

Spring 2009 Michigan Merit Examination (MME) Accommodations Summary Table

The Michigan Merit Examination (MME) consists of three major components administered over three days: the ACT Plus Writing, three WorkKeys tests (Reading for Information, Applied Mathematics, and Locating Information), and Michigan developed items for mathematics, science, and social studies. The chart below outlines the Spring 2009 test organization.

Spring 2009 Test Organization						
Day*	Assessment	Subject Session	Number of Parts	Total Items	Testing Time (minutes)	Estimated Time Required for Administration
Day 1 March 10 (Makeup March 24)	ACT Plus Writing	English	5	75 MC items	45	Total test time - including check in, instructions, breaks, and collection of materials - 5 hours
		Mathematics		60 MC items	60	
		Reading		40 MC items	35	
		Science		40 MC items	35	
		Writing		1 Prompt	30	
Day 1 Standard Testing Time 205 minutes (3 hrs / 25 minutes)						
Day 2 March 11 (Makeup March 25)	WorkKeys	Reading for Information	3	33 MC Items	45	Total test time - including check in, instructions, breaks, and collection of materials – 3.5 hours
		Applied Mathematics		33 MC Items	45	
		Locating Information		38 MC items	45	
Day 2 Standard Testing Time 135 minutes (2 hours / 15 minutes)						
Day 3 March 12 (Makeup March 26)	Michigan	Mathematics	3	34 MC items	40	Total test time - including check in, instruction, breaks and collection of materials - 3 hours
		Science		49 MC items	40	
		Social Studies		42 MC items	40	
Day 3 Standard Testing Time 120 minutes (2 hours)						
				TOTAL Minutes	460	
				TOTAL hours	7.67	

*More detailed information about this schedule and the MME program is available on the MME Web page at www.mi.gov/mme

The chart below outlines which components contribute to each MME score. The MME scores will play a role in qualifying for the Michigan Promise scholarship and will be the foundation for the No Child Left Behind (NCLB) calculation of Adequate Yearly Progress (AYP) and EdYES! accountability reports for high schools.

				Components Contributing to MME Scores					
Day	Test	Subject Session	Parts	ELA	Reading	Writing	Mathematics	Science	Social Studies
Day 1	ACT Plus Writing	English	1	Selected items		Selected items			
		Mathematics	1				Selected items		
		Reading	1	Selected items	Selected items				
		Science	1					Selected items	
		Writing	1	X		X			
Day 2	WorkKeys	Reading for Information	1	Selected items	Selected items				
		Applied Mathematics	1				Selected items		
		Locating Information	1				Selected items		Selected items
Day 3	Michigan	Mathematics	1				X		
		Science	1					X	
		Social Studies	1						X

MME Test Accommodations Window

All accommodated testing must be administered within the two-week window that begins on the initial test date for that component of the MME and ends on the makeup date for that component. Testing may be scheduled on any days during the window, but each student must take the tests in prescribed order – Day 1 (the ACT Plus Writing), followed by the Day 2 tests, followed by the Day 3 tests. All testing staff must meet ACT’s requirements. If testing occurs outside the authorized window, or with procedures that conflict with ACT directions, or under supervision of testing staff who do not meet ACT’s requirements, the answer documents will not be scored or scores will be cancelled.

ACT-Approved vs. State-Allowed Accommodations on the ACT (Day 1 of the MME)

ACT is committed to ensuring that official ACT scores reported to colleges and other entities from MME testing are comparable to scores earned through other forms of ACT testing involving the application of ACT's test accommodations policies. Therefore, ACT supports the following two forms of accommodations on the ACT when it is administered as Day 1 of the MME:

- 1) **ACT-Approved accommodations** result in ACT scores that are fully reportable to colleges, scholarships, and other entities *in addition to* being used for MME scores. Only students with professionally diagnosed and documented disabilities who receive accommodations in school should apply for ACT-Approved accommodations.
- 2) **"State-Allowed" accommodations** result in ACT scores that are **not** college reportable; they are used *only* for MME scores. English language learners who do not have a disability but receive accommodations in school should request State-Allowed accommodations.

Requesting Accommodations on the ACT (Day 1 of the MME)

In general, all accommodations on the ACT must be requested and reviewed by ACT. However, there are limited exceptions. For example, because testing will normally occur at the local school rather than a separate test center, some arrangements do **not** require review or prior approval from ACT (e.g., placement at the front of the room). Such arrangements are noted on the attached accommodations summary table as "local decision" meaning they do **not** require ACT review or approval.

All schools must appoint a Test Accommodations Coordinator (TAC) who will submit requests for accommodations to ACT. The TAC has access to two different forms specifically designed for the MME administration of the ACT:

- 1) **ACT-Approved Accommodations** – This form is used to request ACT approval of accommodations on the MME for students who meet ACT eligibility requirements. (See information about ACT's review of these requests in the next section below.)
- 2) **State-Allowed Accommodations** – This form is used to order test materials for students who will test with "State-Allowed" accommodations. These students are those who do not meet ACT's eligibility requirements (e.g., English language learners with no disabilities) or whose requests for ACT approval have been denied. ACT will ship the materials ordered for each student; no review or approval process will be conducted.

ACT Review of Requests for ACT-Approved Accommodations on the ACT (Day 1 of the MME)

ACT will review requests for ACT-Approved Accommodations by applying the Americans with Disabilities Act (ADA) standards that are used for all such requests. Not every request for an accommodation listed on the attached accommodations summary table as available will be approved. Approval is dependent on submission of all required documentation by the stipulated deadline and review by ACT. It is possible for ACT to approve an accommodation for one student, while the same accommodation may be denied for a different student. ACT's decision whether to approve the requested accommodations under the ADA will determine whether resulting ACT scores can be reported to colleges *in addition to* being used for MME scores.

Ordering State-Allowed Accommodations Materials for the ACT (Day 1 of the MME)

Students who do not meet ACT eligibility requirements (e.g., English language learners with no disabilities) or whose requested accommodations are denied by ACT have two options: 1) Test under standard conditions, or 2) Submit an order for "State-Allowed" accommodations materials. **IMPORTANT NOTE:** Schools *must* submit an order for "State-Allowed" accommodations so that ACT can ship the correct ACT test materials – which are *different* from those used by examinees testing with ACT-Approved accommodations.

ACT scores resulting from testing with “State-Allowed” accommodations are **not** college reportable, but will be used for MME scores. Thus, some students will achieve ACT scores that are college reportable because their accommodations have been approved by ACT, while others using the same accommodations will achieve ACT scores that are *not* college reportable because their use of those accommodations was not approved by ACT.

Local Decision for Accommodations on WorkKeys and Michigan Components (Day 2 and Day 3 of the MME)

There is **no** separate request form for accommodations on WorkKeys or the Michigan components of the MME. ACT’s approval of accommodations applies **only** to the administration of the ACT Plus Writing (Day 1). Schools are advised to use ACT’s approval as a guideline for ordering alternate formats (e.g., audio versions, large print) of the WorkKeys tests and Michigan components of the MME. Because there is no issue of reporting scores to colleges, schools may provide accommodations on the WorkKeys and Michigan components of the MME consistent with the accommodations listed in the “MME Day 2 and Day 3” columns of the attached accommodations summary table, even if the student tests without those accommodations on the ACT.

Reading the MME Accommodations Summary Table

The attached Spring 2009 Michigan Merit Examination (MME) Accommodations Summary Table is arranged in columns, explained below.

Column	Explanation
Accommodation	Each accommodation that appears on the Assessment Accommodations Summary Table approved by the Michigan State Board of Education is listed.
MME Day 1 (The ACT Plus Writing)	
May Request	<p>ACT has indicated whether each accommodation may be requested for the ACT Plus Writing (Day 1 of the MME), or whether State-Allowed accommodated formats may be ordered.</p> <ul style="list-style-type: none"> • Accommodations for which local decisions may be made without a request to ACT are specifically noted (4, 5, 6, 7, 9, 10, 11, 12, 14, 15, 16, 33, 34, 35, 47, 48, 53). • Some formats or accommodations are noted as State-Allowed only (18, 19, 20, 26, 27, 28, 29, 30, 31, 44, 71). • A few accommodations are not allowed for the ACT (23, 37, 54). • Some accommodations do not apply to the ACT (21, 24, 25, 36, 38, 49, 50, 51, 52, 62, 65). • Additional details about some accommodations are needed before a decision can be made for an individual request (13, 17, 56, 69, 76, 77, 78).
ACT Comments	These comments clarify ACT’s understanding of each accommodation and any associated restrictions.
College Reportable ACT Scores	<p>ACT has noted whether each accommodation that requires approval will result in ACT scores that are fully reportable to colleges and other entities when approved by ACT for an individual student with disabilities. If specific restrictions must be met or documentation from the test administration provided, these are also noted. The use of accommodations that require approval and which have not been approved by ACT for an individual student are eligible for State-allowed accommodations testing. Taking the ACT Plus Writing with State-allowed accommodations will result in ACT scores that are reportable only for MME scores (i.e., “State-Allowed” accommodations). If a student uses a combination of accommodations and any of those accommodations are State-Allowed (not ACT-Approved), the resulting scores will not be college reportable but can be used for MME scores.</p> <p>NOTE 1: State-allowed accommodations must be requested (ordered) from ACT so that the student receives accommodated test forms.</p> <p>NOTE 2: The use of accommodations considered Standard (S) for MME Day 2 and Day 3 (see next column) will result in valid MME scores that may be used for the Michigan Promise scholarship and accountability. This is true for both ACT-Approved and State-Allowed accommodations.</p>
MME Day 2 and Day 3	<p>MDE has indicated whether each accommodation is considered Standard (S) or Nonstandard (NS) for Day 2 and Day 3 and for MME Scores. Separate notations have been made for each group – IEP, 504, and ELL. The notations are the same as MEAP unless the row has been shaded (for example, see accommodation #42).</p> <p>NOTE: The use of accommodations considered Standard (S) will result in valid MME scores that may be used for the Michigan Promise scholarship eligibility and accountability.</p>

Spring 2009 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 <i>require</i> triple time.	Yes Yes – only if ACT timing guidelines are followed	S	S	S
2. Frequent or appropriate supervised breaks	Yes	Interpreted as “stop-the-clock” breaks; normally available only with standard time. If requested with extended time, must provide documentation to support need for “stop-the-clock” breaks <i>in addition to</i> extended time.	Yes	S	S	S
3. Administration of the assessment at a time most beneficial to the student, with appropriate supervision	Yes	Must be within the designated two-week window that begins on initial state test day for that component and ends on the makeup day for that component. Testing may be scheduled for any days during the window, but each student must take the components of the MME in prescribed order, with all of Day 1 tests (ACT) completed before proceeding to Day 2 tests (WorkKeys) and all of Day 2 tests completed prior to beginning Michigan components (Days 2 or 3).	Yes	S	S	S

1. “Yes” in this column means ACT scores will be college reportable ONLY IF that accommodation: 1) is shown as “local decision” or 2) was approved by ACT for an individual student **with a disability**. If the accommodation requires approval, but was not approved by ACT, the ACT scores achieved using that accommodation will not be college reportable. ACT scores are college reportable only if ALL accommodations that require ACT approval are ACT-Approved for that student.

Spring 2009 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
4. Clock or method of informing students of remaining time	Local decision—but must adhere to all ACT directions	Five minutes remaining announcement routinely part of verbal instructions for <u>all</u> students on ACT. Students approved for time extensions on the ACT are given hourly announcements of time. No other assistance in monitoring time is allowed.	Yes	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)	Local decision unless requesting off-site	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested. If setting is off-site, appropriate off-site application must be approved by ACT.	Yes	S	S	S
6. Administration of the assessment in a Bilingual/English as a Second Language (ESL) setting	Local decision unless requesting off-site	If setting is off-site, appropriate off-site application must be approved by ACT.	Yes	S	S	S
7. Administration of the assessment in a special education setting	Local decision unless requesting off-site	If setting is off-site, appropriate off-site application must be approved by ACT.	Yes	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.	Yes	Appropriate off-site application must be approved by ACT.	Yes	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	Local decision unless requesting off-site	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested. If setting is off-site, appropriate off-site application must be approved by ACT.	Yes	S	S	NA

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Spring 2009 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
10. Provision for assessment administration to student in an interim alternative education setting with appropriate supervision of a school district professional.	Local decision unless requesting off-site	If setting is off-site, appropriate off-site application must be approved by ACT.	Yes	S	S	NA
11. Administration of the assessment in a small group	Local decision unless requesting off-site	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested. If setting is off-site, appropriate off-site application must be approved by ACT.	Yes	S	S	S
12. Administration of the assessment individually	Local decision unless required by approved accommodation	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested. Note that individual testing is required for selected accommodations (e.g., if approved accommodations could disturb others or if approved for a reader).	Yes	S	S	NA
13. Tools to assist with concentration	Submit details with request	Requests considered individually based on documentation submitted. Approval and reportable status depend on detailed information about the tools proposed for use.	Depends on details	S	S	NA
14. Qualified person familiar to the student administers the assessment	Local decision – staff must meet all ACT requirements	Only if not a relative or athletic coach (if student is an athlete). See also #34 and #35.	Yes	S	S	S
15. Appropriate seating, special lighting, or furniture	Local decision	Provided by the school.	Yes	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	Local decision	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested.	Yes	S	S	S

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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 book for mathematics, science, social studies, and English language arts	Yes (State-Allowed only)	Provided by school or student.	No	NS	NS	NS
21. Use of screen reader for English language arts reading assessment	NA		NA	NS	NS	NS
22. Use of an abacus	Yes	Provided by school or student; student must test individually.	Yes	S	S	NA
23. Use of arithmetic tables	No	Arithmetic tables not allowed for the ACT or WorkKeys.	NA	NS	NS	NS
24. Use of actual coins and bills	NA	Items do not involve this kind of manipulation.	NA	S	S	NA
25. Use of manipulatives for mathematics assessments, such as base 10 blocks	NA	Items do not involve this kind of manipulation.	NA	NA	NA	NA

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Spring 2009 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
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 or 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.	Yes (State-Allowed only)	If student's reason for accommodations is English language proficiency, student must order "State-Allowed" accommodations materials.	No	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 or determined to be at the basic or lower intermediate English language proficiency levels in the reading components of the English language arts assessment.	Yes (State-Allowed only)	If student's reason for accommodations is English language proficiency, student must order "State-Allowed" accommodations materials.	No	S	S	S

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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
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 or 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.	Yes (State-Allowed only)	If student's reason for accommodations is English language proficiency, student must order "State-Allowed" accommodations materials.	No	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 or 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.	Yes (State-Allowed only)	If student's reason for accommodations is English language proficiency, student must order "State-Allowed" accommodations materials	No	S	S	S
30. Provision for student restatement of directions in the student's own words	Yes (State-Allowed only)	Only if tested individually.	No	S	S	S

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Spring 2009 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 <u>spoken</u> 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 requirements	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 requirements	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 requirements	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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Spring 2009 Michigan Merit Examination (MME) Accommodations Summary Table						
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	May Request	ACT Comments	MME Day 1 College Reportable ACT Scores ¹	IEP	504	ELL
39. Read/repeat directions to the student exactly as worded in the assessment booklet	Yes	Directions in the test booklet not normally read aloud. Permitted for college reportable ACT scores only if approved for reader or audio version of test.	Yes	S	S	S
40. Emphasis on key words in directions	Yes	Directions in the test booklet not normally read aloud. Permitted for college reportable ACT scores only if approved for reader or audio version of test. Emphasis only as marked in the printed directions; must be read verbatim without signals regarding right or wrong.	Yes	S	S	NA
41. Provide visual, auditory or physical cues to student to begin, maintain or finish task	Yes	If cues will disturb other examinees, must test individually.	Yes	S	S	NA
42. Reading aloud the reading components of the test	Yes	Must be read in English . For college reportable ACT scores, must test individually if not using audio version with headset (see #61 for audio version).	Yes	S	S	S
43. Reading aloud the mathematics, science and social studies components of the test	Yes	Must be read in English . For college reportable ACT scores, must test individually if not using audio version with headset (see #61 for audio version).	Yes	S	S	S

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	May Request	ACT Comments	MME Day 1 College Reportable ACT Scores ¹	IEP	504	ELL
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 or 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.	Yes (State-Allowed only)	If student's reason for accommodations is English language proficiency, student must order "State-Allowed" accommodations materials.	No	S	S	S
45. Sign the mathematics, science and social studies assessments	Yes	Exact English Signing (EES) of test items may be requested and approved in specific cases for college reportable scores. Signing of items with American Sign Language (ASL) or other sign language is not ACT-Approved.	Yes – only if EES approved by ACT No – if ASL or other sign language	S	S	NA
46. Sign the English language arts assessments	Yes	Exact English Signing (EES) may be requested and approved in specific cases for college reportable scores. Signing of items with American Sign Language (ASL) or other sign language is not ACT-Approved.	Yes – only if EES approved by ACT No – if ASL or other sign language	NS	NS	NA
47. Use of a page turner	Local decision – staff must meet all ACT requirements	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested. Page turner must meet same requirements as all testing staff.	Yes	S	S	NA

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	May Request	ACT Comments	MME Day 1 College Reportable ACT Scores ¹	IEP	504	ELL
48. Placement of teacher/proctor near student	Local decision	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested.	Yes	S	S	NA
49. Use of rulers as provided by the State	NA	Items do not require rulers.	NA	S	S	S
50. Use of adapted rulers, protractors, Braille and large print rulers and protractors.	NA	Items do not require rulers or protractors.	NA	S	S	NA
51. Use of list of formulae as provided by the state	NA	No formulae allowed for ACT tests.	NA	S	S	S
52. Use of calculator/talking calculator on the noncalculator sections of the mathematics assessment	NA	There are no "noncalculator" sections of the ACT Mathematics test. See also #53.	NA	NS	NS	NA
53. Use of calculator/talking calculator on the calculator permitted sections of the mathematics assessment	Local decision – calculator must meet all ACT require-ments	Calculators are permitted throughout the ACT Mathematics test (except those listed by ACT as "prohibited" in publications and on website). If talking calculator, student must test individually.	Yes	S	S	S
54. Use of a calculator on the science and social studies assessments	No	Calculators are permitted only on the ACT Mathematics test, not any other tests.	NA	NA	NA	NA
55. Use of magnification devices	Yes	Provided by school or student. May require student to test individually.	Yes	S	S	NA
56. Use of auditory amplification devices or special sound systems	Submit details with request	Used only for spoken instructions. Requests considered individually based on documentation submitted. Approval and reportable status depend on detailed information about proposed devices or systems.	Depends on details	S	S	NA
57. Use of closed circuit television	Yes	Provided by school or student. Student must test individually.	Yes	S	S	S
58. Student's use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides.	Yes	Provided by school or student. "Reading guides" are interpreted as place-keepers. May require student to test individually (e.g., highlighters).	Yes	S	S	NA

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Spring 2009 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
59. Use of non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive)	Yes	Provided by school or student.	Yes	S	S	NA
60. State produced Braille and enlarged print versions of assessment	Yes		Yes	S	S	NA
61. State produced audio versions of the assessments (ELA, mathematics, science, social studies)	Yes	Must use headset if testing in a group.	Yes	S	S	S
D. Response						
62. Responding in the student's native language to the constructed response items on assessments.	NA	The only constructed response is the ACT Writing Test, and it must be written in English .	NA	NA	NA	NA
63. Oral responses	Yes	Only if tested individually, responses are in English , and responses marked on scannable document by testing staff. For college reportable ACT scores, session must be tape recorded with recording also returned to ACT.	Yes	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	Yes	Applies only to ACT Writing Test. Only if tested individually. For college reportable ACT scores, session must be tape recorded with recording also returned to ACT.	Yes – only if recording of test session returned to ACT	S	S	NA
65. Use of a scribe for constructed response items for mathematics, science and/or social studies assessments	NA	No constructed response items in these subjects on the ACT.	NA	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.	Yes	Only if tested individually and responses are in English . For college reportable ACT scores, tape recording must be returned to ACT.	Yes – only if recording of test session returned to ACT	S	S	NA

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Spring 2009 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
67. Respond in sign language for English language arts	Yes	Only if tested individually and responses marked on scannable document by testing staff. For college reportable ACT scores, video documentation of test session must be returned to ACT. Sign language response to ACT Writing Test must be Exact English Signing (EES).	Yes – only if recording of test session returned to ACT and Writing Test signed EES	S	S	NA
68. Respond in sign language for mathematics, science and social studies assessments	Yes	Only if tested individually and responses marked on scannable document by testing staff. For college reportable ACT scores, video documentation of test session must be returned to ACT.	Yes – only if recording of test session returned to ACT	S	S	NA
69. Use of augmentative communication devices	Submit details with request	Requests considered individually based on documentation submitted. Approval and reportable status depend on detailed information about the devices proposed for use.	Depends on details	S	S	NA
70. Use of computer or word processor with spell check, thesaurus, and grammar check disabled for ELA assessment.	Yes	Applies only to ACT Writing Test.	Yes	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.	Yes (State-Allowed only)		No	S	S	NA
72. Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher)	Yes	If student points to answers, student must test individually.	Yes	S	S	S
73. Use of Braillewriter	Yes	Provided by school or student.	Yes	S	S	NA
74. Use of a scribe for constructed response items (student must indicate punctuation and spell all key words)	Yes	Applies only to ACT Writing Test (see #64). Only if tested individually. For college reportable ACT scores, session must be tape recorded with recording also returned to ACT.	Yes – only if recording of test session returned to ACT	S	S	NA

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Spring 2009 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
75. Adapted paper, lined or grid paper for recording answers	Yes	Provided by school. Student must test individually and responses transferred to scannable answer document by testing staff while examinee observes.	Yes	S	S	NA
76. Use of computers with alternative access for an alternative response mode	Submit details with request	Requests considered individually based on documentation submitted. Approval and reportable status depend on detailed information about the proposed alternative access	Depends on details	S	S	NA
77. Use of speech to text word processor for responses for English language arts	Submit details with request	Requests considered individually based on documentation submitted. Approval and reportable status depend on detailed information about the proposed speech to text processor.	Depends on details	NS	NS	NA
78. Use of speech to text word processing for mathematics, science and social studies	Submit details with request	Requests considered individually based on documentation submitted. Approval and reportable status depend on detailed information about the proposed speech to text processor.	Depends on details	S	S	NA
79. Use of alternative writing position	Yes	If position will disturb other examinees, must test individually	Yes	S	S	NA
80. Use of special adaptive writing tools such as pencil grip or larger pencil.	Yes	Provided by school or student.	Yes	S	S	NA
81. Write directly in assessment booklet	Yes	Only if responses transcribed to scannable answer document by testing staff while examinee observes.	Yes	S	S	S

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