supports and accommodations to students such as scribes or translators. Please be sure that all staff involved in the planning and administration of the assessments reviews this document completely.

Michigan's Conceptual Model for Assessment Supports

Michigan meets the legislative requirements of the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA) by offering a wide array of supports and accommodations for students across all of its assessments. The conceptual model for understanding Michigan's assessment supports and accommodations is now broken down into three levels:

- Universal Tools – Available for all students
- Designated Supports – Available when indicated by an adult or team
- Accommodations – Available need is documented in an IEP or 504 plan

This model portrays the additive and sequentially inclusive nature of these three aspects. **Universal Tools** are available to all students, including those receiving Designated Supports and those receiving Accommodations. **Designated Supports** are available only to students who an adult or team has indicated has need for these accommodations; these supports are available as well for students for whom the need is documented. **Accommodations** are available only to those students who have documentation of the need through a formal plan (i.e., IEP or 504). These students also may use designated supports and universal tools.

It's important to note that something designated as a "designated support" for one content area (for example, a calculator) may not be allowable for another content area. This approach is consistent with the emphasis that Michigan's assessment programs have placed on the validity of assessment results coupled with access. Allowable universal tools, designated supports, and accommodations all yield valid scores that count as participation in statewide assessments when used in a manner consistent with the guidelines in this document.

Standard Test Administration Practices

The list on the following page shows Michigan considered general Test Administration Practices for the K-2 Early Literacy & Mathematics assessments. Please not that special designation or reporting on the use of these practices is not required.

- **Human Voice Audio is a standard way in which ELA and Math reading passages, test questions, and appropriate answer options are presented to students in Grades K and 1.**
- Administration of the assessment at a time most beneficial to the student, with appropriate supervision
- Extended assessment time
- Use of special adaptive writing tools such as pencil grip or larger pencil
- Use of accommodated seating, special lighting, or furniture
- Placement of student where he/she is most comfortable (e.g., front of the room, back of the room)
- Use of alternative writing position (e.g., desk easel, student standing up)
- Accommodation for student to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others (e.g., kneeling, constant movement)
- Use of concentration aids (e.g., stress balls, T-stools)
- Visual, auditory or physical cues from the teacher to the student to begin, maintain, or finish an assessment task

Selecting Appropriate Universal Tools, Designated Supports, and Accommodations

Making Decisions on an Individual Student Basis

For all students, the selection of appropriate universal tools, designated supports, and accommodations must be done for students' experience in the classroom as well as for the assessment. The tools, designated supports, and accommodations used on the assessments should be ones with which the student is already familiar with using or are used during regular instruction. A mismatch in the types of supports offered on the assessment from what is used in the classroom on a regular basis can cause significant difficulties for students at the time of testing and potentially could negatively impact students' test scores. For example, if a student is given the opportunity to take a Mathematics assessment with an in-person Spanish translator but does not have sufficient academic language in Spanish, the student may struggle more than if he or she had taken the English version of the assessment. It would also be inappropriate for districts to make blanket decisions about assessment supports for particular student groups. Again, because all students have different needs, this could have a similar negative impact on test scores.

For more information about making individual decisions for students, please see pages 2-5 of the M-STEP, MI-ACCESS, and WIDA Supports and Accommodations Manual.

Reading the K-2 Universal Tools, Designated Supports, and Accommodations Table

As you review the table showing available supports, please refer to the following information:

- Supports are organized into three different tables: Universal Tools (available to all students), Designated Supports (a designation made by a teacher or administrator who works with the student), or Accommodation (requires designation by an Individualized Education Program [IEP] or Section 504 plan).
- The Support Type column provides a brief description of the support offered.
- A checkmark in the Math or ELA column indicates that the support is available as a standard Universal Tool, Designated Support, or Accommodation for that content area assessment.

Universal Tools		
Support Type	**Mathematics**	**ELA**
Breaks – within the same day per test session: If the test is **paused** and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	✓	✓
Administration of the assessment in an alternate education setting (in school) with appropriate supervision • Bilingual/English as a Second Language setting • Special education setting • In a distraction-free space or alternate location (e.g., a separate room or location within the room)	✓	✓
Assessment directions • Teacher may emphasize key words in directions • Teacher may repeat directions exactly as worded in administrator manual • Student may restate directions in his/her own words • Student may ask for clarification of directions	✓	✓
Scratch paper (collection and secure disposal **required**)	✓	✓
Magnifier – embedded in the delivery engine	✓	✓
Color choice – embedded in the delivery engine	✓	✓
Contrasting color – embedded in the delivery engine	✓	✓

Note: Human Voice Audio is a standard way in which ELA and Math reading passages, test questions, and appropriate answer options are presented to students in Grades K and 1.

Designated Supports

Support Type	Mathematics	ELA
Noise buffers (e.g., ear mufflers, white noise, and/or other equipment to block external sounds)	✓	✓
Qualified translator providing oral translations of directions for students in appropriate language (Review page 7, Review page 8 if translating into Spanish)	✓	✓
Qualified translator providing oral translation of test questions for students in appropriate language (Review page 7, Review page 8 if translating into Spanish)	✓	
Text-to-Speech (TTS) – Available in Grade 2 Only, ELA Reading Passages are NOT read aloud to students – embedded in the delivery engine, must be turned on in eDIRECT	✓	✓
Use of non-electronic word-to-word bilingual dictionaries	✓	
Use of auditory amplification devices or special sound systems	✓	✓
Use of visual aids (e.g., closed circuit television, magnification devices)	✓	✓
Use of a page turner	✓	✓
Scribe – non-writing items (use of OSA Scribing Protocol required, Review page 5-6)	✓	✓

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Accommodations

Support Type	Mathematics	ELA
Abacus	✓	
Directions provided by test administrator using American Sign Language (ASL) or Signed Exact English (SEE)	✓	✓
Test content provided in American Sign Language (ASL) or Signed Exact English (SEE)	✓	✓
Alternative Communication Device – use of computers with alternative access for an alternate response mode (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mice): please contact OSA	✓	✓

Note: Human Voice Audio is a standard way in which ELA and Math reading passages, test questions, and appropriate answer options are presented to students in Grades K and 1.

It is possible that students may need Universal Tools, Designated Supports, and Accommodations that may not appear on this list of approved standard supports. To check to see if those supports are allowable, please contact the Office of Standards & Assessments (OSA) by sending an e-mail to baa@michigan.gov with the following information:

- in the Subject line: Example Accessibility Support Request for K-2 Early Literacy or Math
- educator's name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student
- an explanation of why the accessibility support may be needed for the assessment

Scribing Protocol

This document outlines the required procedures a scribe must follow for the K-2 Early Literacy & Mathematics assessments. A scribe is an adult who writes down what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure that the student has access to test content and is able to respond to the content.

Qualifications for Scribes:

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with Michigan's administration and security policies and procedures, as articulated in Michigan's test administration manuals, guidelines, and related documentation.

Preparation:

- Scribes should read and sign Michigan's test security/confidentiality agreement prior to test administration.
- If the student for whom they are scribing has a disability, scribes and test administrators should be familiar with the content of the student's Individualized Education Program (IEP) or 504 Plan, specifically surrounding the use of a scribe as an accommodation, to ensure there are plans in place for providing all needed designated supports and accommodations.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. A working familiarity with the test environment will facilitate the scribe's ability to record the student's answers.
- Scribes should also have a strong working knowledge of the available embedded and non-embedded accessibility and accommodations options and features.
- Scribes should review the Scribing Protocol for the student at least one to two days prior to the test event.
- Scribes should practice the scribing process with the student at least once prior to the scribing session.

General Guidelines:

- **Scribes may not question or correct student choices, alert students to errors or mistakes, or prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way, and must record exactly what the student has dictated.**

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student's answers.
- If the scribing-assisted testing is not conducted with the student in a separate setting, the scribe should be situated close enough to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the embedded and non-embedded tools available for a given item and student.
- For computer-based administrations, scribes are expected to comply with student requests regarding use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes may not respond to student questions about test items if the responses would compromise the validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to re-state words or parts of the answer as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

Scribing During the Test for ELA & Math

- The student must point to or otherwise indicate his/her selection(s) from the options provided.
- Scribes are expected to comply with student directions regarding screen and test navigation and the use of test platform features available for a given item even if the student's choices or directions are incorrect.
- The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item

Recommended Qualifications and Guidelines for Use of In-Person Translators (non-ASL)

Preference should be given to individuals with Bachelor's degrees in languages other than English or who hold a formal certification in either translation or interpretation. When this is not possible, interpreters should have the following qualifications:

1. Mastery of the target language and dialect
2. Familiarity with both American culture and the culture of the target language
3. Extensive general and academic vocabulary in both languages
4. Ability to express thoughts clearly and concisely in both languages
5. Familiarity with the Michigan education system
6. Attendance at school/district/statewide trainings regarding how to administer the assessments
7. Signature of the OSA Security Compliance form. Individuals selected as interpreters must also adhere to all aspects of Michigan's test security guidelines.

Guidelines for Translators and Language Interpretation (non-ASL)

Test directions, questions, and answer choices should be read to students using direct interpretation. Care should be taken not to alter the intended meaning of the text.

Common False Assumptions and Risks Related to the Use of Translators

1. Many people incorrectly assume that a bilingual person can also be an effective interpreter by virtue of knowing two languages.

   Research shows that bilingual individuals who have not received interpreter-specific training are more likely to add or omit information, as well as interject their own opinions and assumptions, which all has the result of changing the actual content of the assessment. They may also speak too quickly, making the content too difficult to process. These actions would affect the validity of the student's assessment results.

2. Parents for the student and family members of the students are the best choice to help administer the assessment.

   Using interpreters or translators with whom the student has familiar relationships may pose a risk in creating a situation where the translator or interpreter is more willing to provide additional, non-authorized help to the student for the test. Often times in districts where there is a low population of language-speaking students, districts may believe it would be acceptable to use a student's older sibling to aid in the translation process. This is actually a security issue, as no students should be involved in the testing of other students.

3. Side conversations

   It is possible that due to the one-on-one nature of this testing scenario for students, coupled with the potential relief some students may feel by having someone speak to them in their native language, additional topics may arise for discussion between the student and the interpreter. Although it is acceptable for the student to ask for clarification on directions, other non-test related topics should be avoided.

English and Spanish Read-Aloud Guidelines

It is possible that for some students the embedded text-to-speech option and the human voice audio may not be appropriate. Some students may benefit from an oral translation of the K-2 Mathematics assessment. Translating the Early Literacy test is not allowable. This support is intended for students who may be in bilingual programs or whose native language fluency is greater than that of their English fluency. Use of this support assumes that a student is able to better show their knowledge of the content in a language other than English. Use of this support with students whose fluency in a language other than English is low may result in less valid assessment results.

Students using either option, English read-aloud or a translation option for the Mathematics assessment, must have the test administered individually or must be assigned to the same online test form. Forms cannot be selected in advance of testing but can be viewed once testing sessions can be setup. This will allow test coordinators to appropriately schedule students receiving this support in small groups of no more than 5 students.

Reader Qualifications

Readers must be:

- an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.

- trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- trained in accordance with M-STEP state administration and security policies and procedures, as articulated in Michigan's state test administration manuals, guidelines, and related documentation.

General Guidelines

- The test reader's support should be provided in a separate setting from other students not receiving this support so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student's questions by repeating the item, words or instructions verbatim as needed.
- Do not paraphrase, interpret, or define any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

Spanish Usage/Conventions

- Punctuation: Read all text as punctuated.
- Ellipses: When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as 'punto, punto, punto.'
- Quotations: Quotation marks should be verbalized as "comillas" and "fin de comillas" at the beginning and end of quoted material, respectively.
- Emphasis: When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- Misspellings: In some cases a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

Images/Graphics

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read the title or caption, if available.

- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.

Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common Spanish usage for the student's grade level.
- Numbers greater than 99, however, should be read as individual numbers.
- Additional examples may be found in the attached appendix.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "diez centímetros." Some abbreviations may be read differently by different readers. For example, cm^3 may be read as "centímetros cúbicos" or "centímetros al cubo".

Table 1: Test Reader Guidance for Mathematics - Numbers

Description	Example(s):	Read as:
Large whole numbers	632,407,981	"seis tres dos coma cuatro cero siete coma nueve ocho uno" "six three two comma four zero seven comma nine eight one"
	45,000,689,112	"cuatro cinco coma cero cero cero coma seis ocho nueve coma uno uno dos" "four five comma zero zero zero comma six eight nine comma one one two"
Decimal numbers	0.056	"cero punto cero cinco seis" "zero point zero five six"
	4.37	"cuatro punto tres siete" "four point three seven"
Fractions – common	½, ¼, ⅔, ⅘	"un medio, un cuarto, dos tercios, cuatro quintos" "one-half, one-fourth, two-thirds, four-fifths" Other common fractions include "sixths, eighths, tenths"
Mixed numbers – read aloud "and" between whole numbers and fractions	3 ½	"tres y un medio" "three and one-half"
	57 ¾	"cincuenta y siete y tres cuartos" "fifty-seven and three-fourths"

Table 1: Test Reader Guidance for Mathematics - Numbers		
Description	**Example(s):**	**Read as:**
Money - if the amount contains a decimal point, read as “dollars AND cents”	$4.98	“cuatro dólares y noventa y ocho centavos” “four dollars and ninety-eight cents”
	$0.33	“treinta y tres centavos” “thirty-three cents”
Negative numbers - do NOT read negative sign as “minus”	-3	“negativo tres” “negative three”
	-⅝	“negativo cinco octavos” “negative five-eighths”
	-7.56	“negativo siete punto cinco seis” “negative seven point five six”

Table 2: Test Reader Guidance for Mathematics - Operations		
Description	**Example(s):**	**Read as:**
Addition	13 + 27 13 + 27 =	“trece más veintisiete es igual a” “thirteen plus twenty-seven equals”
	13 + 27 = ?	“trece más veintisiete es igual a signo de interrogación” “thirteen plus twenty-seven equals question mark”
Subtraction	487 – 159 487 – 159 =	“cuatro ocho siete menos uno cinco nueve es igual a” “four eight seven minus one five nine equals”
	487 - 159 =?	“cuatro ocho siete menos uno cinco nueve es igual a signo de interrogación” “four eight seven minus one five nine equals question mark”
Operations with boxes	3 + □ = 8	“tres más casilla es igual a ocho” “three plus box equals eight”

Bilingual Word-to-Word Dictionary Guidance

Some students who use bilingual word-to-word dictionaries in the classroom may benefit from using them on the K-2 Math assessments. It is unlikely that students in these early grades would be utilizing this type of support, but it is none-the-less an allowable Designated Support. Bilingual word-to-word dictionaries or glossaries must be limited to those that provide word-to-word translations only and do not provide definitions.