

Chapter 3

PSAT 8/9 AND PSAT 10 IMPLEMENTATION OVERVIEW

PSAT 8/9 and PSAT 10 Implementation Overview

Michigan Merit Exam Spring 2016
Administration

MME Day, November 4, 2015

Session Goals

- Provide an overview of the steps in the implementation process for PSAT 8/9 and PSAT 10.
- Respond to questions from participants.
- **Please note:** there is significant alignment in policies and between the PSAT 8/9, PSAT 10, and SAT School Day administrations. This presentation will cover just the policies and procedures for PSAT 8/9 and PSAT 10 that are different from SAT School Day. The appendix provides the information that is consistent with SAT for reference.

Agenda

- **Topics we will cover:**
 - Spring 2016 Milestones & Deadlines
 - Roles and Responsibilities
 - Pre-ID Process
 - Accommodations Requests
 - Planning Schedules, Rooms, and Staff
 - Test Center Supervisor and Test Center Staff Training
 - Test Materials Delivery & Returns
 - Key Contacts
- **Questions and Answers**
- **Appendix of Reference Materials**

Spring Test Administration

- All Michigan 9th and 10th graders testing in a standard room are required to test on either **April 12, 2016** or **April 13, 2016**.
- Schools can elect to administer the test to 9th graders on one day, 10th graders on the other day, or test both grades on the same day.
 - All students in the same grade must be tested on the same day. Schools can choose which date – April 12 or April 13 – works best for them.
- Students with “school-based” accommodations that require separate rooms, can test **April 12, 2016 – April 27, 2016**.
 - These accommodations include braille, reader script, assistive technology compatible, MP3 audio, and students testing over 2 days (100% extended time).
 - There is no makeup date for these students because they can test anytime within the testing window.
- The Make-up administration is: **April 26, 2016** or **April 27, 2016** for students testing in standard rooms.
- All student testing must be complete by **April 27, 2016**.

Spring 2016 Milestones and Deadlines

Activities	Date
Non Public School Intent to Test Deadline	11/6/15
Identify key staff and update Secure Site with contact information	11/13/15
All schools attending institution (AI) codes established.	Mid-Dec
Pre-ID Window in MDE Secure Site Opens	1/11/16
Deadline to submit offsite test plans	1/15/16
Pre-ID Window closes in MDE Secure Site	2/16/16
SSD Deadline	2/16/16
Materials ship to test centers	3/19/16
SSD Roster Check deadline	3/29/16
Test Center Supervisor Training completion deadline	3/30/16
Affix Pre-ID Labels and have students complete the Student Data Questionnaire	3/29-4/11/16
Test Administration	4/12/16 or 4/13/16
Accommodated Testing Window for School Based Accommodations	4/12/16 – 4/27/17
Return of Test Materials	4/12/16
Makeup Test Date	4/26/16 or 4/27/16
Score Reports	Mid/Late-May

Roles and Responsibilities at Participating Schools

Similar to SAT, each School will identify staff for these key roles (see appendix for more details):

- Principal – the main instructional contact responsible for distributing general information.
- SSD Coordinator – responsible for accommodation requests and administering the non-standard administration.
- Test Center Supervisor – responsible for all aspects of administration at the school.
- Associate Supervisor – accountable for everyone in the testing room.
- Proctors and Hall Monitors – assist the test center and associate supervisors.

Required Roles in EEM for PSAT 8/9 and PSAT 10

- Review the contact information in the Education Entity Master (EEM) and provide updated information to the District authorized EEM user to update.
 - PSAT 10 Test Coordinator (Building)
 - PSAT 8/9 Test Coordinator (Building)
 - PSAT Backup Coordinator
- For spring, state-sponsored testing, College Board will pull all information from the Secure Site. Therefore, even if you participated in fall 2015 you **MUST** update your information in EEM so that it is available in Secure Site.
- Note: The person identified as SAT Services for Students with Disabilities Coordinator (Building) will also be the contact for PSAT 8/9 and PSAT 10

Pre-ID Labels & Test Materials – Initial Administration

- College Board will determine your material order based on
 - The students Pre-ID'd in the Secure Site.
 - The students approved for accommodations via College Board's online system.
- Labels will be shipped to each school for all students who were Pre-ID'd so they may be affixed to student answer sheet and Student Data Questionnaire in advance of test day.
- College Board will ship a small overage of test materials to account for standby test takers, typically students who are last minute transfers into the school, etc.
 - These students must be Pre-ID'd in the Secure Site before testing and schools must generate a Pre-ID label onsite to affix to the answer sheet.
 - College Board will ship a supply of blank labels so schools can generate labels on site for standby test takers.

Pre-ID Labels & Test Materials – Makeup Administration

- Students who miss the initial test administration are eligible to participate in the makeup administration.
- Unused and/or test material overages from the primary admin will remain onsite to be used during the makeup administration.
- Test Center Supervisors and SSD Coordinators will receive an email reminding them of the makeup date as well as instructions for requesting additional materials if needed.
- Schools will need to generate labels for all students participating in the makeup administration.

Requesting Accommodations

(slide 1 of 2)

- Accommodations are requested through the College Board's Services for Students with Disabilities (SSD) office using the [SSD Online System](https://www.collegeboard.org/students-with-disabilities/ssd-online) (<https://www.collegeboard.org/students-with-disabilities/ssd-online>) and must be requested by **February 16, 2016**.
- New for spring -- PSAT 8/9 requests for 9th grade state supported testing in the spring will be submitted via the [SSD Online System](https://www.collegeboard.org/students-with-disabilities/ssd-online) (<https://www.collegeboard.org/students-with-disabilities/ssd-online>). This is new and different than what you may have done for fall or heard previously.
- Requests for State Allowed Accommodations are also submitted via SSD Online by the school's designated SSD Coordinator(s) by **February 16, 2016**.
- Any student that participated in the October 2015 PSAT/NMSQT and received approved accommodations, will not need to reapply unless their accommodation needs change.

Requesting Accommodations

(slide 2 of 2)

- Provide your Primary SSD Coordinator information to the District authorized EEM user so that College Board has your contact information and the information is consistent with the information provided by MDE.
- Detailed webinars about College Board SSD and requesting accommodations for students are posted at the [College Board/Michigan website](http://www.collegeboard.org/Michigan) (www.collegeboard.org/Michigan).
- An additional SSD webinar will be offered on **January 13, 2016**.

Accommodations – Late Requests

(slide 1 of 2)

- All requests for accommodations should be submitted by the school's designated SSD Coordinator(s) by **February 16, 2016**.
- College Board will support accommodation requests after the deadline for the following types of requests:
 - Students who recently changed schools
 - Students who have recently changed school districts
 - Students who are newly enrolled in the state
 - Students who have been newly classified in a grade 11
 - Students with a new IEP
- College Board will make all efforts to expedite the review of the submission and, if necessary, coordinate the delivery of testing materials needed for the student prior to the initial test date.

Accommodations – Late Requests

(slide 2 of 2)

- Should the need for a late accommodation request surface, the SSD Coordinator should:
 1. Submit the accommodation request immediately through the SSD Online system including documentation if applicable.
 2. Contact the College Board Educator Call Center at 866-870-3127 and select option #1. Advise the agent of the newly submitted accommodation request, along with the following:
 - ✦ the reason for the late request
 - ✦ student's information (full name, DOB, AI code)
 - ✦ SSD Coordinator's full name and contact information.
- If upon entering the request in the SSD Online system the SSD Coordinator identifies an existing approved accommodation for the student that matches the intended request, no further action is required.

Accommodations and Testing Rosters

- Schools will use Secure Site to create a roster of all students testing.
- The SSD Coordinator should do the following **March 29, 2016**:
 - Confirm that all students requiring accommodations that were submitted by the February 16, 2016 deadline have been approved for accommodations via SSD Online.
 - Confirm the number of students who will be testing outside of the standard room to finalize room needs, staffing, and scheduling.
 - Review the Non-Standard Accommodations Roster (NAR) within the SSD Online system to verify accommodations. If a student does not have the appropriate accommodations listed on the roster or the NAR contact SSD Support.

Planning for Schedule on Test Days

- Testing time, with administrative tasks included, for each assessment:
 - PSAT 10: 3 hours
 - PSAT 8/9: 3 hours, 5 minutes
- School schedules will require some adjustments
 - Lunch periods
 - Testing cannot be interrupted for lunch, so lunches must take place after testing is complete
 - Students may eat snacks during breaks
 - Bell schedules
 - Bells must be silenced during test administration
- The testing room requirements, seating plans, and staff planning are consistent with SAT, please see the Appendix for more information.

Planning for Schedule on Test Day Schedule

	PSAT 10 (in minutes)	PSAT 8/9 (in minutes)
Reading	60	55
Break	5	5
Writing and Language	35	30
Math (no calculator)	25	20
Break	5	5
Math (with calculator)	45	40
Break	N/A	5
Variable section with Reading, Writing, or Math Questions	N/A	20
Book collection	5	5
Total (hours, minutes)	3h	3h, 5m

**Does not include pre-administration time

Training for Test Center Supervisors and Staff

- Test Center Supervisors are required to read all Supervisor manuals in advance of test day.
- College Board will provide a webinar **March 23, 2016** to assist in preparing Test Center Supervisors for test day. See Spotlight for more information.
- The Test Center Supervisor is responsible for training other testing staff. We depend on you and your staff to administer the test according to this manual so that all students have the same opportunity to do their best.

Testing Manuals

 CollegeBoard

Spring 2016

PSAT™ 10

IMPORTANT REMINDERS

1

A No. 2 pencil is required for the test.
Do not use a mechanical pencil or pen.

2

Sharing any questions with anyone
is a violation of Test Security
and Fairness policies and may result
in your scores being canceled.

5KSA09

THIS TEST BOOK MUST NOT BE TAKEN FROM THE ROOM. UNAUTHORIZED
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Spring 2016

PSAT™ 8/9

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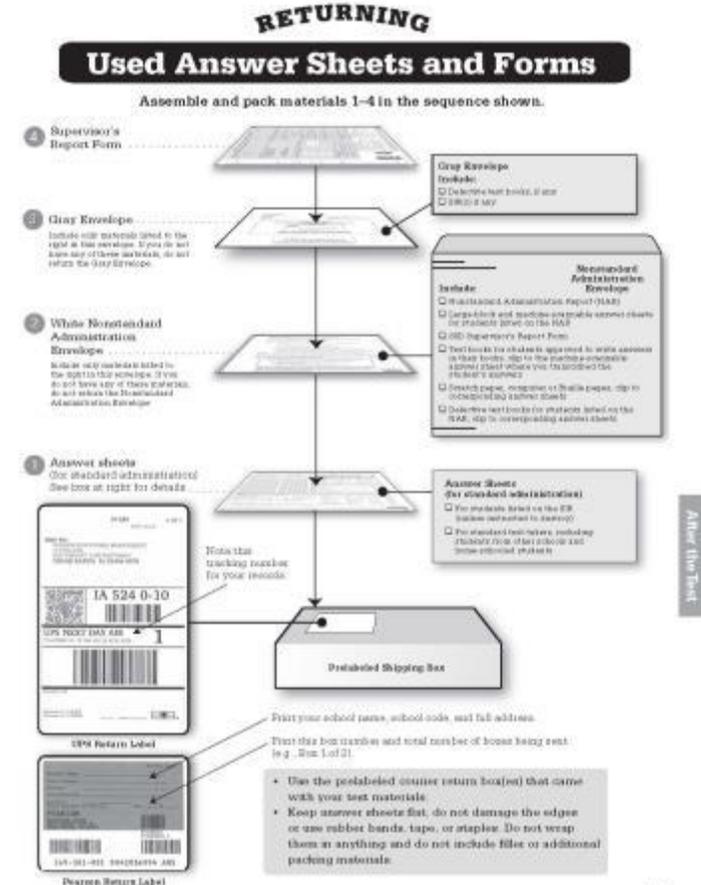
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Test Materials Delivery

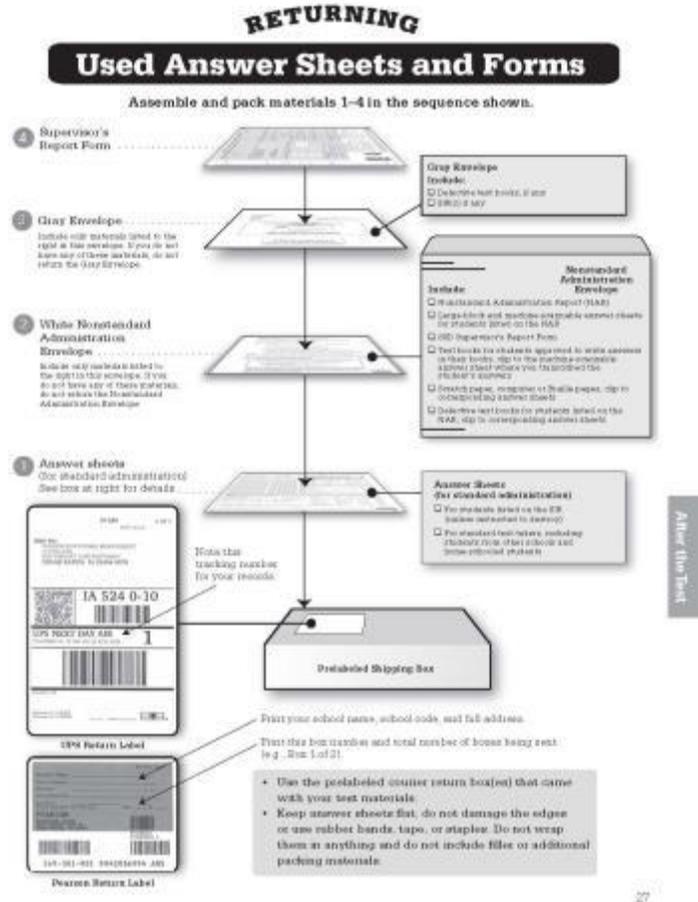
- Standard Test materials will be addressed to the Test Center Supervisor at the attending institution address and will arrive 2-3 weeks before testing.
 - Let office staff, etc. know to expect the delivery.
 - Must be stored securely, in school safe, once delivered.
 - Check contents of boxes within 24 hours of delivery using packing lists.
 - Contact Customer Service if there is a problem with your shipment – see Supervisor’s Manual for specific instructions.
 - Check materials daily until test day.
 - Contact Customer Service immediately if materials show evidence of tampering.
- Non-Standard test materials for students on the NAR will be addressed to the SSD Coordinator.
 - Procedures for keeping materials secure are consistent with those for standard materials.
- Estimated boxes

Test Materials Return – PSAT 10

- Follow the instructions in the PSAT 10 Supervisor’s Manual regarding the order in which to pack answer sheets and related materials in the pre-labeled courier box(es)
- Note: [Test books for PSAT 10 do not need to be returned](#). Follow the instructions in the Supervisor’s Manual to store any used test books securely for use in review with students when score reports are returned.
- Schools will need to return test materials separately for each assessment. Refer to each test’s Supervisor’s Manual to ensure that your materials are returned correctly.



Test Materials Return – PSAT 8/9



- Follow the instructions in the PSAT 8/9 Supervisor's Manual regarding the order in which to pack answer sheets and related materials in the pre-labeled courier box(es)
- A pre-paid UPS label will be included in your test materials shipment to be used to return all used and unused test books.
- Schools will need to return test materials separately for each assessment. Refer to each test's Supervisor's Manual to ensure that your materials are returned correctly.

Appendix – Reference Materials

- Roles & Responsibilities
- Attending Institution Setup
- Planning for Testing Rooms
- Planning for Staffing Needs

Roles and Responsibilities at Participating Schools

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The **Principal** is our main instructional contact at the school and is responsible for:

- Receiving and distributing general information about the Official SAT Practice through Khan Academy.
- Receiving the school's allotment of School Day Fee Waivers for distribution to eligible students.
- Enlisting the aid of other staff, but s/he will be the College Board's main contact.

Roles and Responsibilities at Participating Schools

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The **SSD Coordinator** is responsible for:

- Being the school's liaison with the College Board's Services for Students with Disabilities office.
- Submitting accommodation requests for all students who request them at his/her school.
- Administering the test to students who have a non-standard administration of the test and appear on the Non-standard Administration Roster (NAR).
- Reviewing your contact information in the Education Entity Master (EEM) and providing updated information to the District authorized EEM user to update.

Roles and Responsibilities at Participating Schools

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The **Test Center Supervisor (TCS)** is responsible for:

- All aspects of the School Day administration at a school, including:
 - Pre-admin activities like test center set-up, planning rooms and staff for test day, and receiving and securing test materials.
 - Everything on test day, including distribution of materials, monitoring of all test day activities and staff, packaging and returning test materials, and completing Supervisor Irregularity Reports.
- TCS may choose to enlist the aid of others at the school to help him/her with student data questionnaire completion and test day planning and set-up.
 - The TCS will remain the main contact and receive all communications from the College Board and ETS.
- Identifying staff to serve as **Associate Supervisors, Proctors** and **Hall Monitors** for test day staff support
- Reviewing your contact information in the Education Entity Master (EEM) and provide updated information to the District authorized EEM user to update.

Roles and Responsibilities at Participating Schools

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The **Associate Supervisor(s)** are accountable for everyone in the testing room and everything that takes place in that room including management of all testing materials, conduct the testing and monitor test-takers to ensure a fair administration

- We recommend using current or retired teachers, counselors, administrators, or other educators who are familiar with test administration and/or classroom management.
- Each room requires one Associate Supervisor.
- One Associate Supervisor must be designated as the back-up for the Test Center Supervisor

Roles and Responsibilities at Participating Schools

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The **Proctor(s) and Hall Monitors** are responsible for assisting the Test Center and Associate Supervisors.

- Proctors do not administer the test, but they do help set up the testing area and monitor testing. Hall Monitors patrol the hallways during testing to make sure the testing area remains quiet and secure.
- Proctors and Hall Monitors may be members of the school staff or other adults who have been trained to help Test Center Supervisors and Associate Supervisors.

Attending Institution (AI) & Test Center Establishment

(slide 1 of 2)

- College Board creates two identifiers for schools administering the SAT
 - An Attending Institution (AI) code that represents the unique identifier for the school.
 - A Test Center code which represents the location where testing will take place.
- Establishment is a two step process:
 - College Board will use the school entity data provided by MDE from the Secure Site to verify and/or assign Attending Institution (AI) codes to all schools
 - ✦ All schools will be notified and provided their AI code by **12/7/15**.
 - ✦ A test center code will be setup at the same time for the school location..
 - Schools that will be testing in off-site locations, must submit a request and complete a test plan by **1/15/16**. Details will be posted to the [College Board/Michigan website](http://CollegeBoard/Michigan) (www.collegeboard.org/Michigan) and shared via Spotlight in early November.

Attending Institution (AI) & Test Center Establishment

(slide 2 of 2)

- Non-public schools should have received an email communication requesting confirmation of their intent to participate in SAT and MME testing.
 - Confirmation of testing intent is required by **11/6/15**
 - To confirm call (866) 870-3127 (select Option 1) or email michiganadministratorsupport@collegeboard.org
 - Provide your state assigned District and Building codes, the name of your school, and the names of the assessments you wish to administer.

Requesting Accommodations

- If your school has not designated an SSD Coordinator, complete an [SSD Coordinator Form](https://www.collegeboard.org/students-with-disabilities/ssd-online/get-access) (<https://www.collegeboard.org/students-with-disabilities/ssd-online/get-access>) to request access to SSD Online
- Schools may have more than one SSD Coordinator
 - One SSD Coordinator is designated as Primary and receives all communications from the College Board.
 - Other SSD Coordinators may access SSD Online to input accommodations requests.
- Any schools with an attending institution (AI) code may begin requesting accommodations at anytime.
- Schools who do not yet have an AI code from College Board will need to wait until you receive your AI Code from College Board in December.

Requesting Accommodations – State Allowed

- Schools should request College Board accommodations for all students with the exception of the following accommodations types:
 - Reading content and test questions in the student’s native language.
 - Use of a bilingual word-for-word, non-electronic translation glossary for English language learners.
 - Signing of the content and test questions in American Sign Language (ASL).
 - Student responds in American Sign Language (ASL).
- Students who test with one of the above accommodations will NOT receive a college reportable score.
- Requests for State Allowed Accommodations are also submitted via SSD Online by the school’s designated SSD Coordinator(s) by **February 16, 2016**.
- These are considered State Allowed Accommodations. More information will be available in Spotlight and included in the accommodations webinar on **January 13, 2016**.

Planning for Testing Rooms

Size of cohort testing and size of rooms used for testing determine number of rooms needed.

- Options for rooms include:
 - ✦ Larger spaces, such as auditoriums and gymnasiums
 - ✦ Smaller spaces, such as classrooms
- Seating diagrams for different room types are available in Test Center Supervisor's Manual
 - ✦ Spacing requirements and furniture requirements
- Location of testing rooms within the building
 - ✦ Separated from other classes/tests on different schedules or taking different assessments
 - Minimize noise and other disruptions when classes or other assessments break
 - ✦ Area where there will be minimal noise/distractions from outside the building
 - ✦ Access to restrooms

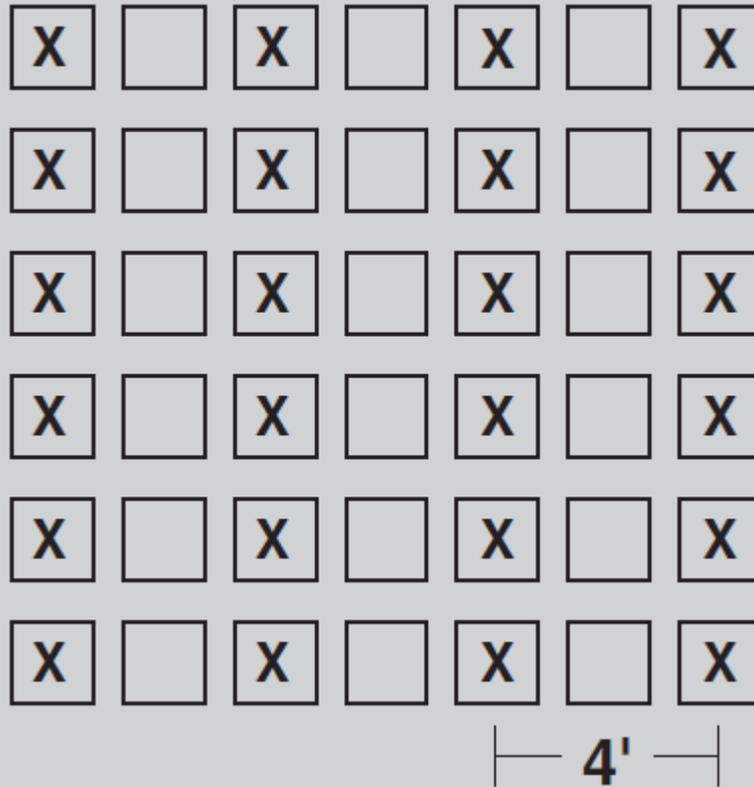
Seating and Furniture Requirements

- Use chairs with backs.
- Face seats in the same direction.
- Place chairs directly behind those in the preceding row.
- Separate each student by a minimum of four feet from right to left (measure from center of desk).
- Ensure unimpeded access to every student by staff.
- Seat only one student at a table measuring six feet in length or less.
- Seat students at least four feet apart and facing the same direction if tables longer than six feet are used.
- Provide a large, smooth writing surface, preferably desks or tables.
- Tablet-arm chairs must have a minimum writing surface of 12 x 15 inches.
- Study carrels, lapboards, language laboratory booths, and tables with partitions or dividers are not acceptable.

Sample Seating Plans

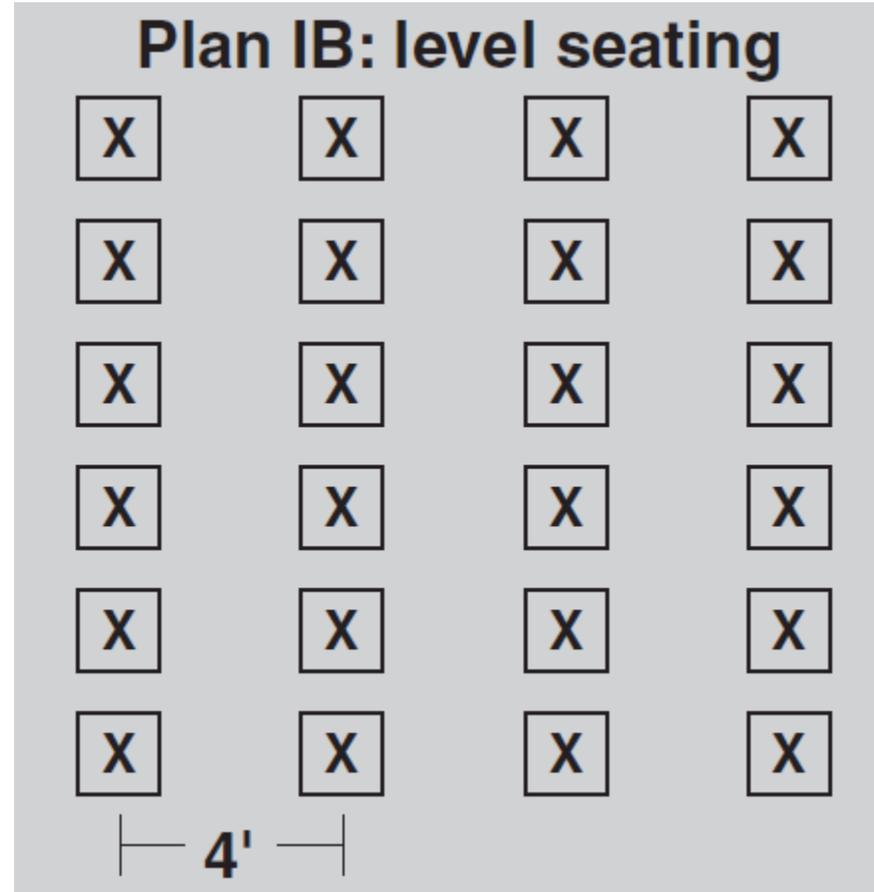
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Plan IA: level seating



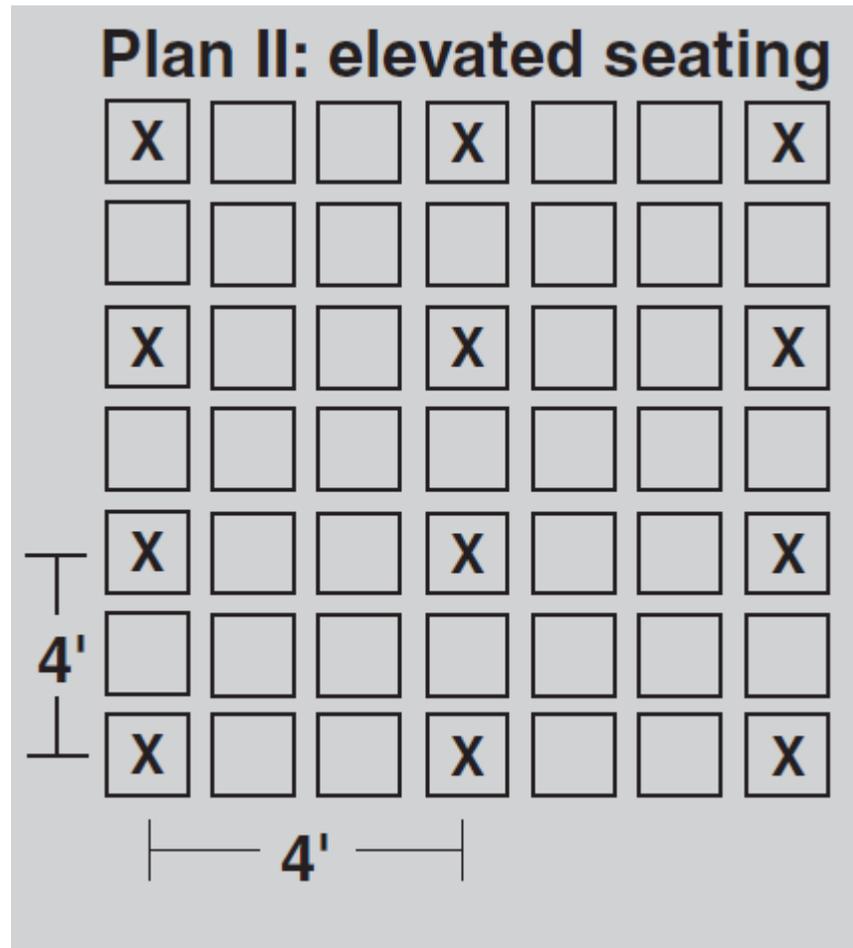
Sample Seating Plans

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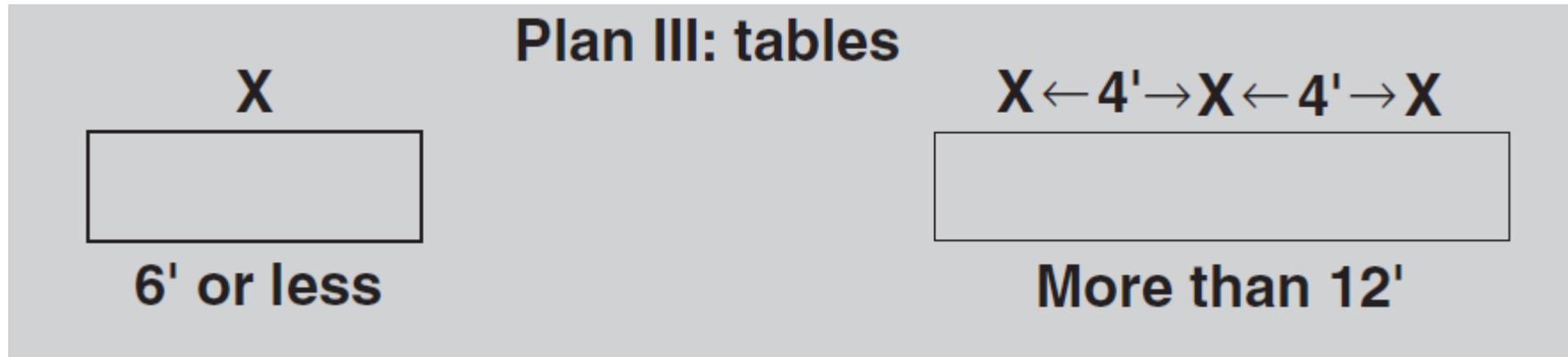
Sample Seating Plans

(slide 3 of 4)



Sample Seating Plans

(slide 4 of 4)



Planning for Staffing Needs

- The size of cohort testing, number of testing rooms and number of students in each room determine number of staff needed.
 - Formulas available in Test Center Supervisor Manual
- Test Day staff requirements
 - Not employed by an outside test-prep company.
 - Have not taken the SAT within 180 days of the administration date.
 - Does not have to be comprised of only teachers.
 - Check with your school/district for their own policies about this.
 - Some schools utilize aides, paras, substitutes, coaches.

Staff with Household Members Who Will be Testing

- Staff with children or those who have students residing in the same household cannot have access to any test materials for the same assessment(s) the child is taking before, during, or after test day. For example:
 - If a staff member's child will be taking the SAT, he/she cannot serve as testing staff for the SAT, however he/she may serve as testing staff for PSAT 10 or PSAT 8/9.
 - If an SSD Coordinator has a child who will be taking the SAT, he/she can serve as testing staff in the non-standard room, provided their child is testing in the standard room.
 - It is possible for test day staff to serve multiple roles in a small test center. We recommend the Test Center Supervisor remain in the test room and have the additional test day staff serve the Hall Monitor. However, for large test centers we recommend the Associate Supervisors be in the testing rooms, with appropriate number(s) of Proctors and Hall Monitors. The Test Center Coordinator then can float around the test center, assisting with questions and resolving any issues that may arise.

Planning for Staffing Needs (slide 1 of 3)

- Unless your school tests only a few students, you will need additional staff to assist the Test Center Supervisor.
- There should be a minimum of one Associate Supervisor (head proctor) for every 34 students.
- For rooms with more than 34 students, assign additional proctors to help.
- At least one Hall Proctor is needed, but more could be needed depending on the number of testing rooms in use.

Room Proctors Needed

Apply the ratios listed here on a room-by-room basis.

1. Start with one associate supervisor per room.
2. For each room, add room proctors if needed:

Number of Test-Takers	Number of Proctors
For a Single Standard Testing Room	
1 – 34	0
35 – 50	1
51 – 100	2
101 or more	1 proctor for each additional 50 students
For a Single Nonstandard Testing Room	
1 – 10	0
More than 10	1

Hall Proctors Needed

1. Start with one hall proctor.
2. Add hall proctors if you have more than five rooms:

Number of Rooms	Number of Hall Proctors
1 – 5	1
6 – 10	2
11 – 15	3
16 – 20	4
More than 20	1 proctor for each additional 5 rooms

Planning for Staffing Needs (slide 2 of 3)

How can different room configurations change staffing needs?

- Example:
 - Your school is testing 100 juniors for SAT School Day
- Room configuration option #1
 - Using 4 classrooms of 25 students each
 - 5 staff members needed

Test Center Supervisor

Associate
Supervisor for
Room #1

Associate
Supervisor for
Room #2

Associate
Supervisor for
Room #3

Associate
Supervisor for
Room #4

Planning for Staffing Needs (slide 3 of 3)

How can different room configurations change staffing needs?

- Example:
 - Your school is testing 100 juniors for SAT School Day
- Room configuration option #2
 - Using the gym to test all 100 students together
 - 4 staff members needed

Test Center Supervisor

Associate Supervisor

Proctor

Proctor

Appendix: Accommodations Matrix

Timing

	MDE Accommodation	CB Accommodation	College Reportable
1.	Administration of the assessment at a time most beneficial to the student, with appropriate supervision	Late Start	Yes
2.	Extended assessment time	Extended time (50%, 100%, more than 100%)	Yes
3.	Frequent supervised breaks	Extra breaks, Extended Breaks or Breaks as Needed	Yes
4.	Limited time per day testing/multiple day testing	Limited timed testing	Yes

Appendix: Accommodations Matrix

Setting

	MDE Accommodation	CB Accommodation	College Reportable
5.	Administration of the assessment in an alternate education setting (in school) with appropriate supervision (e.g., bilingual/English setting, special education setting, distraction free space)	Small group, One-to-One, or Other Modified Setting	Yes - Student must have a disability.
6.	Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., Homebound, medical care facility)	Home/Hospital Setting	Yes
7.	Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	Home/Hospital Setting; Other Modified Setting	Yes - Whether/which accommodation is needed may depend on test setting. Separate CB process to handle testing in alternative schools/juvenile facilities.
8.	Administration of the assessment individually or in a small group	Small group or One-to-One	Yes
9.	Placement of student where he/she is most comfortable (e.g., front of room)	Preferential Seating	Yes
10.	Use of accommodated seating, special lighting, or furniture	Other modified setting	Yes - Type of seating should be specified in request
11.	Able to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others	Other modified setting	Yes
12.	Use of concentration aids (e.g., stress balls, T-stools, background music or noise buffers)	Other	Yes - Requested aid should be specified in request
13.	Placement of teacher/proctor near student	Preferential Seating	Yes
14.	Placement of student near door	Preferential Seating	Yes

Appendix: Accommodations Matrix

Presentation (slide 1 of 3)

	MDE Accommodation	CB Accommodation	College Reportable
15.	Teacher provides visual, auditory or physical cues to student to begin, maintain, or finish task. However, student cannot be cued to move to next question.	Other	Yes - Student cannot be cued to move on to next question. Student may be advised of amount of time remaining.
16.	Reading aloud the Reading, Writing, and Mathematics assessments using a reader script to an individual student or in small groups of no more than 5 students	Reader	Yes - Must be read in a 1:1 setting
17.	Use of audio versions of assessment in English	MP 3 Audio Test Form, Assistive Technology Compatible Test Form	Yes
18.	Use of audio versions of assessment in English for English learners who are also Students with Disabilities or have 504 plans addressing the need for audio support options	MP 3 Audio Test Form, Assistive Technology Compatible Test Form	Yes - Student must have a disability.
19.	Directions provided using sign language – American Sign Language (ASL) or Exact English Signing (EES)	Sign Language Interpreter for Oral Instructions	Yes
20.	Sign the Mathematics American Sign Language (ASL)	Other	Yes
21.	Use of calculator/talking calculator (four-function calculator) on non-calculator sections of the mathematics assessment.	Four-Function Calculator	Yes - Four-function calculators only for non-calculator sections. Talking calculators for calculator-permitted sections can be requested under Assistive Technology
22.	Use of arithmetic tables	Other	Yes - Tables for addition, subtraction, multiplication and division (no formulas) are reportable.
23.	Use of an abacus	Other	Yes

Appendix: Accommodations Matrix

Presentation (slide 2 of 3)

	MDE Accommodation	CB Accommodation	College Reportable
24.	Use of auditory amplification devices or special sound systems	Auditory Amplification / FM System	Yes
25.	Use of visual aids (e.g., closed circuit television, magnification devices)	Magnifying machine	Yes - Devices cannot be connected to internet or be able to record images
26.	Use of Braille and enlarged print versions of assessment	Braille Large Print (14 point, 20 point or greater than 20 point)	Yes
27.	Use of a page turner	Other (or scribe)	Yes - If student is approved for a scribe, scribe may turn pages. Otherwise, can be approved under "Other".
28.	Use of non-skid surface that will not damage the answer document or scanning equipment	Other	Yes
29.	Use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides on test booklets	Other Reading/Seeing	Yes
30.	Use of screen reader/text-to-speech on Reading assessment	Assistive technology and Assistive Technology Compatible Format	Yes
31.	Student points to answers or writes directly in assessment booklet (transferred to document by teacher) or large block (non-bubble) answer sheet	Record answers in test book (if writing answers). Writer/Scribe (if pointing)	Yes
32.	Student responds orally (e.g., student tells assessment administrator which answer they are selecting)	Writer/Scribe	Yes
33.	Use of a scribe for constructed response items for writing	Writer/Scribe	Yes

Appendix: Accommodations Matrix

Presentation (slide 3 of 3)

	MDE Accommodation	CB Accommodation	College Reportable
34.	Use of augmentative/alternative communication devices, e.g., picture/symbol communication boards, speech generating devices	Assistive technology	Yes - Requests considered individually based on documentation submitted. Reportability dependent on nature of device required.
35.	Use of speech to text word processor for responses to Reading and writing	Assistive technology	Yes
36.	Use of special adaptive writing tools such as pencil grip or larger pencil	Other record answers	Yes
37.	Use of additional paper, for recording answers	Other record answers	Yes - No lined or graph paper for reportable scores
38.	Use of alternative writing position (e.g., desk easel, student standing up)	Other modified setting	Yes
39.	Use of computer or word processor for Reading, writing with the following features disabled: spell check, thesaurus, grammar check	Computer	Yes
40.	Use of Braillewriter or electronic Braillewriter for Reading and writing with the following features disabled: spell check, thesaurus, grammar check	Braille writer	Yes
41.	Use of computers with alternative access for an alternative response mode, e.g., switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mice	Assistive technology	Yes

Appendix: Accommodations Matrix

State Allowed Non-College Reportable

	MDE Accommodation	CB Accommodation	College Reportable
42.	Reading all assessment directions in student's native language	State Allowed Accommodation	State Allowed - non-college reportable
43.	Reading content and questions in the student's native language.	State Allowed Accommodation	State Allowed - non-college reportable
44.	Use of bilingual word-for-word-non-electronic translation glossary for English language learners	State Allowed Accommodation	State Allowed - non-college reportable
45.	Sign the Reading, Writing, and Mathematics Assessments - Exact English Signing (EES)	Other	State Allowed – non-college reportable if ASL is used for signing test questions (oral directions only are reportable). EES may be approved for signing test, with reportable scores, if student has both a reading and hearing impairment.
46.	Sign the Reading and Writing Assessments - ASL	State Allowed Accommodation	State Allowed - non-college reportable
47.	Student responds in ASL for Reading and Writing	State Allowed Accommodation	State Allowed - non-college reportable
48.	Student responds in sign language for Reading and Writing (Exact English Only)	Other recording answers	American Sign Language is not. Exact English Signing is reportable.
49.	Student responds in ASL for Mathematics - State Allowed - non-college reportable	State Allowed Accommodation	State Allowed - non-college reportable
50.	Student responds in Signed Exact English for Mathematics,	Other recording answers	Exact English Signing is reportable. American Sign Language is not.
51.	Clarification/Paraphrasing assessment directions	Accommodation not needed	State Allowed - non-college reportable Repeating directions verbatim is allowed for all students and does not require an accommodation request and results in college reportable.

Appendix: Disability Mapping (slide 1 of 3)

Michigan Classification	College Board Disability
Specific Learning Disability	Learning Disability <ul style="list-style-type: none"> - Reading Disorder - Learning Disorder not Otherwise Specified - Disorder of Written Expression - Mathematics Disorder
Other Health Impairment (if health impairment is Attention-Deficit/Hyperactivity Disorder)	Attention-Deficit/ Hyperactivity Disorder <ul style="list-style-type: none"> - AD/HD Combined Type - AD/HD Predominantly Inattentive Type (ADD) - AD/HD Predominately Impulsive/Hyperactive
Autism Spectrum Disorder	Autism Spectrum Disorders <ul style="list-style-type: none"> - Autistic Disorder - Asperger’s Disorder - Pervasive Development Disorder (PDD)
Hearing Impairment	Hearing <ul style="list-style-type: none"> - Deaf - Hard of Hearing - Central Auditory Processing - Other Hearing Impairment
Visual Impairment	Visual <ul style="list-style-type: none"> - Blind - Legally Blind - Low Vision/Visually Impaired - Convergence Insufficiency (Documentation required) - Other Visual Disorder (Documentation required)

Note: This is a general comparison. Specific questions should be addressed to the Michigan Department of Education Office of Special Education or Office of Standards and Assessment.

Appendix: Disability Mapping (slide 2 of 3)

Michigan Classification	College Board Disability
<p>Physical Impairment</p> <p>Otherwise Health Impaired</p> <p>Traumatic Brain Injury</p>	<p>Physical/Medical</p> <ul style="list-style-type: none"> - Cerebral Palsy - Diabetes - Hydrocephalus - Spina Bifida - Sickle Cell Disease - Neurofibromatosis - Juvenile Rheumatoid Arthritis/Arthritis - Lyme Disease - Muscular Dystrophy - Guillain-Barre Syndrome - Crohn's Disease - Chronic Fatigue Syndrome - Cancer - Epstein Barr - Narcolepsy/Sleep Disorder - Epilepsy/Seizure Disorder - Traumatic Brain Injury - Other Physical/Medical Disorder
<p>Speech and Language Impairment</p>	<p>Communication Disorder/Speech and Language</p> <ul style="list-style-type: none"> - Expressive Language Disorder/Speech Sound Disorder/Fluency Disorder - Language Disorder/Mixed Receptive-Expressive Language Disorder - Phonological Disorder (Documentation required) - Other Communication/Speech and Language Disorder (Documentation required)

Note: This is a general comparison. Specific questions should be addressed to the Michigan Department of Education Office of Special Education or Office of Standards and Assessment.

Appendix: Disability Mapping (slide 3 of 3)

Michigan Classification	College Board Disability
<p>Cognitive Impairment</p>	<p>Intellectual Disability</p> <ul style="list-style-type: none"> - Intellectual Disability
<p>Emotional Impairment</p> <p>Some of the College Board disabilities may also be conditions teams used to find the student eligible under Other Health Impairment under the Michigan Administrative Rules for Special Education.</p>	<p>Psychiatric</p> <ul style="list-style-type: none"> - Generalized Anxiety Disorder - Panic Disorder - Post-Traumatic Stress Disorder - Depression/Depressive Disorder - Bipolar Disorder - Obsessive-Compulsive Disorder - Schizophrenia Spectrum Disorder - Oppositional Defiant Disorder - Tourette's Syndrome/Tic Disorder - Other Psychiatric Disorder
<p>Severe Multiple Impairment</p>	<p>Other</p> <ul style="list-style-type: none"> - Multiply Handicapped - Other (Documentation Required) - Dysgraphia