

## Assessment Accommodation Summary Table FAQs

### 1) *What are the most recent updates to the Assessment Accommodation Summary Table?*

There are two recent updates to the Accommodation Summary Table.

- A) The Office of Standards and Assessment (OSA) developed a new reader's script for the MEAP and MEAP-Access writing assessment for the Fall 2013 assessment cycle. Any student who has a read-aloud accommodation as specified in their IEP, 504 Plan, or EL Instructional Plan may now have the writing test read aloud to them through the use of the OSA-developed reader's script. Please refer to Accommodation #20 on the Assessment Accommodation Summary Table.

Please note: You may **not** read the student writing samples contained in the writing test aloud to any student as doing so may inadvertently clue the student to the purposeful mistakes contained within the writing samples. The Reader's Script for the Writing Test clearly identifies what can and can't be read aloud to the student receiving this accommodation.

- B) The other change: the English Language Proficiency Assessment (ELPA) is no longer used. Michigan adopted the World-Class Instructional Design & Assessment (WIDA) English language development standards for English learners as well as the WIDA assessments. WIDA assessments replace the ELPA Initial Screening as well as the Spring ELPA. The screening tool districts should now be using is the WIDA-ACCESS Placement Test (W-APT) and the summative assessment has changed to the WIDA ACCESS for ELLs. The ACCESS for ELLs will be administered for the first time in Spring 2014.

### 2) *Are there specific guidelines for English Learners?*

The Assessment Accommodations Summary Table addresses accommodations for English Learners (ELs) with, and without, disabilities. If a student is an EL without disabilities, users must refer to the "EL" column on the table. There are several accommodations that are considered Nonstandard (NS) accommodations for ELs that are Standard (S) accommodations for ELs with Disabilities. It is important that accommodations providers read the "IEP/504" column when determining whether an accommodation is a standard or non-standard accommodation for an EL with a disability. Standard accommodations listed under the WIDA column, unless otherwise indicated, may be used for both the ACCESS for ELLs, the Alternate ACCESS for ELLs, as well as the W-APT.

### 3) *What about English learners who have difficulty communicating? I have a student who can nod his head or gesture in response to questions. Is there an accommodation that allows students to gesture their response?*

Yes, please refer to Accommodation #54: Students may respond orally or indicate their answer choice through gestures (i.e., nodding) to assessment items.

4) *When is the revised Summary Table effective?*

The revised Assessment Accommodation Summary Table will provide a more clear, concise, and useful tool for those responsible for the assessment of students with disabilities and English Learners. The revised Assessment Accommodation Summary Table is effective for the Fall 2013 assessment window.

5) *What exactly are "Universal Accommodations"?*

Universal Accommodations are accommodations that any student can utilize, regardless of eligibility, without changing what is being measured by the assessment. The ASWD Advisory Committee recommended 11 accommodations be treated as Universal Accommodations. Universal Accommodations are indicated on the table with this icon: **U**

8) *Will there still be a separate Michigan Merit Examination (MME) Accommodation Summary Table?*

Yes, the MME Accommodation Summary Table is posted to the MME Web page.

9) *Are there special instructions for IEP Teams in light of the revised Assessment Accommodation Summary Table?*

IEP Teams should use the revised table when making decisions on participation in state assessments. If the IEP Team decides to change the accommodations on a student's IEP in light of the revised table, they may do so through the IEP addendum process, or reconvene the IEP team.

10) *Are there special instructions for MEAP-Access?*

The revised Assessment Accommodation Summary Table displays MEAP and MEAP-Access together, but ONLY students with a disability who meet the eligibility criteria may be assessed with MEAP-Access. The eligibility criteria are posted at [www.michigan.gov/meap-access](http://www.michigan.gov/meap-access).

11) *Given the policy allowing the use of reader scripts in small groups can audio CDs also be administered in small groups?*

No. The Assessment of Students with Disabilities Advisory Committee recommended to the OSA that the practice of one-on-one CD administration continue as is. The only time small group CD administration may take place is when each student has a headset, counter, and control over the audio equipment. This is not a change from prior CD administration use.

12) *For audio CD use, what is the definition of "small group"?*

The use of Audio CDs on state assessments should match what is practiced in the classroom. For example, some teachers subdivide the classroom into small groups for instructional purposes, such as small reading groups. The idea is that the small group size is familiar to the student and matches their instruction.

13) *Accommodation #21 addresses reading the content and questions in a student's native language. Can the MEAP or MEAP-Access student writing samples be read aloud to a student or translated to a student in his/her native language?*

No. The student writing samples may NOT be read aloud or translated to any student. If a reader script does not exist for a MEAP or MEAP-Access subject area test, then no portion of that test can be read aloud or translated for a student. There is no reader script for the reading MEAP and MEAP-Access tests.

Note: Reading aloud or translating the writing prompt is considered part of the test directions and can be read aloud or translated for the student.

- English learners may have the test directions read to them in their native language (see accommodation #15) but the student writing samples may not be translated, as doing so would transform the English errors that purposefully appear in student writing samples into an illogical translation that would (a) be incongruent with the multiple choice items that follow the student writing sample, and (b) alter, or eliminate the standard being assessed in those items.
- For all students, reading aloud the student writing samples is not permitted. Reader scripts were not created for the student writing samples. The rationale behind this is: the teacher reading aloud the sample may inadvertently clue the student with voice inflection, intonation, etc. See accommodation #19.