

# Revised Accommodation Summary Table



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2009 OEAA Fall Conferences



# State Assessment & SWD

## Today's Topics

- Accommodations Overview
- Revised Accommodations Summary Table
- MEAP-Access
- Resources



# The MEAS

## Components of the MEAS

- MME
- MEAP
- MEAP-Access
- MI-Access
- ELPA



# Grades/Content Areas Assessed

<b>Content Area</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>11</b>
ELA*	X	X	X	X	X	X		X
Math	X	X	X	X	X	X		X
Science			X			X		X
Social Studies				X			X	X

# Assessment Accommodations Overview





## Determine Appropriate State Assessment

The IEP Team has two responsibilities by law:

Choose which state assessment

Choose accommodations (if any)

Getting started...



# Participation in the MEAS

The vast majority of students will participate in the MEAP. Students who participate fully in the general education curriculum without identified disabilities or special circumstances will participate in the MEAP without accommodations.

Most students with disabilities will be able to participate in the MEAP when provided with standard, appropriate accommodations.



# Participation in the MEAS

The IEP team may designate ANY accommodations it deems necessary.

- Student needs
- Routinely used in instruction

Must inform parents and students that nonstandard accommodations:

- Prevent eligibility for the Michigan Promise Scholarship
- Students count as not assessed



# Participation in the MEAS

## Accommodations Summary Tables

Accommodations for MEAP, MI-Access, ELPA, and NAEP Summary Table all State Board of Education approved, standard (S) and non-standard (NS) accommodations

Michigan Merit Exam Accommodations Summary Table

# Revised Accommodations Summary Table





# Revised Accommodations Summary Table

- Original table approved by the SBE in 2005
- Changes to MEAS
- New accommodations?
- Revisit standard/nonstandard



# OEAA SWD Advisory Subgroup

Tony Thaxton – MAASE

Tina Atkins – CEC

Monica Harris – GVSU

Jan VanGaase – OSE/EIS SEAC

Jeff Diedrich – MITS MMPI

Larry Timm – Midland Public Schools

Jeanne Bauer – Portland Public Schools



# Revised Accommodations Table

- First draft sent to MAASE and CEC membership with survey
- Second sent out statewide to all OEAA list serves with expanded survey
  - Over 300 respondents



Accommodation	MEAP / MEAP-Access		MI-Access		ELPA		NAEP
	IEP/504	ELL	FI	P/SI	IEP/504	ELL	IEP/504
9. ④ Administration of the assessment individually or in a small group	S	S	S	S	S	S	P
10. ④ 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. ④ 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. ④ Placement of teacher/proctor near student	S	S	S	S	S	S	P
<b>C. Presentation</b>							
15. Reading all assessment directions in student's native language <ul style="list-style-type: none"> <li>• Student must be dominant in that native language; <b>and</b></li> <li>• Student's English proficiency is determined to be basic or lower intermediate; <b>and</b></li> <li>• Student receives bilingual instruction in their native language for the maintenance of that language</li> </ul>	S	S	S	S	NS	NS	P(+)
16. ④ 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. ⑩ Assessment directions <ul style="list-style-type: none"> <li>Teacher may emphasize key words in directions</li> <li>Teacher may repeat directions exactly as worded in administrator manual</li> <li>Student may restate directions in his/her own words</li> <li>Student may ask for clarification of directions</li> </ul>	S	S	S	S	S	S	p
18. ⑩ 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 <ul style="list-style-type: none"> <li>MEAP or MEAP-Access Reading assessment</li> <li>MEAP or MEAP-Access Writing sample</li> <li>MI-Access Functional Independence Accessing Print (refer to Do Not Read Aloud Table in test booklet)</li> </ul>	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. <ul style="list-style-type: none"> <li>MEAP and MEAP-Access require the use of Reader Scripts</li> </ul>	S	S	S	NA	NA	NA	p



# Revised Accommodations Summary Table

- Reader scripts – small group vs. individual administration
- Examples added to many accommodations
- Redundant accommodations combined
- Table reorganized to cluster similar accommodations



# Revised Accommodations Summary Table

- MEAP-Access was added
- IEP vs. 504
- Participation and Supported Independence combined
- Enhanced glossary



# Revised Accommodations Summary Table

- NAEP accommodations updated
- Universal accommodations designated
- From 81 down to 63 accommodations



# Revised Accommodations Table

- Presented to State Board of Education on August 11th
- Board will vote on whether or not to approve the table at September meeting



## MME Accommodations Summary Table

- Primary resource in determining Day 1 accommodations application process
- Currently working with ACT to resolve impact of updating our table
- 2010 table has NCRC eligibility added



# MME Accommodations

## Understanding the different types of accommodations available on the MME

- ACT approved
- State allowed
- Standard vs Nonstandard



# MME Accommodations Summary Table

**Spring 2008 Michigan Merit Examination (MME)  
Accommodations Summary Table**

Accommodation	MME Day 1 (The ACT Plus Writing)			MME Day 2 and Day 3		
	May Request	ACT Comments	MME Day 1 College Reportable ACT Scores <sup>1</sup>	IEP	504	ELL
31. Students asking for clarification of directions	Yes (State-Allowed only)	Only if tested individually.	No	S	S	S
32. Directions provided using sign language	Yes	Applies only to <u>spoken</u> instructions exactly as provided in the administration manual.	Yes	S	S	NA
33. Administration of assessment by Bilingual/ESL staff, or similarly qualified person	Local decision – staff must meet all ACT requirements	Only if all directions for test administration are read verbatim <b>in English</b> with no clarifications in another language.	Yes	S	S	S
34. Administration of the assessment by person familiar to the student	Local decision – staff must meet all ACT requirements	Only if not a relative or athletic coach (if student is an athlete). See also #14 and #35.	Yes	S	S	S
35. Any assessment administration not directly supervised by a school district professional	Local decision – staff must meet all ACT requirements	For state testing, ACT administration manual states that testing staff may be "current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, and teachers' aides." Staff may <b>not</b> be "volunteers." In addition: "High school students and lower-division undergraduates may <b>not</b> work as testing staff. Anyone who intends to take the ACT within the next 12 months must not administer the test in any capacity." Additional restrictions regarding relatives and athletic coaches also apply.	Yes	NS	NS	NS
36. Reading the MEAP English Language Arts Listening assessment to the student in his/her native language	NA		NA	NS	NS	NS
37. Administer assessment sections in any order for English language arts, science, and social studies	No	ACT tests must <b>always</b> be administered in prescribed sequence.	NA	S	S	S
38. Administer assessment sections in any order for Mathematics	NA	ACT Mathematics test is not in sections.	NA	S	S	S

# MEAP-Access



New State Assessment



# Background - 2% Regulation

## Assessment choices

- Regular assessment
- Alternate Assessments-Alternate Achievement Standards (MI-Access)

Neither of these options provides the best assessment of what these students know and can do.

- Regular assessment too difficult
- AA-AAS too easy and not full range of content



# Assessment Continuum

Assessment	Type of Assessment	Based On
MEAP/MME	General	GLCEs/HSCEs
MEAP/MME with Accommodations	General	GLCEs/HSCEs
<b>MEAP-Access</b>	<b>AA-MAS</b>	<b>GLCEs</b>
Functional Independence	AA-AAS	Extended GLCEs
Supported Independence	AA-AAS	Extended GLCEs
Participation	AA-AAS	Extended GLCEs



# Background

The Michigan Department of Education was awarded a grant to develop AA-MAS to fulfill two important needs in the MEAS.

1. Design process for modifying the existing MEAP (ELA & Math) grades 3-8 by reducing length and difficulty levels while assessing GLCEs.
2. Create an online professional development system usable throughout the state.



# Pilot Development

Students were selected using their individual Fall 2008 scores which included:

- Have taken the MEAP with accommodations and proved difficult, or
- Have taken MI-Access Functional Independence (FI) which did not provide an appropriate level of challenge.



# Pilot Assessment Administration

- Administered January 23 through February 12, 2009
- Over 600 Districts involved
- Approximately 23,000 students participated



# MEAP-Access Approval

On March 17, 2009 the State Board of Education approved the format of MEAP-Access as an operational assessment for the Fall of 2009.



# Statewide Implementation

## Scheduled for Fall 2009

- Grades 3-8
- Reading/Writing and Mathematics
- Grade 11 - TBD



# Fall 2009 MEAP-Access

The Eligibility Criteria for participation are:

- Student must have a current IEP
- Students with a Section 504 Plan are NOT eligible for alternate assessments
- IEPs must include goals based on GLCEs
- IEP goals should be attainable within the year covered by the IEP

## The Eligibility Criteria (cont):

- IEP Team is reasonably certain student will not attain grade-level standards as peers
- Students must have access to, and instruction in grade-level content for the grade in which they are enrolled
- Instruction may be provided by a general or special education teacher



# Fall 2009 MEAP-Access

## Assessment continuum options

IEP Team has the flexibility to have a student participate in MEAP, MEAP-Access or FI in different content areas.

*Note: MI-Access Supported Independence and Participation students are not included in this option*

Note: Can not split Reading and Writing



# Fall 2009 MEAP-Access

- IEP Monitoring
  - CIMS-2 September Workbook has questions specific to MEAP-Access & Accommodations
- Ordering Materials via Secure Site
  - Be careful with MEAP vs. MEAP-Access!



# Assessment Accommodations

Decision must be made for each  
content area

Must be documented

Communicate about consequences



# Resources

## Michigan Online Professional Learning System (MOPLS)

- Guidelines for determining participation in state assessments
- Using assessment results
- Ensuring access to Michigan's ELA and mathematics Grade Level Content Expectations
- Trainer of Trainers



# Resources

## Web resources

- [www.mi.gov/mi-access](http://www.mi.gov/mi-access)
- [www.mi-access.info](http://www.mi-access.info)
- [www.mi.gov/meap](http://www.mi.gov/meap)
- [www.mi.gov/mme](http://www.mi.gov/mme)
- [www.mi.gov/meap-access](http://www.mi.gov/meap-access)
- [www.mi.gov/elpa](http://www.mi.gov/elpa)
- [www.mi.gov/ayp](http://www.mi.gov/ayp)
- [www.mi.gov/ose-eis](http://www.mi.gov/ose-eis)
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# OEAA Contact Information

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# Questions?

