

M-STEP, MI-ACCESS, and WIDA Supports and Accommodations Guidance Document

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Introduction

This guidance document presents appropriate supports, identification processes, classroom considerations, and guidelines for allowable accommodations on all state assessments. Please note that more detailed information pertaining to M-STEP, MI-Access, PSAT, SAT, and ACT WorkKeys can be found in the [Supports and Accommodations Table](#) located on under the **Supports and Accommodations** section of each assessment web page. The guidance in this document pertains to all students, including English learners (ELs), Students with Disabilities (SWDs), as well as those students who are considered English learners (ELs) and are also identified as a student with a disability.

This document is intended for use by anyone with an interest in Supports and Accommodations for the state level summative assessments in Michigan, including, but not limited to:

- School Administrators
- Assessment Coordinators
- Assessment Administrators
- Special Education Supervisors/Directors
- Individualized Education Program Teams, including school personnel and parents
- General Education Teachers
- Title III/Language Acquisition Directors
- EL Educators

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Legislation

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The Every Student Succeeds Act (ESSA) 2015 and additional legislation and guidance from the U.S. Department of Education requires that all ELs and SWDs take assessments that measure their English language acquisition and/or their content knowledge in the core subject areas of mathematics, English language arts (ELA), science, and social studies. This legislation not only includes these testing requirements, but also aims to ensure equal access to these assessments, by requiring states to offer appropriate supports and accommodations that do not violate the constructs of the assessments for the inclusion of the widest range of students possible.

Title III

Title III of the Every Student Succeeds Act (ESSA) 2015 mandates that all ELs receive quality instruction for learning both English and grade-level academic content (U.S. Department of Education, 2002). According to ESSA, ELs are required to participate in statewide assessments that measure students’ English language and academic progress. Educators must ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of the students. For ELs, supports and accommodations are provided during instruction and on assessments to guarantee equal access to grade-level content.

IDEA Description

The Individuals with Disabilities Education Act (IDEA) is a federal law enacted in 1990 and reauthorized in 1997 and 2004. It is designed to protect the rights of SWDs by ensuring that everyone receives a free appropriate public education (FAPE), regardless of ability. Furthermore, IDEA strives not only to grant equal access to SWDs, but also to provide additional special education services and procedural safeguards for them.

Special education services are individualized to meet the unique needs of SWDs and are provided in the least restrictive environment. Special education may include individual or small group instruction, curriculum or teaching modifications, assistive technology, and transition services; other specialized services include physical, occupational, and speech therapy. These services are provided in accordance with an Individualized Education Program (IEP), specifically tailored to the unique needs of each student.

Michigan’s Conceptual Model for Assessment Supports

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Michigan meets these legislative requirements 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 requires documentation by an IEP or section 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. Universal Tools and Designated Supports are not intended to limit what is included in a

student’s IEP or section 504 plan. Such plans outline student need and how those needs are met. If a student, based on need, requires any support (Universal Tool, Designated Support or Accommodation), it should be listed on the student’s plan, so that the student is assured receiving such support or accommodation.

It’s important to note that something designated as a “universal tool” for one content area (for example, a calculator) may be designated as an “accommodation” for another content area. Similarly, a designated support may also be an accommodation, depending on the content target (for example, use of a scribe). 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.

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 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 in Spanish but does not have sufficient literacy skills in the Spanish language, 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.

Making Team-Based Decisions

Considerations for English Learners (ELs)

Although there is no mandatory planning document for EL students’ needs, the act of planning needed supports for the assessment is certainly a requirement. Michigan strongly recommends the following individuals be included in the decision-making about supports EL students may need:

- General education teachers (Mathematics, Science, etc.)
- Language educators (ESL/bilingual teachers, etc.)
- School and district staff such as counselors, reading specialists, school administrators
- Parents or guardians
- Students

It is particularly important for general education teachers to work with English as a Second Language staff to meet the linguistic needs of this student group.

To ensure that ELs are receiving appropriate accommodations for the classroom and the assessment, school personnel should consider the following when making decisions:

- Student characteristics such as:
 - ◊ Oral English language proficiency level
 - ◊ English language proficiency literacy level

- ◇ Formal education experiences
- ◇ Native language literacy skills
- ◇ Current language of instruction
- Instructional tasks expected of students to demonstrate proficiency in grade level content in state standards
- Appropriateness of accommodations for particular content areas

Considerations for Students with Disabilities (SWDs)

For SWDs, it is important for IEP teams to identify what tools, supports, and accommodations are necessary to address a specific student need, and to document those supports and accommodations on the student’s IEP. When selecting tools, supports, and accommodations for students, care must be taken to ensure that what is chosen for use on state summative assessments mirrors what the student requires in order to access their instructional program. Not using a required support or accommodation could disadvantage a student who needs such a support to access the material presented on an assessment. Likewise, introducing a new tool, support or accommodation (one not used otherwise during the student’s educational experience), could disadvantage a student by adding a learning curve at the time their skills are being assessed.

Decisions regarding the tools, supports, and accommodations needed for instruction and assessment for students with disabilities are made by the IEP team. Note that many accommodations must be outlined as a need on the student’s IEP in order for the accommodations to be accessed and used at the time of the state assessment. It is also important to note that while it is not required for some tools and supports to be listed on an IEP in order for the student to access them, if they are required to meet a student’s need based on disability, it would be important to document this on the IEP.

Considerations for 504

Similar to students with disabilities who have an IEP, some students who have a disabling condition that affects a major life function might require supports and accommodations to appropriately access their educational experience (including assessment), but do not otherwise qualify for or require special education services. Supports for these students should be determined by a team and documented in the student’s Section 504 plan, which should be revisited and updated at least annually.

Preparing for the Assessments

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Once the appropriate supports and accommodations for students have been selected, additional steps have to be completed.

Mode Options for Individual Students

In schools doing testing online:

Some supports and accommodations require specific tools within the online delivery system to be turned on, so that the supports and accommodations are available for individual students. Schools may be required to download materials from a secure website or to order additional materials.

In the case of some supports and accommodations, students would be required to take a paper/pencil version of the assessment (e.g. braille or enlarged print). A request for a paper/pencil version of the assessment can be made through the Secure Site.

In schools offering paper/pencil testing:

Paper/Pencil schools may need to order specific materials for students, such as a braille form or an enlarged print form. Please refer to the appropriate content and assessment table in this document to determine how to access those materials.

Some supports and accommodations require that a student take the computer-based version of the test (e.g. video sign language). Identifying individual students to take the online version of the assessment can be done through the Secure Site. For more information on accommodated materials, please call 877-560-8378 and select the appropriate menu option, or send an e-mail to baa@michigan.gov.

Selected Universal Tools, Designated Supports, and Accommodations

To ensure proper administration of the assessments is provided, it is strongly recommended that districts create a list of students and their needed supports (e.g. ordering, turning on supports, etc.). To aid districts in their organizational efforts, OSA has created a Tracking Sheet available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep) under **Student Supports and Accommodations**.

Evaluating the Use of Universal Tools, Designated Supports, and Accommodations

After the completion of the testing, schools should plan to evaluate the use of universal tools, designated supports, and accommodations used on assessments. The evaluation can be done in a variety of ways. A few ideas are listed below:

- Observation notes from a test administrator about a student’s use of these supports and accommodations to inform future use
- Conduct a student interview after the assessment ([see Appendix A](#))

Support Descriptions

This document contains in-depth descriptions of all supports and accommodations provided to students. However, to make appropriate decisions about what supports and accommodations can be offered to students for each assessment, educators must refer to the Supports and Accommodations Table available on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

Non-Standard Supports and Accommodations

Both the Supports and Accommodations Table and this document include only lists of allowable and standard supports and accommodations for students. Supports and accommodations that are not listed are likely to be considered non-standard, and should be marked as such in eDIRECT or bubbled on the Answer Documents. If a particular support or accommodation not identified in these documents is needed, please contact the Office of Standards and Assessment (OSA) by sending an e-mail to baa@michigan.gov for directions on its potential use.

Universal Tools

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Breaks

The number of assessment items a student will address in each testing session can be flexibly defined within the same day per test session, based on the student’s need. For online testers: if a student takes a break lasting less than 20 minutes, the student will not need his/her original login ticket to restart online test session. If the student’s break lasts longer than 20 minutes, the student must use the original login ticket to resume his/her test session. Please refer the assessment’s Test Administrator Manual for more information about system time-out rules. Please note there is no limit on the number of breaks that a student might be given in a single day. The use of this universal “break” tool may result in the student needing additional overall time to complete the assessment.

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, such as a separate room or location within the room

Many students might attend classes in specially designated classrooms within the school. Because of familiarity or other logistical scheduling considerations by schools, these rooms may also then be used for testing students.

Administration of the assessment individually or in a small group (no more than 5 students)

Some students may benefit from testing in a small group or may be using additional supports that would cause a distraction for other students. For example, students utilizing the read-aloud option for the M-STEP paper/pencil assessments or MI-Access FI assessments can have appropriate portions of the test read aloud to them in a small group of no more than five students, or in one-on-one assessment situations.

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

To ensure that students are not disadvantaged on the actual test questions, students may have directions repeated or restated; also, students may ask for clarification if needed.

Highlighter

Depending on mode (online or paper/pencil) this may be a digital or physical tool for marking desired text, item questions, or item answers, with a yellow color. When taking the paper/pencil assessment, students may use a non-embedded highlighter only in the test booklets and never on the answer documents. This tool may help students retain focus on a particular segment of text, or can be used to mark specific text in order to return to it later.

Cross-Off (Answer Eliminator)

Used in online assessments, this digital tool allows students to cross out answer options. This can help students more easily narrow their options for answering a test question. Students taking the paper/pencil tests have the option to mark on their test booklets, simulating the online tool's functionality (stray marks on a student's Answer Document can present an unintended response).

Sticky Notes

This digital tool can be used by students taking the online assessment to make digital notes about a test question.

Scratch Paper

Students can use scratch paper during the assessment, whether they are taking paper/pencil or online tests. This scratch paper must be collected by the Test Administrator and securely destroyed after each testing session. For students taking a paper/pencil form of the M-STEP ELA assessment, space for planning has been built into the structure of the booklets.

Graph Paper

Students in grades 6 and above taking the online M-STEP Math assessments will be provided with graph paper to use as they are taking that test (the graph paper will be shipped to online testing schools). This tool can aid students in their

calculations for determining things like coordinates on an axis. Graph paper is considered scratch paper and must be collected by the Test Administrator and securely destroyed after each testing session.

Mark for Review (Flag)

Students may want to return to an item at a later point during the testing session. For online testers, this may not be available for all parts of an assessment. Its availability is dependent on the adaptive nature of the assessment. This support allows students to mark an item in the online test or to mark a test item with their pencil on the paper/pencil form. Students taking paper/pencil tests should be very careful not to mark on their answer document bubbles. This may interfere with the scanning process, potentially indicating an unintended response. It is recommended that students make notations such as these in the Test Booklets.

Use of page flags and reading guides on test booklets

Students may want to return to an item at a later point during the testing session or may want to use a manipulative as a reading guide to aid in reading text.

Line Guide

This is an embedded digital tool students taking the online assessment may use to help them read text line-by-line. Students may use it at their discretion, by sliding it vertically across the text within a test item.

English Dictionary

For students testing online, an embedded English dictionary will be available only on the final question (full-length essay) of the Performance Task (Performance Tasks available only in grades 5 and 8). For paper/pencil M-STEP ELA testers, a paper-based English dictionary may be used ONLY on the Writing assignment (full-length essay) of the Performance Task.

English Thesaurus

For students testing online, an embedded English thesaurus will be available only on the final question (full-length essay) of the Performance Task (Performance Tasks available only in grades 5 and 8). For paper/pencil M-STEP ELA testers, a paper-based English thesaurus may be used, only on the Writing Assignment (full-length essay) of the Performance Task.

Writing Tools (bold, italic, etc.) (ELA Performance Task)

These selected writing tools are available on some constructed response items (not ELA short answer items) in the online M-STEP ELA assessments. Students taking a paper/pencil test have full control with their own writing utensils to enhance their writing responses in similar ways.

Use of special adaptive writing tools such as pencil grip or larger pencil

Due to a physical disability or injury, some students may need adaptive writing tools for note taking or for taking the paper/pencil form of the assessments.

Magnifier

In online testing, students may use this embedded tool to enlarge all assessment content on the computer screen (one- or two-times magnification). This support may meet the needs of students with visual impairments and other print disabilities. Use of the magnifier tool is controlled by the student; the students would need to re-select it on each test question for which they would like to use it. Students must be comfortable navigating the screen once the magnification option is selected. The frequent use of this tool may result in the student needing additional overall time to complete the assessment.

Another method of magnifying the image is for students to use a larger computer screen. The test engine will adjust the image to the screen being used. If a student uses a larger screen in the classroom due to a visual or cognitive disability, and the team determines that the student should be assessed using this equipment, the image will adjust to the size of

that screen when the test engine is loaded. Educators having difficulty selecting appropriate magnification or enlargement options for students should contact the Office of Standards & Assessment by sending an e-mail to baa@michigan.gov.

For paper/pencil testers, students have the option to have an Enlarged Print form of the assessment ordered for them. Please see [Enlarged Print](#) under the **Accommodations** section.

Designated Supports

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Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., Home when student is homebound or Care facility when it is medically necessary)

The very small number of students who currently spend the majority of their instructional time outside of the regular school environment may be tested with a paper/pencil form of the assessment, with appropriate supervision, by a trained administrator.

Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)

The very small number of students who currently spend the majority of their instructional time outside of the regular school environment may be tested with a paper/pencil form of the assessment, with appropriate supervision, by a trained administrator. For some assessments, this may require a formal off-site request.

Noise Buffers (e.g., ear mufflers, white noise, and/or other equipment to block external sounds)

Noise buffers are appropriate for the small number of students who need to wear equipment to reduce environmental noise. Students may have this support if they regularly use such equipment in the classroom. Students will need headphones for this support unless they are tested individually in a separate setting.

Qualified translator to provide oral translations of test directions for students in language appropriate for student

This support is intended for use with students who need directions read in another language. This option is available for all M-STEP and MI-Access assessments, for both online and paper/pencil testers. Please refer to the Recommended Qualifications for Translators document on the M-STEP website for more information. For ELA, translators may only provide directions that are not specific to test items (general orientation directions to begin testing, etc.). The reading of ELA items, answer options, or passages is not allowed. For students taking the SAT and ACT WorkKeys particular attention must be paid to whether or not the student receives a college reportable score or National Career Readiness Certificate if utilizing this support. Please refer to the Supports and Accommodations Table for more information on this topic.

Qualified translator to provide oral translations of test items for students in language appropriate for student

This support is intended for use with students who are fluent in a language other than English. Students with Spanish fluency should take the Spanish form of the assessment (when available) but may have the Spanish form read aloud to them. Use of the Spanish form ensures greater uniformity in the test translation and therefore ensures greater reliability of the resulting assessment of students using this support. A Spanish read-aloud support in small groups of no more than five students may be provided for the paper/pencil assessment only. Students utilizing the online stacked Spanish translation may also use the Spanish read-aloud, but **must** have the assessment individually administered. Schools wanting to provide oral translations in one language to multiple students may do so using the paper/pencil assessment (in small groups of no more than five students) or may provide the support as an individual test administration for online test-takers.

This support is intended for students who may be in bilingual programs or who have more fluency in their native language than in English. Use of this support assumes that a student is better able to 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.

Please refer to the Recommended Qualifications for Translators document on the M-STEP website for more information. The use of this support may result in the student needing additional overall time to complete the assessment. District and building coordinators should ensure translators have also reviewed the M-STEP Spanish Read-Aloud Guidelines or the M-STEP Arabic Read-Aloud Guidelines..

For the M-STEP Science and Social Studies assessments, test administrators **must** use the Reader Script in order to provide an oral translation if a paper/pencil assessment and corresponding DVDs are not used (Arabic DVD and Spanish DVD). Please note that Reader Scripts are not available for all assessments and content areas. Please see the Reader Script section in this document for more information on ordering and use of Reader Scripts. Translators for students taking MI-Access should use the Do Not Read Aloud table in the inside front cover of the test booklet to aid in translating correct portions of the assessment.

Text-to-Speech (TTS)

With this support, text is read aloud to the student through the use of embedded text-to-speech technology. The student is able to control the speed of the audio and can stop or start the audio at will. The follow along feature additionally provides students a read along guide (follow along) with words being highlighted on the screen as they are read aloud to the student. This option is defaulted to on but may be disabled by students not finding this part of the TTS features useful. Please note that for M-STEP assessments, TTS must be enabled for students in eDIRECT. This support may be needed by students who are struggling readers and need assistance to access the assessment, by having all or portions of the assessment read aloud. TTS support may also be needed by a variety of other students, including students with reading-related disabilities, or students who are blind and do not yet have adequate braille skills. This support will likely impede the performance of students who do not regularly have the support during instruction. Students who use TTS will need headphones unless tested individually in a separate setting. TTS is available for all M-STEP questions items and answer options. Students taking the M-STEP ELA assessment in grades 3 – 8 will also have the Performance Task source materials read aloud to them.

TTS is a universal support for all MI-Access FI assessments.

Read-aloud (human reader)

Text is read aloud to the student by a trained and qualified person (human reader) who follows the security and administration guidelines provided in the M-STEP Read-Aloud Guidelines. Students who struggle with reading for a variety of reasons (visual disabilities, cognitive disabilities, etc.) may need assistance accessing the assessment, by having all or portions of the assessment read aloud. If “read aloud” is not used regularly during classroom instruction, this support is likely to be confusing and may impede the performance on assessments.

For online test takers: this support is meant to be provided to students on an individual basis and not to a group of online test takers.

For paper/pencil schools that have students needing this support AND would like to group-administer: the support may be provided to students in groups of no more than five students. Please follow the directions outlined in the Supports and Accommodations Table.

A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment. For M-STEP Math and ELA, using read aloud as a Designated Support means the questions, answer options, and Performance Task source material may be read aloud to students. Reading aloud the Reading passages for the M-STEP ELA assessment is allowable as an Accommodation only in grades 6 – 8. Please see Read Aloud in the Accommodations section of this document for more information. Educators should refer to the M-STEP Math and ELA Read-Aloud Guidelines.

Reader Script (human reader)

The purpose of this support is detailed above in the description for Read Aloud. Some Michigan assessments utilize a paper-based material called a Reader Script to better ensure the accuracy and reliability of what is read to students. Paper/Pencil test takers may use this support in an individual setting or as a part of a small group of no more than five students. Students will use a Form 1 test booklet while the test administrator reads aloud from the Reader Script. Please note that the school may be taking another form of the test. This Form 1 test booklet will automatically be ordered when an order is placed for a Reader Script (please be sure to provide the correct student count when ordering materials).

English Audio CD

The purpose of this support for paper/pencil testers is detailed above in the description for Read Aloud. Some Michigan assessments offer an English Audio CD to better ensure the accuracy and reliability of what is read to students. This support may be used in an individual setting or as a part of a small group of no more than five students. Students may need headphones if the support is administered in an individual setting; the student should have personal control over the equipment. Students may be assisted in playing the CD but may not be given help with the answer to any test item.

Students using this support must also have a printed copy of the Form 1 test booklet to use during testing, even though the school may be taking another form of the test. This Form 1 test booklet will automatically be ordered when an order is placed for a CD (please be sure to provide the correct student count when ordering materials).

Spanish or Arabic DVD

This support is available to paper/pencil testers for some state assessments and is intended for use with students who are fluent in Spanish or Arabic. Moreover, it is intended for use by students who may be in bilingual programs or whose native language fluency is greater than their English fluency, with the assumption the student is able to better show knowledge of the content in a language other than English. Use of this support with students with lower fluency in a language other than English may result in less valid assessment results. Also, the use of this support may result in the student needing additional overall time to complete the assessment. This support may be used in an individual setting or as a part of a small group of no more than five students.

DVDs are designed to be used with a television and DVD player, as this equipment will produce the highest quality results. Video DVDs correspond to a Form 1 test booklet (even though a school may be taking another form of the test) and will use a standard answer document. This Form 1 test booklet will automatically be ordered when an order is placed for a DVD (please be sure to provide the correct student count when ordering materials). Each test question is marked on the DVD. This assists the students in returning to the appropriate place on the DVD if necessary.

English DVD

This support is available to paper/pencil testers for M-STEP Science and Social Studies state assessments. It is intended for use with students who may be struggling readers and may need support in tracking the content of the information presented to them. This support may be used in an individual setting or as a part of a small group of no more than five students.

DVDs are designed to be used with a television and DVD player, as this equipment will produce the highest quality results. Video DVDs correspond to a Form 1 test booklet (even though a school may be taking another form of the test) and will use a standard answer document. This Form 1 test booklet will automatically be ordered when an order is placed for an English DVD (please be sure to provide the correct student count when ordering materials). Each test question is marked on the DVD. This assists students in returning to the appropriate place on the DVD if necessary.

Use of translated Spanish form – Paper/Pencil: Spanish and English text; Online: Stacked translation, split screen with Spanish and English test items

This language support for M-STEP Math assessment is intended for students whose primary language is not English and who use dual language supports in the classroom. **Students using the translated form of the assessment must still respond in English for constructed response items.**

Not only should this type of support be used on a regular basis in the classroom for these students, but ideally students using this support should be proficient and have high Spanish literacy skills. Students may use this support in conjunction with an oral translation, which effectively provides a read-aloud support to students who need it. Use of this support will increase reading load and cognitive load and may result in the student needing additional overall time to complete the assessment. As a reminder, students must participate in the M-STEP Math assessments regardless of the language they speak, the country they come from, or their length of residence in the United States. **NEW for Spring 2017:** For students who have a stacked Spanish form, both English and Spanish test directions will be presented. The complete English version first and then the complete Spanish Version

Use of L1 (1st language) glossary reference sheets - available in Arabic, Cantonese, Ilokano, Korean, Mandarin, Punjabi (Eastern and Western), Spanish, Tagalog, Russian, Ukrainian, and Vietnamese

Translated glossaries are a language support. This support is intended for students who have some proficiency in one of these languages; the use of it will aid them in showing their knowledge on the M-STEP Math assessments. The translated glossaries are provided for selected construct-irrelevant terms for mathematics. Students taking the paper/pencil form of the assessment have access to this support by utilizing the printable L1 Glossary Reference Sheets. This use of this support may result in the student needing additional overall time to complete the assessment. Please refer to the M-STEP Test Administrator Manual for more information on accessing this material.

Use of non-electronic word-to-word bilingual dictionaries

This support is intended for students who use such dictionaries on a regular basis in the classroom to aid in their understanding of content in their core subject areas. Students may use this designated support if they are taking the paper/pencil or online tests for the M-STEP Mathematics, Science, or Social Studies assessments. Use of this support may result in the student needing additional overall time to complete the assessment. Please also refer to the M-STEP and MI-Access Word-to-Word Bilingual Dictionary Guidance document for additional information. Because of security issues, students can only use a paper-based form of these dictionaries.

Use of auditory amplification devices or special sound systems

Students may utilize this support if they need it to allow them to properly hear the directions or questions.

Use of visual aids (e.g. close circuit television, magnification devices)

Some students may need additional supports for visual enhancements due to specific vision disorders. The supports allow students to properly see the assessment directions and questions.

Masking

Masking involves blocking off content that is not immediately needed by the student to answer the question or that may be distracting to the student. With masking, students with attention difficulties are better able to focus their attention on a specific part of a test item during the assessment. This support may also be needed by students with a variety of disabilities (including learning disabilities) or visual impairments. In the online testing system, students must have this feature enabled for them. Please refer to the Test Administrator Manual for more information.

Use of a Page Turner

Some students with limited hand function, or disabilities affecting reach, dexterity, fine motor, or other upper extremity functions may use this support to aid in turning pages of books.

Use of a non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive)

Special surfaces may be used for administration of the assessment. However, great care must be taken in utilizing alternative surfaces, so as to not affect the paper of the answer documents themselves and to ensure proper scanning.

Color Choice

On the online test screen, the color chooser gives multiple background color options. Students with attention difficulties may need this support for viewing test content online. The color chooser also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). The decision to utilize the color selection option in eDIRECT for a student should be informed by evidence that color selections meet the student's needs. This feature must be enabled for students to use it. Please refer to the Test Administrator Manual for more information. Once this feature is enabled for a student and a student has logged into the test, a proctor will then assist the student at the beginning of testing session in selecting the appropriate color.

Contrasting Color

The contrasting text option gives multiple background colors with contrasting text color options for the online test screen. Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). The decision for the color selection option for a student in eDIRECT should be informed by evidence that color selections meet the student's needs. Students must have this feature enabled for them. Please refer to the Test Administrator Manual for more information. Once this feature is enabled for a student and a student has logged into the test, a proctor will then assist a student at the beginning of testing session in selecting the appropriate color.

Scribe – Non-writing (non-constructed response) Items

With this support, students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified as a test administrator, and must follow the OSA Scribing Protocol. Scribes are necessary for students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm). Specifically, a scribe is an adult who writes down verbatim what a student dictates through speech, American Sign Language, or an assistive communication device. The use of this support may result in the student needing additional overall time to complete the assessment.

Multi-day Testing

For some state assessments, students may have the option to test across multiple days. If a student will require more than one day to complete any single section of an assessment, their test may be paused and exited at any point in the test. The student will be able to log back into their test at any subsequent point within the testing window to complete the session. It is important that the student's test be paused and exited and not submitted. Please refer to the Student Supports and Accommodations Table, testing calendars, and Test Administration Manuals for more information.

Accommodations

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Braille

Students with visual impairments may read text via braille. Students who use a braille form must have their answers transcribed onto a regular scannable answer document for the appropriate grade/subject area. When an M-STEP and MI-Access braille test is ordered for a student, the district will be shipped a Braille Kit that will include the Assessment Administrator Booklet for Braille (AABB). The Print to Braille Correspondence is available on the [M-STEP](http://www.michigan.gov/mstep) (www.michigan.gov/mstep) and [MI-Access](http://www.michigan.gov/mi-access) (www.michigan.gov/mi-access) web pages. For some content areas a contracted and uncontracted form of the braille assessment are available.

Text-To-Speech Passage for M-STEP ELA

If selected for students in grades 6-8, this accommodation will give the students an opportunity to hear test questions, answer options, Performance Task source material, and Reading passages if a paper/pencil assessment and corresponding DVDs are not used (Arabic DVD and Spanish DVD). This accommodation is appropriate for a very small number of students (estimated to be approximately up to two percent of students with disabilities participating in a general assessment). However, this percentage is not intended as a cap for the number of students who may utilize this support. It is available as an accommodation for students whose need is documented in an IEP or 504 plan. Students who use text-to-speech will need headphones, unless tested individually in a separate setting. Please note that the follow along feature is not available for M-STEP ELA.

Read-aloud for M-STEP ELA Reading Passages

Students in grades 6-8 may have Reading passages within the M-STEP ELA assessment read aloud to them. They could use this in conjunction with having test questions, answer options, and the Performance Task source materials (listed as a Designated Support) also read aloud to them. Having Reading passages read aloud is appropriate only for a very small number of students (estimated to be up to two percent of students with disabilities participating in a general assessment). However, this percentage is not intended as a cap for the number of students who may utilize this support. It is available as an accommodation for students whose need is documented in an IEP or 504 plan.

NOTE: For online test takers, this accommodation is intended to be provided to students on an individual basis and not in group settings. For paper/pencil schools with students needing this support AND which would like to group administer, the accommodation may be provided to students in groups of no more than five students. Refer to the M-STEP Math and ELA Read-aloud Guidelines.

While using this support, a student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment.

Enlarged Print

Students with visual impairments and other print disabilities may use an enlarged version of the paper/pencil assessment. The use of this support may result in the student needing additional overall time to complete the assessment. Please refer to the Test Administrator Manual for information related to transcribing and returning these materials.

Form 1 is used as the basis for the enlarged print version of the M-STEP and MI-Access assessments. Students who use this form of the assessment must have their answers transferred onto a regular answer document. If a student uses an enlarged print version as an accommodation, a test administrator, proctor, or accommodations provider may need to transcribe the student's response from the enlarged print test booklet onto a regular answer document that is returned along with other scorable materials. Spelling, punctuation, indentation, etc. must be transcribed exactly as it was presented in the student's original response.

Once student responses have been transcribed to a regular answer document, the original document can be returned in a non-scorable box. Please see the relevant test administration manuals for additional details.

Use of OSA’s Multiplication Table (Grade 4 and above only)

This table is allowed for use by online or paper/pencil M-STEP Mathematics test takers in grades 4 – 8. For some assessments, this paper-based single digit (1-9) multiplication table will be available for students who have a documented need in their IEP or 504 Plan, such as a persistent calculation disability (i.e., dyscalculia).

Abacus

Some students with visual impairments who typically use an abacus may use an abacus in place of using scratch paper during the assessment.

Non-embedded Calculator (Grade 6 and above only)

While taking the online test, students in grades 6 and above with visual or other impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the device they typically use, such as a braille calculator or talking calculator. Calculators **ARE NOT** allowed as a Designated Support or Accommodation for students taking the M-STEP Mathematics tests in grades 3 – 5.

NOTE: Test administrators must ensure that the calculator is available for students to use only for designated calculator items.

Directions provided using American Sign Language (ASL) or Signed Exact English (SEE)

Some students who are deaf or hard of hearing and who typically use ASL or SEE may need this accommodation when accessing directions in the assessment. Additionally, for many of these students, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to directions presented orally if they are provided with appropriate amplification and are in a setting where extraneous sounds do not interfere with the clear presentation of the audio in a listening test. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

Test content provided in American Sign Language (ASL) or Signed Exact English (SEE)

Some students who are deaf or hard of hearing and who typically use ASL or SEE may need this accommodation when accessing text-based content in the assessment or when accessing content testing Listening. Additionally, for many of these students viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to directions presented orally if they are provided with appropriate amplification and are in a setting where extraneous sounds do not interfere with the clear presentation of the audio in a listening test. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

For students taking the M-STEP Math or ELA tests for which this support might be needed, one option is to enable the embedded sign language videos (VSL – Video Sign Language) for all Math items or for ELA Listening items. These students could also use a human signer for Math items. It is possible that due to regional differences in signing, a student may come across a word in the VSL with which they are unfamiliar. Students may ask for an interpreter to sign individual words that they may not have understood for this reason. Interpreters **MUST** not include additional descriptions or explanations, but must provide an appropriate and equal term-to-term sign. A human signer could also use the Listening Script for ELA listening items only for paper/pencil testers.

Closed captioning

Students with hearing disabilities may benefit from having the content of the ELA listening passages and items. This support functions by displaying text on the screen for students.

Scribe – Writing test questions (constructed responses)

With this accommodation, students dictate their responses to a human scribe who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the OSA Scribing Protocol. Scribes are necessary for students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses. The use of this support may result in the student needing additional overall time to complete the assessment.

Use of adapted paper, additional paper, lined or grid paper for recording answers

Students with visual or perceptual disabilities may require the use of adaptive paper for recording answers or expressing ideas in writing. This might include specially lined paper or tactile paper with raised lines or line cues. When additional paper is used, the student should only be allowed to write the equivalent of what could be written in the original space provided.

Alternative Communication Device (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mice)

Online testing schools with students needing these supports must contact the Office of Standards and Assessment at baa@michigan.gov or 877-560-8378 and select the appropriate menu option.

Speech-to-Text

Use of a type of software that takes audio content and transcribes it into written words in a word processor or other display. This may be useful for some students with disabilities who may have difficulties writing by hand or using a keyboard. This support may be used with paper/pencil assessments. At this time, third party software is not compatible with Michigan's current online testing engines.

Use of counters, coins, base-10 blocks or other manipulatives for solving mathematics problems.

Some students may find that visual or physical objects are helpful for them in providing concreteness of mathematical concepts.

Use of word processor for constructed response items

Students who ordinarily use a word processor in conjunction with other tools (such as JAWS) for their written communication needs may do so for the paper/pencil assessments. Use of this requires that word prediction, autocorrect, and other grammatical software is not activated.

Appendix A

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Questions for Post-Testing Supports and Accommodations Student Interview

After an assessment, use this form to interview a student about the support(s) provided, to determine if the support was useful and if the student would use it again. Also note any adjustments or difficulties the student experienced, either in how the accommodation was administered or when using the accommodation during the assessment.

Student: _____

Date: _____

Support(s) Used: _____

Questions	Assessment Taken			
Was the support/accommodation useful?	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:
Did you have any difficulties while using this support?	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:
Would you want use this/these support(s) again?	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:	Yes/No Comments: