Assessment Accommodation Summary Table
Office of Educational Assessment and Accountability

Purpose of the Assessment Accommodation Summary Table

The purpose of the following information is to provide Michigan educators, parents, and other interested parties a summary of the standard (S) and nonstandard (NS) accommodations for each state assessment included in the State Board of Education adopted *Michigan Educational Assessment System* (MEAS). The MEAS includes the Michigan Educational Assessment Program (MEAP), MEAP-Access (Michigan's Alternate Assessment based on Modified Achievement Standards), MI-Access (Michigan's Alternate Assessments based on Alternate Achievement Standards), the Michigan Merit Examination (MME), and the English Language Proficiency Assessment (ELPA). In addition to the accommodations for the assessments included in the MEAS, the permitted (P) and not permitted (NP) assessment accommodations for the National Assessment of Educational Progress (NAEP) are provided. There is a separate Assessment Accommodation Summary Table for the MME, available at www.michigan.gov/mme.

The summary table of assessment accommodations is to be used by educators as a reference to determine if an assessment accommodation that has been determined appropriate for the student, is a standard or nonstandard accommodation for the MEAS, or is permitted or not permitted for the NAEP. It is *not* to be used as a checklist for determining *what* assessment accommodations should be used for a student. Students should only use accommodations on state assessments if 1) the accommodation is documented in the IEP, Section 504 Plan, or ELL plan 2) the accommodation is routinely used as part of the student's daily instruction, 3) the student is proficient in using the accommodation, and 4) the effectiveness of the accommodation(s) has been determined prior to use on an assessment.

Assessment Accommodation Consequences – No Child Left Behind

It is important to know whether an assessment accommodation is standard or nonstandard since it can have an impact on whether a school or district meets the No Child Left Behind Adequate Yearly Progress (AYP). At the school, district, and subgroup (ethnicity, economically disadvantaged, English language learners, and Students with Disabilities) levels, a minimum of 95% of the students enrolled in each of the grades being assessed must participate in the state's reading and mathematics assessments in order to make AYP. A student using a nonstandard assessment accommodation will *not* count as being assessed when calculating NCLB participation rates.

A standard assessment accommodation is one that does not change what the specific assessment is measuring. The score received by a student using a standard assessment accommodation would count when calculating NCLB participation and proficiency rates. A nonstandard assessment accommodation *does* change what the assessment is measuring and results in an invalid score. For example, portions of the MEAP reading assessment are intended to measure how well a student can read through decoding. Therefore, if certain reading items are read to a student, it becomes a listening assessment and not a reading assessment. Another example is the use of a calculator on the portion of the MEAP mathematics assessment where calculators are not permitted. If a calculator is used on that portion of the test, it becomes a nonstandard assessment accommodation because it changes what the mathematics assessment is measuring.

NOTE: Assessment accommodations not listed in the *Assessment Accommodation Summary Table* are considered nonstandard and state assessment scores accomplished by the use of nonstandard assessment accommodations will be considered invalid when calculating NCLB participation rates. For questions – call (877) 560-8378.

Assessment Accommodation Summary Table
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Assessment Accommodation Summary Glossary

Terminology	Explanations
MEAP	Michigan Educational Assessment Program
MEAP-Access	Michigan's Alternate Assessment based on Modified Achievement Standards
MI-Access	Michigan's Alternate Assessments based on Alternate Achievement Standards
MI-Access FI	MI-Access Functional Independence assessment
MI-Access SI	MI-Access Supported Independence assessment
MI-Access P	MI-Access Participation assessment
ELPA	English Language Proficiency Assessment
ELL	English Language Learners
NAEP	National Assessment for Educational Progress
IEP	Individualized Education Program
504	General education students who have Section 504 plans under the Rehabilitation Act of 1974
ADA	The Americans with Disabilities Act was signed in 1990. It addresses accessibility and accommodations in general terms e.g., physical accessibility of facilities, materials in accessible formats, and so forth. It extends the protections of the Rehabilitation Act to public and private sectors telecommunications, and so forth.
S	Standard assessment accommodation
NS	Nonstandard assessment accommodation. Nonstandard accommodations change the construct of what's being measured, and render the student's score invalid.
P	Permitted assessment accommodation on the NAEP
P(+)	Not provided by NAEP, but a school, district, or state may provide after fulfilling NAEP security requirements.
NP	Not Permitted assessment accommodation on the NAEP
C	Check with the NAEP assigned school coordinator; accommodation *may* be permitted.
NA	Not Applicable. Some accommodations do not apply to all assessments or populations. For example, accommodations #53 and 54 only pertain to the ELPA, and are therefore not applicable to MEAP, MEAP-Access, or MI-Access.

Terminology	Explanations
Reader scripts	A scripted version of the assessment. Reader scripts are used when reading a MEAP or MEAP-Access assessment aloud to a student.
Extended time	Extended assessment time required by a student with an IEP, 504 or ELL plan beyond the suggested assessment time. All State assessments are untimed; however, recommended assessment times are provided in the assessment manuals. Please refer to the assessment-specific manual for more information.
Appropriate Supervision	The Office of Educational Assessment and Accountability (OEAA) provides guidance in determining who may be an assessment administrator. Please refer to the "Professional Assessment and Accountability Practices for Educator", located at www.michigan.gov/oeaa.
Scribe	An assessment administrator responsible for recording student responses to an assessment exactly as stated. Students using this accommodation must include specific directions to the scribe about punctuation, spelling, etc., for the writing test.
Ⓤ Universal Accommodations	Accommodations that any student can utilize, regardless of eligibility, without changing what is being measured by the assessment

Accommodation	MEAP / MEAP-Access		MI-Access		ELPA		NAEP
	IEP/504	ELL	FI	P/SI	IEP/504	ELL	IEP/504
A. Timing/Scheduling							
1. Administration of the assessment at a time most beneficial to the student, with appropriate supervision	S	S	S	S	S	S	C
2. Administer the parts within a content area in any order	S	S	S	NA	NA	NA	C
3. Extended assessment time (see glossary for more detail)	S	S	S	S	S	S	P(+)
4. Frequent supervised breaks	S	S	S	S	S	S	P
5. Ⓤ Method of informing students of remaining time (e.g., clock or timer)	S	S	S	S	S	S	P
B. Setting							
6. Ⓤ Administration of the assessment in an alternate education setting (in school) with appropriate supervision e.g., • Bilingual/English as a Second Language setting • Special education setting • In a distraction free space or alternate location such as separate room or location within the room	S	S	S	S	S	S	P
7. Administration of the assessment in an alternate education setting (out of school) with appropriate supervision e.g., • Home when student is homebound • Care facility when it is medically necessary	S	NS	S	S	S	NS	NP
8. Administration of the assessment in an **interim** alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	S	NS	S	S	S	NS	P

Accommodation	MEAP / MEAP-Access		MI-Access		ELPA		NAEP
	IEP/504	ELL	FI	P/SI	IEP/504	ELL	IEP/504
9. Ⓤ Administration of the assessment individually or in a small group	S	S	S	S	S	S	P
10. Ⓤ Placement of student where he/she is most comfortable (e.g., front of the room, back of the room)	S	S	S	S	S	S	P
11. Use of accommodated seating, special lighting, or furniture	S	NS	S	S	S	NS	P
12. Ⓤ Able to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others (e.g., kneeling, constant movement)	S	S	S	S	S	S	C
13. Use of concentration aids (e.g., stress balls, T-stools, background music or noise buffers)	S	NS	S	S	S	NS	C
14. Ⓤ Placement of teacher/proctor near student	S	S	S	S	S	S	P
C. Presentation							
15. Reading all assessment directions in student's native language • Student must be dominant in that native language; **and** • Student's English proficiency is determined to be basic or lower intermediate; **and** • Student receives bilingual instruction in their native language for the maintenance of that language	S	S	S	S	NS	NS	P(+)
16. Ⓤ Qualified person familiar to the student administers the assessment (e.g., Special Education Teacher, Bilingual/ESL staff)	S	S	S	S	S	S	P

Accommodation	MEAP / MEAP-Access		MI-Access		ELPA		NAEP
	IEP/504	ELL	FI	P/SI	IEP/504	ELL	IEP/504
17. ⓤ 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	S	S	S	S	S	S	p
18. ⓤ Teacher provides visual, auditory or physical cues to student to begin, maintain, or finish task	S	S	S	S	S	S	C
19. Reading aloud • MEAP or MEAP-Access Reading assessment • MEAP or MEAP-Access Writing sample • MI-Access Functional Independence Accessing Print (refer to Do Not Read Aloud Table in test booklet)	NS	NS	S	NA	NA	NA	NA
20. Reading aloud the Mathematics, Science and Social Studies assessments with individual students or in small groups of no more than 5 students. • MEAP and MEAP-Access require the use of Reader Scripts	S	S	S	NA	NA	NA	P

Accommodation	MEAP / MEAP-Access		MI-Access		ELPA		NAEP
	IEP/504	ELL	FI	P/SI	IEP/504	ELL	IEP/504
21. Reading content and questions in the students native language (Mathematics, Social Studies, Science, and Writing) • Student must be dominant in a native language other than English; **and** • Student's English proficiency is determined to be basic or lower intermediate; **and** • Student receives bilingual instruction in that native language for the maintenance of that language	S	S	S	S	NA	NA	P
22. Use of state-produced audio versions of assessment	S	NS	S	NA	S	S	NA
23. Use of state-produced video or audio versions of assessment in English for English language learners • Student must be dominant in a native language other than English; **and** • Student's English proficiency is determined to be basic or lower intermediate; **and** • Student is taking one of the following: o a MEAP or MEAP-Access content-area assessment (Mathematics, Social Studies, and Science) o Writing section of MEAP or MEAP-Access o Expressing Ideas section of MI-Access Functional Independence • **This accommodation is NON-standard for the reading components of any assessment**	S	S	S	NA	NA	NA	NA

Accommodation	MEAP / MEAP-Access		MI-Access		ELPA		NAEP
	IEP/504	ELL	FI	P/SI	IEP/504	ELL	IEP/504
24. Use of state-produced video or audio versions of assessment in a language other than English for English language learners • Student must be dominant in that language; **and** • Student's English proficiency is determined to be basic or lower intermediate; **and** • Student receives bilingual instruction in that native language for the maintenance of that language; **and** • Student is taking one of the following: o a MEAP content-area assessment (Mathematics, Social Studies, and Science) o Writing section of MEAP o Expressing Ideas section of MI-Access Functional Independence • **This accommodation is a NON-standard accommodation for the reading components of any assessment**	S	S	S	NA	NA	NA	NA
25. Directions provided using sign language (American Sign Language (ASL) or Exact English)	S	S	S	S	S	S	P(+)
26. Sign the Reading and Writing assessments (American Sign Language (ASL) or Exact English)	NS	NS	S	NA	NA	NA	NP
27. Sign the Listening and Speaking sections of the ELPA (American Sign Language (ASL) or Exact English)	NA	NA	NA	NA	S	S	NA
28. Sign the Reading and Writing sections of the ELPA (American Sign Language (ASL) or Exact English)	NA	NA	NA	NA	NS	NS	NA

Accommodation	MEAP / MEAP-Access		MI-Access		ELPA		NAEP
	IEP/504	ELL	FI	P/SI	IEP/504	ELL	IEP/504
29. Sign the Mathematics, Science and Social Studies assessments (American Sign Language (ASL) or Exact English)	S	NS	S	S	NA	NA	P
30. Use of calculator/talking calculator on the non-calculator sections of the Mathematics assessment	NS	NS	S	NA	NA	NA	NP
31. Use of a calculator on the Science and Social Studies assessments	S	S	NA	NA	NA	NA	NP
32. Use of arithmetic tables	NS	NS	NS	NA	NA	NA	NP
33. Use of manipulatives (e.g. actual coins and bills, base 10 blocks, and concrete objects)	S	NS	S	S	NA	NA	NP
34. Use of an abacus	S	NS	S	S	NA	NA	NP
35. Ⓤ Use of rulers as provided by the State	S	S	S	S	NA	NA	NA
36. Use of adapted rulers, protractors, Braille and large print rulers and protractors	S	NS	S	S	NA	NA	P
37. Use of auditory amplification devices or special sound systems	S	NS	S	S	S	NA	P(+)
38. Use of visual aids (e.g., closed circuit television, magnification devices)	S	NS	S	S	S	S	P(+)
39. Use of state produced Braille and enlarged print versions of assessment	S	NS	S	NA	S	S	P(+)
40. Use of a page turner	S	NS	S	S	S	S	C
41. Use of non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive)	S	NS	S	NA	S	S	P
42. Ⓤ Use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides on test booklets	S	S	S	S	S	S	C

Accommodation	MEAP / MEAP-Access		MI-Access		ELPA		NAEP
	IEP/504	ELL	FI	P/SI	IEP/504	ELL	IEP/504
43. Use of bilingual dictionaries that define or explain words or terms	NS	NS	NS	NS	NS	NS	NP
44. Use of dictionary, thesaurus, spelling book, or grammar book for Mathematics, Science, Social Studies, Reading, and Writing	NS	NS	NS	NS	NS	NS	NP
45. Use of bilingual word-for-word non-electronic translation glossary for English language learners	S	S	S	S	NS	NS	P
46. Use of screen reader/text-to-speech on reading assessment	NS	NS	NS	NA	NS	NS	NP
47. Use of screen reader/text-to-speech on ELPA • Listening, Writing and Speaking sections only	NA	NA	NA	NA	S	S	NA
D. Response							
48. Student responds in his/her native language to the constructed response items on assessments	NS	NS	NS	NA	NS	NS	NP
49. Student responds in sign language for Reading and Writing or Functional Independence Assessing Print and Expressing Ideas(Exact English only)	S	NS	S	NA	NA	NA	NP
50. Student responds in sign language for the ELPA Listening and Speaking sections (American Sign Language (ASL) or Exact English)	NA	NA	NA	NA	S	S	NA
51. Student responds in sign language for the ELPA Reading and Writing sections (Exact English only)	NA	NA	NA	NA	S	NS	NA

Accommodation	MEAP / MEAP-Access		MI-Access		ELPA		NAEP
	IEP/504	ELL	FI	P/SI	IEP/504	ELL	IEP/504
52. Student responds in sign language for Mathematics, Science and Social Studies assessments (American Sign Language (ASL) or Exact English)	S	NS	S	S	NA	NA	P(+)
53. Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher)	S	S	S	S	S	S	P
54. Student responds orally (e.g., student tells assessment administrator which answer choice they are selecting)	S	NS	S	S	S	S	P(+)
55. Use of a scribe for constructed response items (student must indicate punctuation, format and spell all key words) for Writing or Functional Independence Expressing Ideas	S	NS	S	NA	S	S	P
56. Use of augmentative/alternative communication devices e.g., • Picture/symbol communication boards • Speech generating devices	S	NS	S	S	S	NS	C
57. Use of speech to text word processor for responses to Writing, Functional Independence Expressing Ideas, and ELPA	NS	NS	NS	NS	NS	NS	NP
58. Use of special adaptive writing tools such as pencil grip or larger pencil	S	NS	S	S	S	S	P
59. Use of adapted paper, lined or grid paper for recording answers	S	NS	S	NA	S	S	NP
60. Use of alternative writing position (e.g., desk easel, student standing up)	S	NS	S	NA	S	S	P

Accommodation	MEAP / MEAP-Access		MI-Access		ELPA		NAEP
	IEP/504	ELL	FI	P/SI	IEP/504	ELL	IEP/504
61. Use of computer or word processor for Writing or Functional Independence Expressing Ideas with the following features disabled • spell check • thesaurus • grammar check	S	NS	S	NA	S	S	P
62. Use of Braillewriter or electronic Braillewriter for Writing or Functional Independence Expressing Ideas with the following features disabled • spell check • thesaurus • grammar check	S	NS	S	NA	S	S	P
63. 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	S	NS	S	S	S	S	P