MICHIGAN Department of Education

Supports and Accommodations Guidance Document

Universal Tools • Designated Supports • Accommodations

M-STEP

MI-Access

WIDA

PSAT

SAT

ACT WorkKeys

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Introduction

This guidance document provides the vast majority of all information related to making decisions for any student about appropriate Universal Tools, Designated Supports, and accommodations for assessments; the documents also provide specific guidelines for the use of many of these accessibility options. This document is a must-have for any educator looking for more information about options and requirements for state summative assessment accessibility options.

Legislation

The Every Student Succeeds Act (ESSA) 2015 and additional legislation and guidance from the United States Department of Education requires that all English Learners (ELs) and Students with Disabilities (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. The federal 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 possible range of students.

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 these students.

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

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 – 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 (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 identified within the IEP or 504 plan.

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' experiences in the classroom as well as for the assessment. The Universal Tools, Designated Supports, and Accommodations used on the assessments must be ones 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 could potentially impact students' test scores negatively. 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 an assessment is necessary. Michigan strongly recommends the following individuals be included when decisions are made about supports EL students may need:

- General education teachers (such as mathematics, science)
- Language educators (including ESL/bilingual teachers)
- 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 supports 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 Universal Tools, Designated Supports, and Accommodations are necessary to address a specific student need, and to document those needs on the student's IEP. When selecting Universal Tools, Designated 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 to access their regular instructional program. Not using a required support could disadvantage a student who needs such a support to access the material presented on an assessment. Likewise, introducing a new support (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 Universal Tools, Designated Supports, and Accommodations needed for instruction and assessment for students with disabilities are made by the IEP team. **Note:** Many accommodations must be outlined as a need on the student's IEP in order for the accommodations to be accessed and used during state assessment administration. It is also important to note that while it is not required for some supports to be listed on an IEP for the student to access them, if they are required to meet a student's need based on disability, they should be documented 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 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

Once the appropriate Universal Tools, Designated Supports, and Accommodations for students have been selected, additional steps have to be completed.

Mode Options for Individual Students

In schools testing online:

- Some supports require specific tools within the online delivery system to be turned on, so that the supports 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, students would be required to take a paper/pencil version of the assessment, such as braille or enlarged print. A request for a paper/pencil version of the assessment can be made through the Office of Educational Assessment and Accountability (OEAA) Secure Site.

In schools offering paper/pencil testing:

- Paper/pencil schools may need to order specific materials for students, such as a braille or enlarged print form. Refer to the appropriate content and assessment table in this document to determine how to access these materials.
- Some supports require that a student take the computer-based version of the test, such as 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, call 877-560-8378 and select the appropriate menu option, or send an email to mde-oeaa@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, including ordering and turning on supports. To aid districts in their organizational efforts, the OEAA has created a Tracking Sheet available on the M-STEP web page (www.michigan.gov/mstep), under **Student Supports and Accommodations**.

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

After completion of testing, schools should plan to evaluate their experience with the Universal Tools, Designated Supports, and Accommodations used on assessments. The evaluation can be done in a variety of ways, including:

- Observation notes from a test administrator about a student's use of these supports to inform future use
- A student interview conducted after the assessment (see page 16)

Support Descriptions

This document contains in-depth descriptions of all supports provided to students. However, to make appropriate decisions about what supports can be offered to students for each assessment, educators must refer to the Supports and Accommodations Tables available within this document.

Non-Standard Supports and Accommodations

The Supports and Accommodations Tables and other guidance found in this document, only include lists of **allowable** and **standard** supports and accommodations for students. Supports that are not listed are likely to be considered non-standard, and should be marked as such in the DRC INSIGHT Portal or bubbled on the student answer documents. If a support not identified in these documents is needed, contact the OEAA for directions on the use of the support by sending an email to mde-oeaa@michigan.gov.

Universal Tools For M-STEP

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 the 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. Refer the assessment's Test Administrator Manual for more information about system time-out rules. **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 be used for testing students.

Administration of the assessment individually or in a small group (no more than five 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 Functional Independence (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, directions can be repeated or restated; also, students may ask for clarification, if needed.

Highlighter

Depending on the mode of the assessment being administered (online or paper/pencil), the highlighter 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. 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 7 taking the online M-STEP mathematics assessments will be provided with graph paper to use during testing (the graph paper will be shipped to online-testing schools). This tool can aid students in their calculations for determining elements such as coordinates on an axis. Graph paper 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 tool 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. Such marks may interfere with the scanning process, potentially indicating an unintended response. It is recommended that students make any review notations 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 read text line-by-line. Students may use it at their discretion, by sliding it vertically across the text within a test item.

Writing Tools (bold, italic)

These selected writing tools are available on the Passage-based Writing Prompt responses 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 taking notes 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 student must 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 assessments. A more beneficial option for the student may be to enable the Continuous Magnification option.

Another way to magnify the image for students, is to use a larger computer screen. The test engine will adjust the image to fit 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 difficultly selecting appropriate magnification or enlargement options for students should contact email the OEAA at mde-oeaa@michigan.gov.

For paper/pencil testers, there is an Enlarged Print version of the assessment ordered for them and may use any magnification devices they typically use for instruction. Refer to Enlarged Print under **Accommodations** (page 13).

Continuous Magnification

This is similar to the standard Magnifier that is enabled by default for all students. However, this magnification option must be turned on for students in the online testing system. It magnifies the test questions and content by 200% and ensures that the student does not need to reselect the magnifier each time the student moves to a new question.

Designated Supports

Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (in the home when student is homebound or in a 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 (such as a juvenile facility)

The small number of students who 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 (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. Refer to the Recommended Qualifications for Translators section of this document for more information. For ELA, translators may only provide directions that are not specific to test questions (including general orientation directions to begin testing). Translating ELA questions, 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 (NCRC) if utilizing this support. 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. **Note:** Educators are not allowed to produce written translations of test questions and test content for students. This option allows for students to have on-the-spot oral translations provided by a qualified staff member. 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.

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 will have the Spanish text read-aloud to them by the computer using what is called "human voice audio". As such, students will need headphones if they are taking this form of the assessment. The students may replay the audio as many times as they would like.

Refer to the Recommended Qualifications for Translators section of this document for more information about who may be qualified to provide in-person oral translations to students. The use of this support may result in the student needing additional overall time to complete the assessment. District and building coordinators must 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). **Note:** Reader Scripts are not available for all assessments and content areas. Refer to 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)

Note: There are two different types of Text-to-Speech options. One is a Designated Support and the other is an Accommodation and is therefore **only** available to students whose IEP or 504 plan identify that as a need for a student. The support described here is a Designated Support.

With this support, text is read aloud to the student through the use of embedded text-to-speech technology that provides a synthesized voice for students. 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 who do not find this part of the TTS features useful.

Note: For M-STEP assessments, TTS must be enabled for students' by the test coordinator, or their designee, in the DRC INSIGHT Portal. 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 and answer options. TTS is a universal support for all MI-Access FI assessments.

Read-aloud (human reader)

Note: There are two different types of Read-aloud options. One is a Designated Support and the other is an Accommodation which is **only** available to students whose IEP or 504 plan identify that accommodation as a need for that student. The support described here is a Designated Support. This option does **not** include reading aloud the Reading passages for the M-STEP ELA test.

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 (including visual, cognitive disabilities) may need assistance accessing the assessment, by having all or portions of the assessment read aloud. If read aloud

is not used regularly by a the student during classroom instruction, this support will likely be confusing and may impede his/her performance on the 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. Follow the directions outlined in the Supports and Accommodations Table in this document.

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 mathematics and ELA, using read aloud as a Designated Support means the questions and answer options 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 and 7** (see Read-aloud for M-STEP ELA Reading Passages on page 13). For additional information, refer to the M-STEP Mathematics and ELA Read-Aloud Guidelines chapter of this document.

Reader Script (human reader)

The purpose of this support is detailed in the description for Read-Aloud. M-STEP science and social studies assessments utilize a paper document 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:** 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 (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 in the description for Read-Aloud (human reader). Some Michigan assessments and content areas 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. The Form 1 test booklet will automatically be ordered when an order is placed for a CD (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 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 and will use a standard answer document. The Form 1 test booklet will automatically be ordered when an order is placed for a DVD (be sure to provide the correct student count when ordering materials). The DVD visually presents each question in English to the student while the student hears a translated version of the test question. Presenting the questions to the student in English on the DVD 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 with a small group of no more than five students.

DVDs are 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 and will use a standard answer document. The Form 1 test booklet will automatically be ordered when an order is placed for an English DVD (be sure to provide the correct student count when ordering materials). The DVD visually presents each question in English to the student while the student hears a translated version of the test question. Presenting the questions to the student in English on the DVD assists students in returning to the appropriate place on the DVD, if necessary.

Use of translated Spanish form (with Spanish audio for online testers)

- Paper/pencil: Spanish and English text
- Online: Stacked translation, split screen with Spanish and English test items, human voice audio plays audio of Spanish text

New for 2020: The online stacked Spanish test form will include audio (by default) that provides students with a translation of the Spanish text. Students will need headphones to take this test form. Students may replay the audio as many times as they would like or may choose to not use the audio at all. This language support is only available for the M-STEP mathematics assessments and 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 mathematics assessments regardless of the language they speak, the country they come from, or their length of residence in the United States. For students who have an online stacked Spanish form, both English and Spanish test directions will be presented, with the complete English version first and then the complete Spanish Version.

Use of L1 (1st language) glossary reference sheets

- available in Arabic, Burmese, Cantonese, Hmong, Ilokano, Korean, Mandarin, Punjabi (Eastern and Western), Somalie, Spanish, Tagalog, Russian, Ukrainian, and Vietnamese

Translated glossaries are a language support. This particular support is intended for students who have some proficiency in one of these languages and who are literate in the language as well. Students who may benefit from these sheets the most may be students who have an intermediate proficiency in the English language. The translated glossaries are provided for selected construct-irrelevant terms for mathematics. Only students taking the paper/pencil form of the assessment have access to this support, because the sheets provide terms question by question for each particular grade. This use of this support may result in the student needing additional overall time to complete the assessment. Refer to the **M-STEP Test Administration 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. **Note:** Word-to-word dictionaries do not provide definitions of words for students but **only** provide a translation of individual words. Providing definitions of words to students is not an allowable support for any state assessment. 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. Unlike College Board and ACT, MDE does not provide an approved list of bilingual dictionaries for the

M-STEP and MI-Access assessments. 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 properly hear the directions or questions.

Use of visual aids (closed-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 by the test coordinator or their designee. Refer to the **Test Administration 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 for a student should be informed by evidence that color selections meet the student's needs. This feature must be enabled by the test coordinator or their designee for students to use it. Refer to the **Test Administration Manual** for more information. Once this feature is enabled for a student and a student has logged into the test, a proctor can 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 should be informed by evidence that color selections meet the student's needs. Students must have this feature enabled for them by the test coordinator or their designee. 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 can then assist a student at the beginning of testing session in selecting the appropriate color.

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

There are two different types of Scribing options. One is identified as a Designated Support, listed here, and the other is identified as an Accommodation. This Scribe Designated Support allows a student to have a human scribe record a student's **answer option selection or directive such as the identification of a multiple choice option**. 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 OEAA Scribing Protocol, which is found in this document. 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. Refer to the **Student Supports and Accommodations Tabl**e (found in this document), **Testing Schedule for Summative Assessments**, and **Test Administration Manuals** for more information.

Accommodations

Braille

Students with visual impairments may read text via braille. The M-STEP assessments are offered in a paper/pencil braille format. More information about the type of braille can be found in the Braille Assessment Plan section of this document. 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 AABB is a guide for the test administrator to use while they are administering the assessment. The Print-to-Braille Correspondence document is available on the M-STEP (www.michigan.gov/mstep) and 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

This Accommodation is only available for students in grades 6 and 7, This accommodation will give the students an opportunity to hear test questions, answer options, and Reading passages. 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. Students will also have the follow-along feature enabled if this option is turned on for them in the DRC INSIGHT Portal.

Read-aloud for M-STEP ELA Reading Passages

Students in grades 6 and 7 may have Reading passages within the M-STEP ELA assessment read aloud to them. They could use this in conjunction with having test questions and answer options 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 that have students needing this support **and** 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 Mathematics and ELA Read-aloud Guidelines chapter for more information.

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. 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 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. Refer to the relevant Test Administration Manuals for additional details.

Use of OEAA's Multiplication Table (grade 4 and above only)

The multiplication table is allowed for use by online or paper/pencil M-STEP mathematics test takers in grades 4–7. 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 (such as 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 (grades 6 and 7 only)

While taking the online test, students in grades 6 and 7 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. This can be identified by whether or not the calculator is displaying for a question in the online system or not.

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 content that assesses Listening. 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 in a listening test with appropriate amplification, in a setting where extraneous sounds do not interfere with the clear presentation of the audio. The use of this accommodation may result in the student needing additional overall time to complete the assessment.

One option for students taking the M-STEP mathematics or ELA tests for which this support might be needed, is to enable the embedded sign language videos (VSL – Video Sign Language) for all mathematics items or for ELA Listening items. These students could also use a human signer for mathematics 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. 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 for paper/pencil testers only.

Closed captioning

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

Scribe – Writing test questions (constructed responses)

There are two different types of Scribing options. One is identified as a Designated Support and the other, listed here, is identified as an Accommodation. The Scribe Accommodation allows a student to have a human scribe record a student's **sentence or phrase**. 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 OEAA Scribing Protocol found in this document. 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 for them 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 is allowed to write the equivalent of what could be written in the original space provided.

Alternative Communication Device

- switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses

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

Speech-to-Text

This is 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 students with disabilities who have difficulties writing by hand or using a keyboard. This support can be used with paper/pencil assessments. At this time, third-party software has not been verified as 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 processors 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 accommodation requires that word prediction, autocorrect, and other grammatical software is not activated.

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 support was administered or when using the support 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:

Text-to-Speech and Read-Aloud Decision Guidance for M-STEP

MICHIGAN Department of Education

Grade: _____ Student Name: _____ UIC: _____

Use this checklist to help determine which students may need text-to-speech (TTS), text-to-speech passage (TTSPASSAGE) Designated Support or Accommodation, or the read-aloud Designated Support or Accommodation for the M-STEP assessments. Keep this checklist up to date in a student's permanent record file so it can be used to assist in making the best possible assessment decisions from year to year. Keep in mind that any student in grades 6 –7 using the TTS Passage Accommodation or Read-Aloud Passage MUST have the need for this Accommodation identified in their IEP/504 plan.

A **preponderance of evidence** should exist in the appropriate section rather than a few marks in boxes for the student to be provided this level of support. Educators writing IEPs/504s may still find questions 4-9 helpful in determining supports for students. For more information on TTS and read-aloud, refer to the Student Supports and Accommodations Table on page 55 of this document.

Student has an IEP/504 section	**Yes**	**No**
1. Does the student's disability or disabling condition impact the student's ability to access printed text?		
a. Is this represented as a need on the student's IEP or Section 504 plan?		
b. Is this student blind or have a significant visual impairment?		
2. If the student is blind or has a significant visual impairment, is the student learning to read braille?		
3. Does this student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?		

Student does NOT have an IEP/504 section (these students are not eligible to use the TTS Passage or Read-Aloud Passage Accommodations)	**Yes**	**No**
4. Does the student currently use text-to-speech, assistive technology software, or audio books support during instruction to access digital print?		
5. Does the student belong to Bookshare (or similar organization)?		
6. Does someone (teacher, paraprofessional, another student, parent) regularly read aloud to the student in school as an instructional support?		
7. Have interventions been used to improve the student's decoding, fluency, or comprehension skills? Please describe.		
8. Does the student currently use text-to-speech or receive a read-aloud support during state assessments or other class/district assessments?		
9. When given the choice, does the student indicate he or she would prefer to read tests to himself/herself?		

Read-Aloud Guidelines M-STEP Mathematics and English Language Arts

The Read-Aloud support is administered by a person (human reader) who provides an oral presentation of the assessment text to an eligible student. The student depends on the reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The reader must be trained and qualified and must follow the **M-STEP Read-Aloud Guidelines** presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

Readers are allowed across all grades as a **Designated Support** for M-STEP mathematics and ELA assessment test questions and answer options. Readers are also allowed for ELA reading passages as a **documented Accommodation** in grades 6-7. This means that ONLY students who have a need to have reading passages read out loud to them on their IEP or 504 Plan can use this Accommodation. Note that this Accommodation is appropriate for a very small number of students (estimated to be approximately 1-2 percent of students with disabilities participating in a general assessment; this number is not a cap but an anticipated percentage of student need). For information on documentation requirements and decision-making criteria for using readers, see the Text-to-Speech and Read-Aloud Decision Guidelines provided in this document.

Please note: There are no Reader Scripts for the M-STEP mathematics and ELA assessments, which means that educators must review and use these guidelines. For students taking the science and social studies M-STEP, a read-aloud option is allowable for the paper/pencil form of the assessment using the Reader Script **only**.

The M-STEP mathematics, English language arts (ELA), science, and social studies assessments have a text-to-speech Designated Support and accommodation option for online test administrations. Students who take a paper/pencil test may utilize the Read-Aloud Designated Support.

For additional questions, contact the Office of Educational Assessment and Accountability (OEAA) at 877-560-8378.

Reader Qualifications

Readers must be:

- an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments
- trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication
- trained in accordance with M-STEP state administration and security policies and procedures, as articulated in Michigan's test administration manuals, guidelines, and related documentation

Preparation

Readers must:

- read and sign the OEAA Assessment Security Compliance Form prior to test administration; this form is packaged with assessment materials but is also available on the OEAA Secure Site and M-STEP web page
- familiarize themselves with the test environment and format in advance of the testing session; having a working familiarity with the test environment and format will help facilitate reading of the test
- have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on M-STEP assessments

- be familiar with any assistive technology or approved supports the student requires; in addition to having a reader, the student may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the Supports and Accommodations Table
- have extensive practice in providing read-aloud support and must be familiar and comfortable with the process before working directly with a student
- be knowledgeable of procedures for reading aloud text by content area (see Tables 1-3: Reader Guidance to Mathematics)

The reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test preparation script is included at the end of these M-STEP Read-Aloud Guidelines.

Unless otherwise specified by a student's IEP or 504 plan, the reader does not have a role in manipulating the test or assisting with any other support tools.

General Guidelines

- The test reader's support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Each question should be read exactly as written, as clearly as possible.

Throughout the exam, readers should:

- strive to communicate in a neutral tone and maintain a neutral facial expression and posture
- spell any words requested by the student
- adjust the reading speed and volume if requested by the student
- avoid gestures, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text
- avoid conversing with the student about test questions, as this would be a violation of test security; respond to the student's questions by repeating the item, words or instructions verbatim as needed

Readers should not:

- paraphrase, interpret, define, or translate any items, words, or instructions, as this would be a violation of test security

Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with M-STEP mathematics and ELA state policies and procedures. Refer to the Test Administrator Manual for more information related the administration requirements of the assessments.
- The test reader must not discuss any portion of the test with others.

English Usage/Conventions

Punctuation: (Read all text as punctuated)

- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as "dot, dot, dot."
- **Quotations:** Quotation marks should be verbalized as "quote" and "end quote" at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. So as not to provide an unfair advantage to students receiving this support, test readers should be cautious and not emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or boldface is used in the prompt, question, or answers.
- **Misspellings:** In some cases, a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words, test readers should not attempt to read the word(s) aloud, as pronunciation is somewhat subjective.

Images / Graphics

- Before describing a picture or graphic, the reader should determine whether the details of the picture are necessary to the student's understanding of and response to the item(s). In many cases, an image accompanying a passage or reading excerpt is included as a piece of visual interest and is not essential in the understanding of/response to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignore the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read aloud the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. The reader may move along the text in images from top to bottom, left to right, or from general to specific in accordance with teaching practices.

Passages

For students in grades 6-8 whose IEP has "read-aloud" as an accommodation for the M-STEP ELA test, the following guidelines must be followed when reading passages are read aloud.

- Read the passage in its entirety as punctuated (including pauses at periods, raised intonation for questions). Do not verbalize punctuation marks other than ellipsis and quotation marks, as noted above.
- If the student asks for a specific section of the source material passage to be re-read with the punctuation indicated, the test reader should re-read those specific lines of the source material passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to particular lines of a source material or passage, read the lines referenced as though they are part of the stem.

Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information. In general, information should be presented from broad to specific, as indicated by the visual components of the document.
- The reader should read the terms exactly as presented in the graphic organizer. No other information should be articulated. For example, the reader should not create sentences if information is bulleted or appears in a title or label.
- Common grade-appropriate language should be used throughout the reading of the item and the test when referring to graphic organizers and their attributes (including labels, blank cells, stems).

Mathematical Expressions

- Mathematical expressions must be read precisely and with care for a student who has no visual reference, to avoid misrepresentation. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Readers should read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common English usage for the student's grade level.
- Numbers greater than 99, however, should be read as individual numbers.
- Abbreviations and acronyms should be read as full words. For example, "10 cm" needs to be read as "ten centimeters." Some abbreviations may be read differently by different readers. For example, "cm^3" may be read as "cubic centimeters" or "centimeters cubed".
- Additional examples may be found in Tables 1-3.

Table 1: Test Reader Guidance for Mathematics - Numbers		
Description	**Example(s):**	**Read as:**
Large whole numbers	632,407,981	“six hundred thirty-two million, four hundred seven thousand, nine hundred eighty-one”
	45,000,689,112	“forty-five billion, six hundred eighty-nine thousand, one hundred twelve”
Decimal numbers	0.056	“zero point zero five six”
	4.37	“four point three seven”
Fractions – common	½, ¼, ⅔, ⅘	“one-half, one-fourth, two-thirds, four-fifths” Other common fractions include “sixths, eighths, tenths”
	$^{14}/_{25}$	“fourteen over twenty-five”
	$^{487}/_{6972}$	“four hundred eighty-seven over six thousand nine hundred seventy-two”
Mixed numbers – read aloud “and” between whole numbers and fractions	3 ½	“three and one-half”
	57 ¾	“fifty-seven and three-fourths”
Percent	62%	“sixty-two percent”
	7.5%	“seven point five percent”
	0.23%	“zero point two three percent”
Money - if the amount contains a decimal point, read as “dollars AND cents”	$4.98	“four dollars and ninety-eight cents”
	$0.33	“thirty-three cents”
	$5,368.00	“five thousand, three hundred, sixty-eight dollars”
Negative numbers - do NOT read negative sign as “minus”	-3	“negative three”
	-⅝	“negative five-eighths”
	-7.56	“negative seven point five six”
Dates (years)	1987	“nineteen eighty-seven”
	2005	“two thousand five”
Roman Numerals	I II III IV	“Roman Numeral one” “Roman Numeral two” “Roman Numeral three” “Roman Numeral four”

Table 1: Test Reader Guidance for Mathematics - Numbers		
Description	**Example(s):**	**Read as:**
Ratios	*x:y*	“x to y”

Table 2: Test Reader Guidance for Mathematics - Operations		
Description	**Example(s):**	**Read as:**
Addition	13 + 27 13 + 27 =	“thirteen plus twenty-seven equals”
	13 + 27 = ?	“thirteen plus twenty-seven equals question mark”
Subtraction	487 – 159 487 – 159 =	“four hundred eighty-seven minus one hundred fifty-nine equals”
	487 - 159 =?	“four hundred eighty-seven minus one hundred fifty-nine equals question mark”
Multiplication	63 x 49 63 X 49 =	“sixty-three times forty-nine equals”
	63 X 49 =?	“sixty-three times forty-nine equals question mark”
Division – Vertical or Horizontal	120 = 8 15 120 ÷ 15 = 8	“one hundred twenty divided by fifteen equals eight”
Operations with boxes	3 + □ = 8	“three plus box equals eight”

Table 3: Test Reader Guidance for Mathematics - Expressions		
Description	**Example(s):**	**Read as:**
Expressions containing variables (any letter may be used as a variable)	$N + 4$	"'N' plus four"
	$8x - 3$	"eight 'x' minus three"
	$4(y - 2) + 5 = 7$	"four open parenthesis 'y' minus two close parenthesis plus five equals seven"
	$V = \frac{4}{3}\pi r^3$	"'V' equals four-thirds pi 'r' cubed"
	$\frac{t - 2}{t + 8}$	"'t' minus two (pause) over 't' plus eight"
	$x^2 y^3 = -36$	"'x' squared 'y' cubed equals negative thirty- six" or "'x' to the second power times 'y' to the third power equals negative thirty-six"
	$156x \geq 4$	"one five six 'x' is greater than or equal to four"
Coordinate pairs answer choices with no other text	the point (–1, 2)	"the point (pause) negative one comma two"
	the point A is at (6, 3)	"the point 'A' is at (pause) six comma three"
	A. (–3, –4)	"'A' (pause) negative three comma negative four"
Parallels	$\overline{AB} \parallel \overline{CD}$	"line segment AB is parallel to line segment CD"
Perpendiculars	$\overline{AB} \perp \overline{CD}$	"line segment AB is perpendicular to line segment CD"

Suggested Test Preparation Script

(used with student in advance of the day of testing)

Hi, _____,

I will be reading your test to you when you take your M-STEP Assessment next week in [mathematics/English language arts]. I wanted to let you know how we'll work together. When I'm reading a test to you, it's very different from when I'm reading to you during class time. I have to follow certain rules.

- I cannot help you with any answers.
- I cannot click on anything on the screen.[1]
- I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
- If there is a picture that has words in it, I will read those words. If you ask, I will re-read the words as well.
- Sometimes there may be something about a word or phrase that might give you a hint if I read it out loud. In those cases, I will skip the word, point to it on screen [or on your booklet if braille or print on demand], and continue to read.
- I can still help you with your [list any assistive technology that the student may require that would need support].
- You can ask me to re-read parts of the test if you didn't hear me or need more time to think.
- You can ask me to slow down or speed up my reading, or read louder or softer if you are having trouble understanding what I read.
- I will only read certain types of punctuation, but if you need me to re-read a sentence and tell you how it was punctuated, I can do that.
- If you ask me a question about the test all I will say is: "Do your best work. I cannot help you with that."
- Do you have any questions for me about how we'll work together during the test?

1 A reader may click on something on the screen only if this is an identified need in the student's IEP or 504 plan and the reader has received appropriate training on when and how to do so.

References

Educational Testing Service (2002)

Guidelines for a Test Reader (https://www.ets.org/disabilities/test_reader/)

Retrieved from the ETS web page (https://www.ets.org/disabilities)

Oregon Department of Education Office of Student Learning and Partnerships (2012, December)

Guidelines for the Read Aloud Accommodation (http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-(3).pdf)

State of Washington Office of Superintendent of Public Instruction (2013, September)

Access Supports and Accommodations Guidelines for State Assessments (http://www.k12.wa.us/assessment/statetesting/pubdocs/AccommodationManual.pdf)

West Virginia Department of Education (December, 2013)

Guidelines for Participation in State Assessments, 2013-2014 (http://wvde.state.wv.us/osp/ParticipationGuidelines-2013-2014.pdf) Guidance on Accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide Testing

Recommended Qualifications and Guidelines for Use of Translators (non-ASL)

MICHIGAN Department of Education

The Michigan Student Supports and Accommodations Table (see page 55) provides information regarding allowable second language supports for many students. This document is intended to help districts in selecting highly-qualified translators to administer the Michigan assessments.

The following is a list of available supports related to the use of interpreters and translators.

M-STEP

Mathematics: Directions, questions, and answer options may be translated. Students needing a Spanish form of the assessment (even if someone is orally translating into Spanish) should be provided the Stacked Spanish test booklet or have the Stacked Spanish form turned on in the DRC INSIGHT Portal. Use of the Stacked Spanish form of the assessment can allow translators to use the translations as their reader script. Educators must refer to and utilize the Spanish Read-Aloud Guidelines included in this document, if translating into Spanish; or the Arabic Read-Aloud Guidelines document, if translating into Arabic.

ELA: Directions **only** may be translated (that is, general test orientation directions; no content related to test questions or answer options themselves may be translated).

Science: Directions, questions, and answer options may be translated. However, students must take the paper/pencil form of the assessment. Students needing a Spanish or Arabic form of the assessment should be provided the Spanish or Arabic DVD. Translators **must** use the Reader Script for the oral translation.

Social Studies: Directions, questions, and answer options may be translated. However, students must take the paper/pencil form of the assessment. Students needing a Spanish or Arabic form of the assessment should be provided the Spanish or Arabic DVD. Translators **must** use the Reader Script for the oral translation.

PSAT 8/9, PSAT 10, and SAT

Refer to the Supports and Accommodations Table to find out if the supports listed below result in college-reportable scores.

Directions may be translated into a second language used by the students. Directions cannot be elaborated upon. Languages offered in 2020 include Albanian, Arabic, Bengali, Bosnian, Burmese, Cambodian (Khmer), Chinese (Mandarin), French, Gujarati, Haitian Creole, Hindi, Hmong, Italian, Polish, Portuguese, Russian, Somali, Spanish, Urdu, and Vietnamese. Additional languages are being considered.

Go to the College Board Michigan website (www.collegeboard.org/Michigan) to download the translated directions when available.

The translated directions may be printed for distribution to students on test day as needed. No accommodation request is required. Scores will be college and scholarship reportable.

For students whose language is not one of these provided, the content and questions of the mathematics section may be translated into the student's most familiar language, but are not college reportable. Refer to the Supports and Accommodations Table for more information. Students receiving a translation should be administered the test individually or may have the assessment administered in small groups of no more than five students, if all students are receiving the same language of translation.

MI-Access Functional Independence

Only items or portions of items designated as "readable" may be translated. Refer to the Do Not Read Aloud tables for each content area.

Mathematics: Directions and items may be translated.

ELA: Directions only may be translated.

Science: Directions and items may be translated.

Social Studies: Directions and items may be translated.

WIDA

WIDA assessments (W-APT, ACCESS for ELLs, Alternate ACCESS for ELLs) directions and content **must not** be translated.

ACT WorkKeys

Refer to the Supports and Accommodations Table for more information on appropriate content areas and assessment parts that may be translated for these assessments. However, these recommended guidelines may be followed for use with those appropriate sections and parts.

Recommended Qualifications for Translators and Language Interpreters (non-American Sign Language)

Preference should be given to individuals who have bachelor's degrees in languages other than English or who hold a formal certification in either translation or interpretation. When this is not possible, interpreters should have the following qualifications:

1. mastery of the target language and dialect
2. familiarity with both American culture and the culture of the target language
3. extensive general and academic vocabulary in both languages
4. ability to express thoughts clearly and concisely in both languages
5. familiarity with the Michigan education system
6. attendance at school/district/statewide trainings regarding how to administer the assessments
7. a signed OEAA Assessment Security Compliance Form

Individuals selected as interpreters must also adhere to all aspects of Michigan's test security guidelines.

Guidelines for Translators and Language Interpretation (non-ASL)

Test directions, questions, and answer choices should be read to students using direct interpretation. Care should be taken not to alter the intended meaning of the text.

Common False Assumptions and Risks

1. **Many people incorrectly assume that a bilingual person can also be an effective interpreter by virtue of knowing two languages.**

   Research shows that bilingual individuals who have not received interpreter-specific training are more likely to add or omit information, as well as interject their own opinions and assumptions, which has the result of changing the actual content of the assessment. They may also speak too quickly, making the content too difficult to process. These actions would affect the validity of the student's assessment results.

2. **Parents for the student and family members of the students are not the best choice to help administer the assessment.**

   Using interpreters or translators with whom the student has familiar relationships may pose a risk in by creating a situation where the translator or interpreter is more willing to provide additional, non-authorized help to the student for the test.

Often in districts where there is a low population of language-speaking students, districts may believe it would be acceptable to use a student's older sibling to aid in the translation process. This would actually result in a security breach as no students should be involved in the testing of other students.

3. **Side conversations**

   It is possible that because of the one-on-one nature of this testing scenario, coupled with the potential relief some students may feel by having someone speak to them in their native language, additional topics may arise for discussion between the student and the interpreter. Although it is acceptable for the student to ask for clarification on directions, other non-test related topics should be avoided.

References

Bridging the Gap: A Basic Training for Medical Interpreters. Interpreter's Handbook, Third Edition, Jan. 1999.

ITC Guidelines for Translating and Adapting Tests, International Test Commission, Jul. 2005.

Medical Interpreter Training. Arlington Free Clinic, Arlington, VA, Jan., 2000.

National Health and Nutrition Examination Survey (NHANES) Interpretation Guidelines, Center for Disease Control (CDC), Nov. 2006.

Standards for Educational and Psychological Testing, American Educational Research Association, American Psychological Association, National Council on Measurement in Education, 2014.

Arabic Read-Aloud Guidelines
M-STEP Mathematics

Some students may benefit from an in-person oral translation of the online or paper/pencil M-STEP mathematics assessment. This support is intended for students who may be in bilingual programs or whose native language fluency is greater than their English fluency. Use of this support assumes that a student is able to better 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.

For M-STEP mathematics, this option is ONLY available for students testing online as an individual administration option. This is necessary because of the computer adaptive nature of the test. Each student may be on a different question with no way for the test administrator to provide the same question-by-question translation to multiple students. Doing so would result in unnecessary distractions for students. Students testing paper/pencil may be administered the assessment with an oral translation individually or in small groups of no more than five students.

Reader Qualifications

- The test reader should be a biliterate adult who is familiar with the student, and who is typically responsible for providing a read-aloud support in Arabic during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with Michigan's state administration and security policies and procedures as articulated in Michigan's test administration manuals, guidelines, and related documentation.

Preparation

- Test coordinators should know in advance of testing the students' language for mathematics instruction and what the students' comfort level is with receiving the assessment content in a language other than English. For example, many Arabic-speaking students, depending on their country of origin, may have learned mathematics in French or in English.
- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test. Increased knowledge of the test format can be gained through review of the practice tests.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on M-STEP assessments. This includes having a strong working knowledge of Designated Support options specific to English Learners (ELs).

- Test readers should be familiar with the student's Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional Designated Supports and/or accommodations. This will ensure that there are plans in place for providing all needed Designated Supports and accommodations.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the Supports and Accommodations Table. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers in Arabic should have extensive practice in providing read aloud support in Arabic and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area.
- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of this guidance.
- Unless otherwise specified by a student's IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.

General Guidelines

- The test reader's support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student's questions by repeating the item, words, or instructions verbatim as needed.
- Do not paraphrase, explain, or define any items, words, or instructions as this would be a violation of test security. However, you may spell any words requested by the student or write the translated word in Arabic.
- Adjust your reading speed and volume if requested by the student. In order to lessen the impact of different Arabic dialects on student's understanding, it is important to read clearly to the student at a slow to moderate pace.

Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Michigan Department of Education state policies and procedures.
- The test reader must not discuss any portion of the test with others.

Arabic Usage / Conventions

- **Punctuation:** Read all text as punctuated.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as 'ثالث نقاط.'
- **Quotations:** Quotation marks should be verbalized as "علامة اقتباس" at the beginning and end of quoted material, respectively.

- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- **Misspellings:** In some cases a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

Images / Graphics

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item.
- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.

Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information. In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about the graphic organizer, test question, or terms should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (including labels, blank cells, stems).

Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common Arabic usage for the student's grade level.
- Additional examples may be found in the tables on the following pages.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "عشرة سنتيمترات." Some abbreviations may be read differently by different readers. For example, cm3 may be read as "سنتيمتر مكعّب".

Table 1: Test Reader Guidance for Mathematics - Numbers

Description	Example(s):	Read as:
Large whole numbers	632,407,981	"ست مائة واثنان وثلاثون مليون، وأربع مائة وسبعة آلاف، وتسع مائة وواحد وثمانون"
	45,000,689,112	"خمسة وأربعون مليار (بليون)، وست مائة وتسعة وثمانون ألفاً، ومائة وإثنا عشر"
Decimal numbers	0.056	"صفر فاصلة صفر خمسة ستة" OR "صفر علامة عشرية صفر خمسة ستة"
	4.37	"أربعة فاصلة ثلاثة سبعة" OR "أربعة علامة عشرية ثلاثة سبعة"
Fractions – common	½, ¼, ⅔, ⅘	"واحد على إثنين، واحد على أربعة، إثنان على ثلاثة، أربعة على خمسة"
	14/25	"أربعة عشر على خمسة وعشرين"
	487/6972	"أربع مائة وسبعة وثمانون على ستة آلاف وتسع مائة واثنان وسبعون"
Mixed numbers – read aloud "and" between whole numbers and fractions	3 ½	"ثلاثة ونصف"
	57 ¾	"سبعة وخمسون وثلاثة أرباع"
Percent	62%	"إثنان وستون بالمائة"
	7.5%	"سبعة فاصلة خمسة بالمائة" OR "سبعة علامة عشرية خمسة بالمائة"
	0.23%	"صفر فاصلة إثنان ثلاثة بالمائة" OR "صفر علامة عشرية إثنان ثلاثة بالمائة"
Money - if the amount contains a decimal point, read as "dollars AND cents"	$4.98	"أربع دولارات وثمانية وتسعون سنت"
	$0.33	"ثلاثة وثلاثون سنت"
	$5368.00	"خمسة آلاف وثلاث مائة وثمانية وستون دولار فقط"
Negative numbers - do NOT read negative sign as "minus"	-3	"ناقص ثلاثة" OR "سالب ثلاثة"
	-⅝	"ناقص خمسة على ثمانية" OR "سالب خمسة على ثمانية"
	-7.56	"ناقص سبعة فاصلة ستة وخمسون" OR "سالب سبعة علامة عشرية ستة وخمسون"
Dates (years)	1987	"ألف وتسع مائة وسبعة وثمانون"
	2005	"ألفان وخمسة"
Roman Numerals	I	"الرقم الروماني واحد"
	II	"الرقم الروماني إثنان"
	III	"الرقم الروماني ثلاثة"
	IV	"الرقم الروماني أربعة"
Ratios	*x: y*	"x إلى y"

Table 2: Test Reader Guidance for Mathematics - Operations

Description	Example(s):	Read as:
Addition	13 + 27 13 + 27 =	"ثلاثة عشر زائد سبعة وعشرون تساوي"
	13 + 27 = ?	"ثلاثة عشر زائد سبعة وعشرون تساوي ماذا"
Subtraction	487 – 159 487 – 159 =	"أربع مائة وسبعة وثمانون ناقص مائة وتسعة وخمسون تساوي"
	487 - 159 =?	"أربع مائة وسبعة وثمانون ناقص مائة وتسعة وخمسون تساوي ماذا"
Multiplication	63 x 49 63 X 49 =	"ثلاثة وستون ضرب تسعة وأربعون تساوي"
	63 X 49 =?	"ثلاثة وستون ضرب تسعة وأربعون تساوي ماذا"
Division – Vertical or Horizontal	120 = 8 15 120 ÷ 15= 8	"مائة وعشرون قسمة خمسة عشر تساوي ثمانية"
Operations with boxes	3 + □ = 8	"ثلاثة زائد مربّع تساوي ثمانية"

Table 3: Test Reader Guidance for Mathematics - Expressions

Description	Example(s):	Read as:
Expressions containing variables (any letter may be used as a variable)	N + 4	"N زائد أربعة"
	8x – 3	"ناقص ثلاثة x ثمانية"
	4(y – 2) + 5 = 7	"ناقص إثنان، أغلق القوس، زائد خمسة تساوي سبعة y، أربعة، إفتح القوس"
	$V = ⅔ \pi r^3$	"مكعّبة π r تساوي أربعة على ثلاثة V"
	$t - 2$ t + 8	"ناقص إثنان t"
	$x^2 y^3 = -36$	"زائد ثمانية t"
	$156x \geq 4$	"مكعّب تساوي ناقص 36 y مربع x" OR "مكعّب تساوي سالب 36 y مربع x"
Coordinate pairs answer choices with no other text	the point (–1, 2)	"أكبر أو تساوي أربعة x واحد خمسة ستة"
	the point A is at (6, 3)	"(النقطة (ناقص واحد وإثنان" OR "(النقطة (سالب واحد وإثنان"
	A. (–3, –4)	(على (ستة وثلاثة A النقطة"
Parallels	$\overline{AB} \parallel \overline{CD}$	"(على (ناقص ثلاثة وناقص أربعة .A" OR "(على (سالب ثلاثة وسالب أربعة .A"
Perpendiculars	$\overline{AB} \perp \overline{CD}$	"CD موازية للقطعة المستقيمة AB القطعة المستقيمة "CD عمودية على القطعة المستقيمة AB القطعة المستقيمة"

Suggested Test Preparation Script

(used with student in advance of the day of testing)

مرحبا بكم_____،

الأسبوع القادم في مادة الرياضيات. أريدكم أن تعرفوا كيف سنعمل سوية. حين أقرأ الإمتحان لكم، سوف يكون ذلك مختلفاً كثيراً عما قرأته M-STEP سوف أقرأ لكم اللإختبار حين تأخذون امتحان لكم أثناء الصف. عليّ أن أتّبع بعض القواعد:

- لا يمكنني مساعدتكم في أية إجابات
- لا يمكنني نقر أي شيء على الشاشة
- لن أغير نبرة صوتي أثناء القراءة. سوف أستعمل نفس نبرة الصوت بغض النظر عن أحداث القصة أو السؤال المطروح
- إذا كان هناك صورة مرفقة بكلمات، سوف أقرأ تلك الكلمات. إذا طلبتم مني إعادة قراءة تلك الكلمات، سأفعل ذلك
- أحياناً، بعض الكلمات أو العبارات قد تدل على الإجابة. في تلك الحالات لن أقرأ تلك الكلمات بل سأشير إليها على الشاشة ثم أكمل القراءة
- يمكنك أن تطلب إعادة قراءة أجزاء من الإختبار إذا لم تسمعني جيداً أو تريد وقتاً إضافياً للتفكير
- يمكنك أن تطلب مني أقرأ بشكل أبطأ أو أسرع، أو بصوت أعلى أو أخفض، إذا كنتم تواجهون صعوبة في فهم ما أقرأه
- سوف أقرأ بعض أحرف التنقيط (مثل الفاصلة والنقطة)، لكن إذا كنتم بحاجة إلى أن أعيد قراءة الجملة وأخبركم كيف تم تنقيطها، سأفعل ذلك
- "إذا سألتني سؤالاً حول الإختبار، كل ما سأقوله هو "إفعل أفضل ما تستطيع. لا يمكنني أن أساعدك
- هل لديك أية أسئلة تود أن تسألني حول طريقة عملنا سوياً خلال الإختبار؟
- ذلك
- "إذا سألتني سؤالاً حول الإختبار، كل ما سأقوله هو "إفعل أفضل ما تستطيع. لا يمكنني أن أساعدك
- هل لديك أية أسئلة تود أن تسألني حول طريقة عملنا سوياً خلال الإختبار؟

References

Educational Testing Service (2002)

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Guidelines for Participation in State Assessments, 2013-2014 (http://wvde.state.wv.us/osp/ParticipationGuidelines-2013-2014.pdf) Guidance on Accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide Testing

Special Thanks

A special thanks to these Michigan educators for their help in the creation of this document:

Manal Assi

Khalil El-Saghir

Mohammed Ghaleb

Spanish Read-Aloud Guidelines
M-STEP Mathematics

Some students may benefit from an in-person oral translation of the stacked Spanish test form available for online and paper/pencil M-STEP mathematics. This support is intended for students who may be in bilingual programs or whose native language fluency is greater than their English fluency. Use of this support assumes that a student is able to better 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.

This option is available for students in small groups of no more than five students or to students testing individually. Students receiving a Spanish read-aloud from an in-person translator cannot take the assessment with students not receiving this support. The oral translation will create unnecessary distraction for students not needing this support.

Reader Qualifications

- The test reader should be a biliterate adult who is familiar with the student, and who is typically responsible for providing a read-aloud support in Spanish during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with Michigan's state administration and security policies and procedures as articulated in Michigan's test administration manuals, guidelines, and related documentation.

Preparation

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on M-STEP assessments.
- Test readers should be familiar with the student's Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional Designated Supports and/or accommodations. This will ensure that there are plans in place for providing all needed Designated Supports and accommodations.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the Supports and Accommodations Table. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers in Spanish should have extensive practice in providing read aloud support in Spanish and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area.

- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included on page 41.
- Unless otherwise specified by a student's IEP or 504 plan, the test reader does not have a role in manipulating the test or assisting with any other support tools. Test readers should be ready with appropriate script that reinforces the parameters during the test session.

General Guidelines

- The test reader's support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student's questions by repeating the item, words, or instructions verbatim as needed.
- Do not paraphrase, interpret, or define any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

Post-Administration

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator in accordance with Michigan Department of Education state policies and procedures.
- The test reader must not discuss any portion of the test with others.

Spanish Usage/Conventions

- **Punctuation:** Read all text as punctuated.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as 'punto, punto, punto.'
- **Quotations:** Quotation marks should be verbalized as "comillas" and "fin de comillas" at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- **Misspellings:** In some cases a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

Images / Graphics

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item.

- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.
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- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, or general to specific in accordance with teaching practices.

Graphic Organizers

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information. In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (including labels, blank cells, stems).

Mathematical Expressions

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers should read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common Spanish usage for the student's grade level.
- Additional examples may be found in the following tables.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "diez centímetros." Some abbreviations may be read differently by different readers. For example, cm^3 may be read as "centímetros cúbicos" or "centímetros al cubo".

Table 1: Test Reader Guidance for Mathematics - Numbers

Description	Example(s):	Read as:
Large whole numbers	632,407,981	"seiscientos treinta y dos millones cuatro cientos siete mil novecientos ochenta y uno"
	45,000,689,112	"cuarenta y cinco mil millones seis cientos ochenta y nueve mil ciento doce"
Decimal numbers	0.056	"cero punto cero cinco seis"
	4.37	"cuatro punto tres siete"

Table 1: Test Reader Guidance for Mathematics - Numbers		
Description	**Example(s):**	**Read as:**
Fractions – common	½, ¼, ⅔, ⅘	“un medio, un cuarto, dos tercios, cuatro quintos”
	14⁄25	“catorce sobre veinticinco”
	487⁄6972	"cuatrocientos ochenta y siete sobre seis mil novecientos setenta y dos"
Mixed numbers – read aloud “and” between whole numbers and fractions	3 ½	“tres y un medio”
	57 ¾	“cincuenta y siete y tres cuartos”
Percent	62%	“sesenta y dos por ciento”
	7.5%	“siete punto cinco por ciento”
	0.23%	“cero punto dos tres por ciento”
Money - if the amount contains a decimal point, read as “dollars AND cents”	$4.98	“cuatro dólares y noventa y ocho centavos”
	$0.33	“treinta y tres centavos”
	$5,368.00	"cinco mil tres cientos sesenta y ocho dólares”
Negative numbers - do NOT read negative sign as “minus”	-3	“negativo tres”
	-⅝	“negativo cinco octavos”
	-7.56	“negativo siete punto cinco seis”
Dates (years)	1987	“mil novecientos ochenta y siete”
	2005	“dos mil cinco”
Roman Numerals	I II III IV	“número romano uno” “número romano dos” “número romano tres” “número romano cuatro”
Ratios	*x: y*	“x a y”

Table 2: Test Reader Guidance for Mathematics - Operations		
Description	**Example(s):**	**Read as:**
Addition	13 + 27 13 + 27 =	“trece más veintisiete es igual a”
	13 + 27 = ?	"cuatro cientos ochenta y siete menos ciento ciencuenta y nueve es igual a signo de interrogación”
Subtraction	487 – 159 487 – 159 =	“cuatro ocho siete menos uno cinco nueve es igual a”
	487 - 159 =?	“cuatro ocho siete menos uno cinco nueve es igual a signo de interrogación”
Multiplication	63 x 49 63 X 49 =	“sesenta y tres por cuarenta y nueve es igual a”
	63 X 49 =?	“sesenta y tres por cuarenta y nueve es igual a signo de interrogación”
Division – Vertical or Horizontal	$\frac{120}{15} = 8$ 120 ÷ 15 = 8	"Ciento veinte dividido entre quince es igual a ocho"
Operations with boxes	3 + □ = 8	“tres más casilla es igual a ocho”

Table 3: Test Reader Guidance for Mathematics - Expressions		
Description	**Example(s):**	**Read as:**
Expressions containing variables (any letter may be used as a variable)	N + 4	“‘N’ más cuatro
	8x – 3	“ocho ‘x’ menos tres"
	4(y – 2) + 5 = 7	“cuatro abre paréntesis ‘y’ menos dos cierra paréntesis más cinco es igual a siete”
	$V = \frac{4}{3}\pi r^3$	“‘V’ es igual a cuatro tercios pi ‘r’ al cubo"
	$t - 2$ t + 8	“’t’ menos dos (pause) sobre ‘t’ más ocho”
	$x^2 y^3 = -36$	“‘x’ al cuadrado ‘y’ al cubo es igual a negativo treinta y seis” o “’x’ a la segunda potencia por ‘y’ a la tercera potencia es igual a negativo treinta y seis”
	$156x \geq 4$	“uno cinco seis ‘x’ es mayor o igual a cuatro”

Table 3: Test Reader Guidance for Mathematics - Expressions		
Description	**Example(s):**	**Read as:**
Coordinate pairs answer choices with no other text	the point (–1, 2)	“el punto (pause) negativo uno coma dos”
	the point A is at (6, 3)	“El punto A está en (pause) seis coma tres.”
	A. (–3, –4)	“‘A’ (pause) negativo tres coma negativo cuatro”
Parallels	$\overline{AB} \parallel \overline{CD}$	“el segmento de línea AB es paralela al segmento de línea CD”
Perpendiculars	$\overline{AB} \perp \overline{CD}$	“el segmento de línea AB es perpendicular al segmento de línea CD”

Suggested Test Preparation Script

(used with student in advance of the day of testing)

Hola, _____,

Soy la persona asignada para leerte el examen que tomarás la próxima semana durante M-STEP. Me gustaría informarte cómo estaremos trabajando juntos. Cuando te esté leyendo la prueba, será de manera muy distinta a cuando te estoy leyendo durante la clase. Necesito seguir ciertas reglas.

- No te puedo ayudar con ninguna respuesta.
- No puedo hacer clic sobre nada en la pantalla.[2]
- No estaré usando diferentes voces de personajes o cambiando mi tono de voz cuando lea. Estaré usando una voz muy directa que no cambie mucho, no importa qué tan emocionante sea la historia o ítem de la prueba.
- Si hay una imagen con palabras, leeré esas palabras. Si lo pides, leeré nuevamente las palabras.
- Algunas veces puede haber algo sobre una palabra o frase que te puede dar una clave si lo leo en voz alta. En esos casos, no leeré esa la palabra, la señalaré en la pantalla [o en el cuadernillo de impreso al momento] y continuaré leyendo.
- Todavía puedo ayudarte con tus [***list any assistive technology that the student may require that would need adult support—if that support is provided by you].
- Me puedes pedir que lea nuevamente partes de la prueba si no me escuchaste o necesitas más tiempo para pensar.
- Me puedes pedir que haga una pausa en la lectura si necesitas tomar un descanso.
- Me puedes pedir que lea más despacio o más rápido, o leer más alto o más bajo si tienes problema entendiendo lo que leo.

[2] A reader may click on something on the screen only if this is an identified need in the student’s IEP or 504 plan and the reader has received appropriate training on when and how to do so.

- Leeré ciertos signos de puntuación, pero si necesitas que lea nuevamente una oración y que te diga la puntuación, puedo hacerlo.
- Si me haces una pregunta sobre la prueba lo único que te voy a decir es: “Haz tu mejor trabajo. No te puedo ayudar en eso.
- ¿Tienes alguna pregunta sobre cómo vamos a trabajar juntos durante la prueba?

References

Educational Testing Service (2002)

Guidelines for a Test Reader (https://www.ets.org/disabilities/test_reader/)

Retrieved from the ETS web page (https://www.ets.org/disabilities)

Oregon Department of Education Office of Student Learning and Partnerships (2012, December)

Guidelines for the Read Aloud Accommodation (http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/2-guidelines-for-the-math-read-aloud-accommodation-for-2012-2013-(3).pdf)

State of Washington Office of Superintendent of Public Instruction (2013, September)

Access Supports and Accommodations Guidelines for State Assessments
(Retrieved in September 2013 from http://www.k12.wa.us/assessment/statetesting/pubdocs/AccommodationManual.pdf)

West Virginia Department of Education (December, 2013)

Guidelines for Participation in State Assessments, 2013-2014 (http://wvde.state.wv.us/osp/ParticipationGuidelines-2013-2014.pdf) Guidance on Accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide Testing

ACT WorkKeys in Spanish

ACT offers the ACT WorkKeys assessment in Spanish. Students taking this form of the assessment are eligible to receive a National Career Readiness Certificate en Español. For the state-required administration of WorkKeys, students must opt to take only one form of the assessment and cannot take both forms during the state-administered window.

This guidance should be used to help educators decide which students might benefit from taking the Spanish form of the assessment.

Educators should consider the following questions when making a determination as to whether or not to assess the student:

- **Can the student read in Spanish?** Not all students who can speak Spanish fluently have a strong command of the written language. Without high literacy in the language, students will not benefit from taking this form of the test.
- **Is the student best able to show what they know to a potential employer by receiving a National Career Readiness Certificate en Español?** Remember that the purpose of the ACT WorkKeys is to show a students' skills and abilities for the use in multiple career pathways.

SAT and PSAT Grade 8 – 50% Extended Time for ELs Guidance

MICHIGAN Department of Education

Educators must use this document to aid in the determination of current students identified as English Learners (ELs) who may benefit from the use of the 50% Extended Time support on the SAT or PSAT assessments. Below you will find a list of questions that will help you determine if a student is eligible to use this support.

It is important to keep in mind that not **all** students and certainly not **all** ELs will benefit from extended time.

Additionally, MDE is committed to monitoring the use of supports on state assessments and will contact schools and districts with high numbers of students utilizing this support.

A **preponderance of evidence** should exist rather than a few marks in boxes for the student to be provided this level of support.

	Yes	No
Is the student formally identified as an English Learner in MSDS? *If the answer to this question is no, then this student is not eligible for this support.*		
Does the student typically receive additional time to complete assignments?		
Does the student typically receive additional time to complete in-class assessments?		
Is the student a recently arrived student (attended U.S. schools for 12 months or less)?		
Does the student typically use a bilingual word-to-word dictionary in the classroom?		
Does the student use additional or different linguistic supports in the classroom?		
Does the student need additional time to process written text in English?		
When given the choice, does the student indicate he or she would prefer to have extra time for assignments?		

Testing Policy for Recently Arrived, First Year English-Learner Students

MICHIGAN Department of Education

ELA Exception Criteria

The Michigan Department of Education is able to provide a one time exception to the testing requirement in English language arts (ELA) for first year, English learner (EL) students. To be eligible for this exception, students must meet ALL of the following criteria:

- the student has been enrolled in U.S. schools (excluding Puerto Rico) for 12 months or less at the time of taking a state assessment
- the student is reported as an English Learner in the Michigan Student Data System (MSDS)
- in the Office of Educational Assessment and Accountability (OEAA) Secure Site, the student has at least one of the following for the current year:
  - » A WIDA ACCESS Placement Test (W-APT) / WIDA Screener score
  - » A valid WIDA ACCESS for ELLs or WIDA Alternate ACCESS for ELLs score

Expectations for ALL EL Students

Regardless of the length of time enrolled in a U.S. school, it is required that each EL student is:

- administered the WIDA ACCESS Placement Test (W-APT) or WIDA Screener during the EL identification process AND that the W-APT/WIDA Screener score is entered in the OEAA Secure Site.
- annually administered the summative WIDA ACCESS for ELLs or Alternate ACCESS for ELLs until proficiency is achieved, including in their first year if the student is enrolled prior to the close of that year's test administration period.

Students are not exempt from WIDA assessments because these assessments test students' English language development and not knowledge of English language arts.

ELA Exception Notes: ALL Assessments (Except WIDA assessments)

Note: The following aspects of the ELA Exception for First Year EL students apply to all state assessments (except WIDA assessments).

- The ELA Exception for First Year EL students only applies to ELA.
- Requests for an exception are submitted in the OEAA Secure Site.
- Requests for an exception are submitted AFTER an assessment's testing window, during that assessment's Answer Documents Received and Not Tested Students window.
- Requests for an exception must be submitted separately for each applicable student.
- If the request is accepted, the student will be:
  - » counted as participating for the school's accountability ELA participation calculations
  - » excluded from the school's accountability ELA proficiency and growth calculations
  - » included in the school's accountability participation, proficiency, and growth calculations for all other content areas.
- If the request is rejected, the student will be included in the school's accountability participation, proficiency, and growth calculations for ELA and all other content areas.

ELA Exception Notes: By Assessment

The following is additional information on the ELA Exception specific to each state assessment.

M-STEP Assessments

- For dates of the M-STEP Answer Documents Received and Not Tested Students window, see the **M-STEP List of Important Dates** document on the M-STEP web page (www.mi.gov/mstep)

MI-Access Assessments

- For dates of the MI-Access Answer Documents Received and Not Tested Students window, see the **List of Important Dates** document on the MI-Access web page (www.mi.gov/mi-access)
- The Functional Independence ELA assessments are:
  - » ELA Accessing Print and Using Language
  - » ELA Expressing Ideas
- The Supported Independence and Participation ELA assessments are "ELA"

For Any College Board Assessment

(SAT, PSAT 8, PSAT 9, or PSAT 10)

- In order for students using the ELA exception to receive a valid math score, **before** testing, schools must request a "Math Only" accommodation by the following process.
  - » Ensure the student is listed on the Pre-ID Student Report.
  - » Log into College Board's Services for Students with Disabilities (SSD) Online System.
  - » Go to the State Allowed Accommodations Dashboard.
  - » Choose "EL – Math Only" from the list of state-allowed accommodations.
  - » Submit the request (it will be automatically approved).
- Students with approved "EL – Math Only" accommodations will test with a lime-colored test book. This will ensure the eligible EL exception students are tested with materials that will still yield their required valid mathematics score.
- The Services for Students with Disabilities (SSD) Coordinator will only use the scripts for the mathematics test in the SSD Coordinator manual when administering the assessment.
- **Note:** The test book shipped for these students will still include the ELA and mathematics sections.
- For questions about the SSD system call the College Board Michigan Educator Hotline at 1-866-870-3127.

SAT Assessments

- For dates of the SAT Answer Documents Received and Not Tested Students window, see the **MME and PSAT List of Important Dates** document on the MME web page (www.mi.gov/mme)
- The SAT ELA assessment is "Evidenced Based Reading and Writing"
- Students not taking the ELA portion of the SAT will not receive a college-reportable SAT score.

PSAT 8 Assessments

- For dates of the PSAT 8 Answer Documents Received and Not Tested Students window, see the **Grade 8 List of Important Dates** document on the M-STEP web page (www.mi.gov/mstep)
- The PSAT 8 ELA assessment is "Evidenced-Based Reading and Writing"

PSAT 9 and PSAT 10 Assessments

- PSAT 9 and PSAT 10 are not currently used for accountability and do not have an Answer Documents Received and Not Tested Students window. Therefore, it is not necessary, nor possible, to request an ELA exception for accountability for PSAT 9 or PSAT 10. However, students meeting all the ELA exception criteria may still use a "EL – Math Only" accommodation.

Scribing Protocol for the M-STEP, MI-ACCESS, SAT, ACT, and WIDA Assessments

MICHIGAN Department of Education

Scribing Protocol

In this section educators will find the required procedures a scribe must follow for the Michigan Student Test of Educational Progress (M-STEP), MI-Access, and WIDA assessments. Some information is also provided related to SAT and ACT WorkKeys. A scribe is an adult who writes down what a student dictates via speech, American Sign Language, or an assistive communication device. The guiding principle in scribing is to ensure that the student has access to test content and is able to respond to the content.

Scribes are allowable as a documented accommodation for English Language Arts (ELA), M-STEP essay questions, and MI-Access Functional Independence (FI) ELA Expressing Ideas. Scribing is additionally allowable as a Designated Support for M-STEP mathematics, ELA non-writing items, science, and social studies. For the WIDA assessments, scribes are allowable accommodations for the Reading, Writing, and Listening domains.

As you review this document, you will need to be aware of the following terms.

Item Types:

- **Selected Response:** Selected-response items present students with a question and several answer choices. These items may appear as traditional multiple-choice items. They may also appear as multiple-select items (choose more than one answer) or Hot Text items (choose one or more embedded correct response).
- **Passage-based Writing Prompt:** These item types ask students read a passage and then respond to a prompt by writing an essay.
- **Constructed/Equation Response:** These item types ask students to explain their responses, respond to a prompt with a short story, or create equations/expressions.
- **Embedded Accessibility Option:** This is a Universal Tool, Designated Support, or Accommodation for students within the online delivery system, such as a highlighter or American Sign Language videos. Refer to Michigan's Supports and Accommodations Table for more information related to allowable accessibility options.
- **Non-Embedded Accessibility Option:** This is a Universal Tool, Designated Support, or Accommodation provided for students outside of the online delivery system, such as a scribe or scratch paper. Refer to Michigan's Accommodations Table for more information related to allowable accessibility options.

Qualifications for Scribes

- The scribe should be an adult who is familiar with the student, such as the teacher or teaching assistant who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with Michigan's administration and security policies and procedures, as articulated in Michigan's test administration manuals, guidelines, and related documentation.

Preparation

- Scribes should read the Michigan Assessment Integrity Guide (AIG) and sign the OEAA Assessment Security Compliance Form prior to test administration.
- If the student for whom they are scribing has a disability, scribes and test administrators should be familiar with the content of the student's Individualized Education Program (IEP) or 504 plan, specifically surrounding the use of a scribe as an accommodation, to ensure there are plans in place for providing all needed Designated Supports and accommodations.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. A working familiarity with the test environment will facilitate the scribe's ability to record the student's answers.
- Scribes should also have a strong working knowledge of the available embedded and non-embedded accessibility and accommodations options and features.
- Scribes should review the Scribing Protocol for the student at least one to two days prior to testing.
- Scribes should practice the scribing process with the student at least once prior to the scribing session.

General Guidelines

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student's answers.
- If the scribing-assisted testing is not conducted with the student in a separate setting, the scribe should be situated close enough to the student to prevent their conversations from reaching other students in the room.
- For computer-based administrations, scribes must enter student responses directly into the test interface, making use of the embedded and non-embedded tools available for a given item and student.
- For computer-based administrations, scribes are expected to comply with student requests regarding use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student, such as test directions and navigation within the test environment.
- Scribes may not respond to student questions about test items if the responses would compromise the validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may ask the student to re-state words or parts of the answer as needed. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- Scribes may not question or correct student choices, alert students to errors or mistakes, or prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way, and must record exactly what the student has dictated.
- Students must be allowed to review and edit what the scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.

Post-Administration Procedures for All Assessments

- Immediately at the end of the testing session, the scribe will submit online or paper-based student responses; collect scratch paper, rough drafts, and login information; and deliver the materials to the test administrator in accordance with Michigan's state policies and procedures.

English Language Arts: M-STEP and MI-Access Functional Independence (FI) Selected-Response Items

Single and Multiple Answer, Matching Table interaction

- The student must point to or otherwise indicate his/her selection(s) from the options provided.
- Scribes are expected to comply with student directions regarding screen and test navigation and the use of test platform features available for a given item.
- The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item.

Passage-based Writing Prompt

- The scribe will write verbatim student responses on paper or on screen, in an area obstructed from other students' view.
- The scribe will spell all words as dictated.
- The scribe will not capitalize words or punctuate text in the student's response, unless directed to do so specifically by the student for specific words or to indicate the "what" and "where" for punctuation.
- The scribe will orally confirm the spelling of homonyms and commonly confused homophones, such as than and then; to, two, and too; there, their, and they're.
- The student will proofread the response to add punctuation, capitalization, spacing, and make other edits.
- The scribe will make student-requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

Mathematics: M-STEP and MI-Access Functional Independence (FI) Selected-Response Items

Single and Multiple Answer, Matching Table interaction

- The student must point to or otherwise indicate his/her selection from the options provided.
- The scribe will comply with student directions, including requests regarding screen and test navigation and use of test platform features available for the question.
- The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item.

Constructed/Equation Response Items

- The student must point or otherwise direct the scribe in developing his/her response.
- The scribe will input student work directly onscreen and in view of the student.
- For responses requiring equations, the student must specify where to place figures and operands.
- For responses requiring text, the scribe will spell all content area words/academic vocabulary as dictated and conform to standard writing conventions.
- For responses requiring text, the student will proofread to add punctuation, capitalization, spacing, and other edits.
- The scribe will make student-requested changes, even if incorrect.
- The student will confirm the fidelity of the response.
- The student will indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

Science and Social Studies: M-STEP and MI-Access Functional Independence (FI) Selected-Response Items

Single and Multiple Answer

- The student must point to or otherwise indicate his/her selection from the options provided.
- The scribe will comply with student directions, including requests regarding screen and test navigation and the use of test platform features available for the question.
- The student will confirm his/her selections and indicate to the scribe when he/she is ready to move to the next item.
- Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.

SAT, PSAT 8/9, and PSAT 10

Some students may be approved for personal assistants, such as readers, scribes/writers, or sign language interpreters. **Assistants must be assigned by the school** and may not be a relative of the student. Refer to the appropriate test's School Day Accommodated Manual as well as the School Day Coordinator Manual.

Scribe/writers:

Depending on the student's needs, a scribe may be required to:

- complete the student's identifying information on the answer sheet
- fill in the circles on the regular answer sheet corresponding to the answers chosen by the student and write the student's SAT Essay submission
- make any corrections indicated by the student
- write the student's name on the student's test book, write "Answers in book" on front cover, and ensure that the test book is returned with the answer sheet
- assist the student in turning pages
- test in a 1-to-1 setting

Other duties:

Some personal assistants may be required to:

- accompany students when they go to the restroom during testing time
- assist the test administrator in ensuring test material security

Qualifications:

- current or retired professional, administrative, secretarial or clerical staff, or graduate student
- able to follow oral and written instructions precisely
- a reader or writer should be experienced in special education, and should speak English clearly
- a sign-language interpreter must be able to effectively sign to the student and voice the student's signing to the administrator

ACT WorkKeys

For more information on appropriate practices for recording student responses refer to the ACT WorkKeys Administration Manual when available.

For questions related to any ACT WorkKeys accommodations call the ACT customer service line at 1-800-553-6244 x1788.

English Language Development (ELD) for English Learners (ELs): WIDA W-APT, ACCESS for ELLs, and Alternate ACCESS for ELLs

Individuals who provide the scribe accommodation to a student must be trained by the school or district on test administration procedures and security requirements prior to testing.

Students receiving the scribe accommodation may respond to assessment items in the following ways:

- orally
- by using an assistive technology device or software (such as speech-to-text and picture/symbol communication system)
- by gesturing/pointing

For ELs taking the computer-based ACCESS, it is advisable for the adult test administrator to keyboard the student's responses onscreen directly into the student's computer.

Scribing must take place as the student dictates or otherwise produces the response. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All edits must be made and all responses transcribed onto the paper-based test or on the computer screen during the test session. For constructed responses, the student is responsible for all capitalization and punctuation and should verbally instruct the scribe what letters are capitalized and where to add punctuation. The student should provide exact spelling the first time they use a key word (noun or verb relevant to the content); thereafter, the scribe can spell the word as the student first spelled it. If the student uses a non-English word or one that the scribe does not understand, the scribe should prompt the student to spell the word and write down the student's spelling of the word.

The following scribing practices are acceptable:

- The scribe may ask, "Are you finished?" or "Is there anything you want to add or delete?"
- The scribe may respond to procedural questions asked by the student, such as, "Do I have to use the entire space to answer the question?" (the scribe may say, "No.").
- If the student requests that the scribe read a response that was already dictated, the scribe must read what the student dictated previously, being careful not to cue the student to errors.
- The scribe may prompt and remind the student of instructions or dictation rules, as needed, such as "Please spell that word."
- The scribe may ask the student to slow down or repeat their dictated response.
- The student should review his or her response and dictate the changes or edits that he or she would like done.

The following scribing practices are unacceptable:

- The scribe may not influence the student's response in any way.
- The scribe may not coach the student by giving specific directions, clues, or prompts.
- The scribe may not tell the student if his/her answer is correct or incorrect, or alert the student to mistakes he/she made.
- The scribe may not answer a student's questions related to the content (such as, "Can you tell me what this word means?").
- The scribe may not suggest that the student write more or go back and check the responses.
- The scribe should not write down unrelated vocalizations (such as, "um") by the student.

Requirements for the Scribed Response Accommodation

Individuals who provide the scribe accommodation to a student must be trained by the school or district on test administration procedures and security requirements prior to testing. The scribe should know how to accurately provide the accommodation. Likewise, when determining accommodations for a student, the student should have experience with the given accommodation on an ongoing basis. It is not recommend that a new accommodation be introduced to the student for the first time during administration.

References

California Department of Education (February 2010)
California High School Exit Examination
(https://www.cde.ca.gov/ta/tg/hs/)

Delaware Department of Education (2013, 06 14)
Guidelines for Inclusion of Students with Disabilities and English Language Learners
(Retrieved in November 2017 from http://de.portal.airast.org/wp-content/uploads/2013/06/Guidelines_for_Inclusion_2013-14_V2.pdf)

New England Common Assessment Program (NECAP) (August 2010)
New England Common Assessment Program Accommodations Guide
(Retrieved in November 2017 from https://www.maine.gov/education/necap/1011materials/accommodations_guide_final.pdf)

State of Washington Office of Superintendent of Public Instruction (September 2013)
Access Supports and Accommodations Guidelines for State Assessments
(Retrieved in November 2017 from http://www.k12.wa.us/assessment/statetesting/pubdocs/AccommodationManual.pdf)

Utah State Office of Education (2013)

Scribe Accommodation Guidelines (https://schools.utah.gov/file/d20bd730-8fdd-4012-a84b-4424e487a735)

West Virginia Department of Education (December, 2013)
Guidelines for Participation in State Assessments, 2013-2014
(http://wvde.state.wv.us/osp/ParticipationGuidelines-2013-2014.pdf)
Guidance on accommodations for Students with Disabilities and/or Limited English Proficiency in State and District-Wide Testing

Braille

Office of Educational Assessment and Accountability (OEAA)

MICHIGAN Department of Education

The M-STEP assessments are produced in UEB and UEB Nemeth when necessary. The assessments can also be ordered as contracted or uncontracted. Braille practice tests are available and can be ordered from the Low Incidence Outreach Office.

The WIDA ACCESS for ELLs assessment produces in UEB and UEB Nemeth when necessary. The assessments can also be ordered as contracted or uncontracted. A braille format is not available for kindergarten, and Michigan has made a decision to allow an exception for students in grades 1 and 2 who are visually impaired, because the assessment would be testing their knowledge of braille instead of the WIDA English Language Development (ELD) standards.

M-STEP and WIDA

Grade	M-STEP ELA	M-STEP Mathematics	M-STEP Science	M-STEP Social Studies	WIDA ACCESS for ELLs
3	UEB • Contracted • Uncontracted	UEB Nemeth • Contracted • Uncontracted			UEB (LRW) • Contracted • Uncontracted
4	UEB • Contracted • Uncontracted	UEB Nemeth • Contracted • Uncontracted			UEB (LRW) • Contracted • Uncontracted
5	UEB • Contracted • Uncontracted	UEB Nemeth • Contracted • Uncontracted	UEB Nemeth • Contracted • Uncontracted	UEB • Contracted • Uncontracted	UEB Nemeth (LRW) • Contracted • Uncontracted
6	UEB • Contracted • Uncontracted	UEB Nemeth • Contracted • Uncontracted			UEB Nemeth (LRW) • Contracted • Uncontracted
7	UEB • Contracted • Uncontracted	UEB Nemeth • Contracted • Uncontracted			UEB Nemeth (LRW) • Contracted • Uncontracted

Grade	M-STEP ELA	M-STEP Mathematics	M-STEP Science	M-STEP Social Studies	WIDA ACCESS for ELLs
8			UEB Nemeth • Contracted • Uncontracted	UEB • Contracted • Uncontracted	UEB Nemeth (LRW) • Contracted • Uncontracted
9					UEB Nemeth (LRW) • Contracted • Uncontracted
10					EUEB Nemeth (LRW) • Contracted • Uncontracted
11			UEB Nemeth • Contracted • Uncontracted	UEB • Contracted • Uncontracted	UEB Nemeth (LRW) • Contracted • Uncontracted
12					UEB Nemeth (LRW) • Contracted • Uncontracted

SAT, PSAT, and ACT WorkKeys

The College Board (SAT, PSAT 8/9, and PSAT 10) assessments are produced in UEB and UEB Nemeth when necessary. The assessments are produced as contracted braille. Braille practice tests are available with a Nemeth supplement by calling the College Board.

The ACT WorkKeys assessment is produced in UEB and UEB Nemeth when necessary. The assessments are produced as contracted braille.

M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA Student Supports and Accommodations Tables

MICHIGAN Department of Education

This document contains state-allowed Universal Tools, supports, and accommodations for the M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA assessments.

Special Notes

Screen Readers and Voice Recognition Software for M-STEP and MI-Access Assessments

Voice recognition software is incompatible with the INSIGHT system (M-STEP and MI-Access assessments). Screen readers may also be incompatible; however, educators are encouraged to test out the screen readers with the Online Training Tools (OTTs) prior to the assessment administration. Keep in mind that students who need oral presentation have other options available to them. For help in determining what might work well for students, send an email to mde-oeaa@michigan.gov. Refer to the tables included in this chapter for more information related to these supports. For additional supports questions and needs, contact the Office of Educational Assessment and Accountability (OEAA) at mde-oeaa@michigan.gov.

Use of Computers with Alternative Access for an Alternate Response Mode for M-STEP and MI-Access Assessments

(switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses)

Online districts with students utilizing these supports should first attempt to ensure these devices are compatible with the INSIGHT system by testing them with the OTTs. It is possible that they may be incompatible with the system. If the devices are not compatible and educators need help in determining best next steps for assessing students, contact the OEAA by email mde-oeaa@michigan.gov, or call 1-877-560-8378.

Reading the Universal Tools, Designated Supports, and Accommodations Tables

As you review the tables showing available supports, refer to the following information.

- Supports are organized and shown by program, either as **Universal Tools** (available to all students), **Designated Supports** (a designation made by a teacher or administrator who works with the student), or **Accommodations** (requires designation by an Individualized Education Program [IEP] or Section 504 plan).
- The **Support Type** column provides a brief description of the support offered. This column also indicates whether a support is available within the online delivery system itself (**embedded – E**) or if it must be provided by the district as a resource external to what is available through Insight (**non-embedded – NE**). All paper/pencil supports are considered **non-embedded**.

However, for more detailed information regarding which student groups would best be served by those supports, and for additional information regarding the support's use, educators must refer to the Designated Supports section on page 8 of this document.

- The **Mode** column indicates the testing mode (online or paper-pencil) in which the support can be used. Pay particular attention to these designations, because not all supports are available for both modes.
- The **How to Access** column provides information regarding whether districts must order the support through the OEAA Secure Site, if they can download it, or if they must provide students' access to the support by setting the feature in the DRC INSIGHT Portal prior to the students' testing. The column also indicates whether or not the support or

accommodation must be "bubbled" on the answer document. Testing coordinators should also refer to a specific assessment's Test Administration Manual.

Explanation of Symbols in the How to Access Column

- ✓ This feature must be set by the Test Administrator in the DRC INSIGHT Portal prior to testing
- ⭘ This material must be ordered or downloaded through the MDE Secure Site
- ❖ This support must be recorded as something the student will be using in the DRC INSIGHT Portal
- **B** This support should be bubbled on the paper/pencil answer document when used

Standard Test Administration Practices

The following list shows Michigan supports previously identified as "accommodations," but now considered general Test Administration Practices for the M-STEP assessments (**note:** many districts will still need to assign their use at the individual student level):

- administration of the assessment at a time most beneficial to the student, with appropriate supervision
- extended assessment time
- use of special adaptive writing tools such as pencil grip or larger pencil
- use of accommodated seating, special lighting, or furniture
- placement of student where he/she is most comfortable (such as front of room, back of room)
- use of alternative writing position (including desk easel, student standing up)
- accommodation for student to move, stand, or pace during assessment in a manner where others' work cannot be seen and is not distracting to others (including kneeling, constant movement)
- use of concentration aids (including stress balls, T-stools)
- visual, auditory, or physical cues from the teacher to the student to begin, maintain, or finish an assessment task

Future Supports

A number of supports currently available for M-STEP assessments may be phased out in future years, due to potential risks and based on continuing research of their reliability and validity. It is the hope of the OEAA to replace these allowable supports with more reliable, comparable supports for students.

M-STEP Mathematics

A Note about Non-Standard Universal Tools/ Supports/Accommodations

If educators do not see a particular support listed in the table for each test and are interested in providing that support for a student, the educators **must** contact the OEAA to request its use. Educators would send their request in an email to mde-oeaa@michigan.gov; the request must include the following:

- in the Subject line: Example Accessibility Support Request for M-STEP Mathematics
- educator's name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student
- an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access column

- ✓ This feature must be set by the Test Administrator in the DRC INSIGHT Portal prior to testing
- ⭘ This material must be ordered or downloaded through the MDE Secure Site
- ❖ This support must be recorded as something the student will be using in the DRC INSIGHT Portal
- **B** This support should be bubbled on the paper/pencil answer document when used

Additional Materials Required for Paper/Pencil and Online:

Students in grades 6 and above can have access to graph paper during the assessment. Refer to the M-STEP Test Administration Manual (TAM) for more information on accessing this material.

Universal Tools - M-STEP Mathematics

Universal Tools	Mode	How to Access
Breaks – within the same day per test session: If the text is **paused** and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	Paper/Pencil Online	
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)	Paper/Pencil Online (NE)	
(AISG) Administration individually/small group (no more than five students)	Paper/Pencil Online (NE)	❖
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	Paper/Pencil Online (NE)	
Highlighter	Paper/Pencil Online (E/NE)	
Cross-Off (answer eliminator)	Paper/Pencil Online (E)	
Sticky Notes	Online (E)	
Scratch paper (collection and secure disposal required)	Paper/Pencil Online (NE)	
Graph paper – will be shipped to all online schools for students in grades 6-7	Online (NE)	
Mark for Review (flag) (Available only on Stacked Spanish and VSL tests)	Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	Paper/Pencil	
Line guide	Online (E)	
Magnifier	Online (E)	
(CM) Continuous Magnification - Magnifies INSIGHT test content to 200% with magnification staying active from question to question	Online (E)	✓
Embedded Calculator (available on calculator enabled items only)	Online (E)	

Designated Supports - M-STEP Mathematics

Designated Supports	Mode	How to Access
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (such as at home when student is homebound, in care facility when it is medically necessary)	Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (such as a juvenile facility)	Paper/Pencil	
(NB) Noise buffers (such as ear mufflers, white noise, and/or other equipment to block external sounds)	Paper/Pencil Online (NE)	**B** ❖
(OTTD) Oral translation of test directions and/or of test items for students in appropriate language by a qualified translator (review the Introduction, Spanish Read Aloud Guidelines, and the OEAA Recommendations for Translators Chapters of this document)	Paper/Pencil Online (NE)	**B** ❖
(TTS) Text-to-Speech (Items Only) for mathematics items including response options, includes Follow Along	Online (E)	✓
(RAHR) Read aloud (Human Reader) – test questions, response options read aloud by human reader – individual administration required when used with online testers (use of M-STEP Read-Aloud Guidelines required)	Paper/Pencil Online (NE)	**B** ❖
(ST) Stacked Spanish form with Spanish human voice audio (HVA): • Stacked translation, split screen/page with Spanish and English test items, may need to use with bilingual word-to-word dictionary (student responses must be in English regardless of mode), audio will play for students on all test questions that reads aloud all test questions and answer options in Spanish	Paper/Pencil Online (E)	❍ **B** ✓
Use of L1 (1st language) reference sheets – available in: Arabic, Burmese, Cantonese, Hmong, Ilokano, Korean, Mandarin, Punjabi (Eastern and Western), Somali, Spanish, Tagalog, Russian, Ukrainian, and Vietnamese (L1 Glossary)	Paper/Pencil	❍ **B**
(BWWD) Bilingual word-to-word dictionaries (non-electronic only) for students whose language is not currently available for the L1 glossing reference sheets (must not provide definitions)	Paper/Pencil Online (NE)	
(AA) Use of auditory amplification devices or special sound systems	Paper/Pencil Online (NE)	❖
(VA) Use of visual aids (such as closed circuit television, magnification devices)	Paper/Pencil Online (NE)	❖
(MSK) Masking	Paper/Pencil Online (E)	✓
Use of a page turner	Paper/Pencil	
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	Paper/Pencil	
(CC) Color choices	Paper/Pencil Online (E)	✓
(CTC) Contrasting color	Paper/Pencil Online (E)	✓

Designated Supports	Mode	How to Access
(SNWI) Scribe (use of OEAA Scribing Protocol required)	Paper/Pencil Online (NE)	**B** ❖
Multiple-day testing – Allowable as intentional scheduling for some students who use additional supports	Paper/Pencil	**B**

Accommodations - M-STEP Mathematics

Accommodations	Mode	How to Access
Braille – Contracted and Uncontracted available for paper/pencil; refer to the M-STEP TAM for information on ordering paper/pencil materials	Paper/Pencil	❍ **B**
Enlarged print	Paper/Pencil	❍ **B**
(OMT) Use of OEAA's Multiplication Table (grade 4 and above only, available upon request only)	Paper/Pencil Online (NE)	❍ ❖
(A) Abacus	Paper/Pencil Online (NE)	**B** ❖
Use of counters, coins, base-10 blocks or other manipulatives for solving mathematics problems	Paper/Pencil Online (NE)	
(NEC) Non-embedded calculator (grade 6 and above only) or specialized calculator such as enlarged buttons; allowable ONLY on calculator section/items with calculator	Online (NE)	❖
(ASTD) Administrator signs test directions using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	**B** ❖
(ASTC) Administrator signs test content using American Sign Language (ASL) or Signed Exact English (SEE) (Online: Sign Language ASL Video)	Paper/Pencil Online (E)	**B** ✓
(ACD) Alternative Communication Device – use of computers with alternative access for an alternate response mode (such as switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses): contact OEAA	Paper/Pencil Online (NE)	**B** ❖
Use of word processor for constructed response items (word prediction/spell check turned off)	Paper/Pencil	

M-STEP English Language Arts (ELA)

A Note about Non-Standard Universal Tools/ Supports/Accommodations

If educators do not see a particular support listed in the table for each test and are interested in providing that support for a student, educators **must** contact the Office of Educational Assessment and Accountability (OEAA) to request its use. Educators would send their request in an email to mde-oeaa@michigan.gov; the request must include the following:

- in the Subject line: Accessibility Support Request for M-STEP ELA
- educator's name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student
- an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access column

✓ This feature must be set by the Test Administrator in the DRC INSIGHT Portal prior to testing

This material must be ordered or downloaded through the MDE Secure Site

❖ This support must be recorded as something the student will be using in the DRC INSIGHT Portal

B This support should be bubbled on the paper/ pencil answer document when used

Additional Materials/Resources Required for Online:

Headphones – All students will be assessed on Listening comprehension items that are embedded throughout the ELA assessment.

Universal Tools - M-STEP English Language Arts (ELA)

Universal Tools	Mode	How to Access
Breaks – within the same day per test session: If the text is **paused** and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	Paper/Pencil Online	
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)	Paper/Pencil Online (NE)	
(AISG) Administration individually/small group (no more than five students)	Paper/Pencil Online (NE)	❖
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	Paper/Pencil Online (NE)	
Highlighter	Paper/Pencil Online (E)	

Universal Tools	Mode	How to Access
Cross-Off (answer eliminator)	Paper/Pencil Online (E)	
Sticky Notes	Online (E)	
Scratch paper (collection and secure disposal **required**)	Paper/Pencil Online (NE)	
Mark for Review (flag) (available only on Closed Captioning and VSL tests)	Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	Paper/Pencil	
Line guide	Online (E)	
Writing tools (such as bold, italic)	Online (E)	
Use of special adaptive writing tools such as pencil grip or larger pencil	Paper/Pencil	
Magnifier	Online (E)	
(CM) Continuous Magnification - Magnifies INSIGHT test content to 200% with magnification staying active from question to question	Online (E)	✓

Designated Supports - M-STEP English Language Arts (ELA)

Designated Supports	Mode	How to Access
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (such as at home when student is homebound, in care facility when it is medically necessary)	Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (such as a juvenile facility)	Paper/Pencil	
(NB) Noise buffers (such as ear mufflers, white noise, and/or other equipment to block external sounds)	Paper/Pencil Online (NE)	**B** ❖
(TTS) Text-to-Speech (Items Only) test questions and answer options in grades 3-8	Online (E)	✓
(RAHR) Read aloud (Human Reader) – test questions and answer options read aloud in grades 3-7 by human reader (Use of the Read-Aloud Guidelines required)	Paper/Pencil Online (NE)	**B** ❖
(AA) Use of auditory amplification devices or special sound systems	Paper/Pencil Online (NE)	❖
(VA) Use of visual aids (such as closed-circuit television, magnification devices)	Paper/Pencil Online (NE)	❖
(MSK) Masking	Online (E)	✓
Use of a page turner	Paper/Pencil	

Designated Supports	Mode	How to Access
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	Paper/Pencil	
(CC) Color choices	Paper/Pencil Online (E)	✓
(CTC) Contrasting color	Paper/Pencil Online (E)	✓
(SNWI) Scribe – non-Writing (non-constructed response) test questions (use of M-STEP Scribing Protocol required)	Paper/Pencil Online (NE)	**B** ❖
Multiple-day testing – allowable as intentional scheduling for some students who use additional supports	Paper/Pencil	**B**

Accommodations - M-STEP English Language Arts (ELA)

Accommodations	Mode	How to Access
(TTSPASSAGE) Text-to-speech (Items and Passages) – test questions, answer options, and reading passages in grades 6 and 7	Online (E)	✓
(RAHR) Read aloud (Human Reader) – reading passages in grades 6 and 7 by human reader (use of M-STEP Read-Aloud Guidelines required)	Paper/Pencil Online (NE)	**B** ❖
Braille – Contracted and Uncontracted available for paper/pencil. Refer to the M-STEP TAM for information on ordering paper/pencil materials	Paper/Pencil	⭘ **B**
Enlarged print	Paper/Pencil	⭘ **B**
(ASTD) Administrator signs test directions using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	**B** ❖
(ASTC) Administrator signs test content using American Sign Language (ASL) or Signed Exact English (SEE) (Online: Sign Language ASL Video)	Paper/Pencil Online (E)	**B** ✓
(SWI) Scribe – Writing test questions (use of OEAA Scribing Protocol required)	Paper/Pencil Online (NE)	**B** ❖
(CCAPTION) Closed captioning	Online (E)	✓
Use of adapted paper, additional paper, lined or grid paper for recording answers (Alternate Response)	Paper/Pencil	
(ACD) Alternative Communication Device – use of computers with alternative access for an alternate response mode (such as switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses): contact OEAA	Paper/Pencil Online (NE)	**B** ❖
Use of word processor for constructed response items (word prediction/spell check turned off)	Paper/Pencil	

M-STEP Science and Social Studies

A Note about Non-Standard Universal Tools/ Supports/Accommodations

If educators do not see a particular support listed in the table for each test and are interested in providing that support for a student, the educators **must** contact the Office of Assessment and Accountability (OEAA) to request its use. Educators would send their request in an email to mde-oeaa@michigan.gov; the request must include the following:

- in the Subject line: Example Accessibility Support Request for M-STEP Science (or Social Studies)
- educator's name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student
- an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access column

✓ This feature must be set by the Test Administrator in the DRC INSIGHT Portal prior to testing

O This material must be ordered or downloaded through the MDE Secure Site

❖ This support must be recorded as something the student will be using in the DRC INSIGHT Portal

B This support should be bubbled on the paper/ pencil answer document when used

Additional Materials Required for Paper/Pencil and Online: None

Universal Tools - M-STEP Science and Social Studies

Universal Tools	Mode	How to Access
Breaks – within the same day per test session: If the text is **paused** and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	Paper/Pencil Online	
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)	Paper/Pencil Online (NE)	
(AISG) Administration individually/small group (no more than five students)	Paper/Pencil Online (NE)	❖
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	Paper/Pencil Online (NE)	
Highlighter	Paper/Pencil Online (E)	
Cross-Off (answer eliminator)	Paper/Pencil Online (E)	
Sticky Notes	Online (E)	

Universal Tools	Mode	How to Access
Mark for Review (flag)	Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	Paper/Pencil	
Line guide	Online (E)	
Use of scratch paper (collection and secure disposal **required**)	Paper/Pencil Online (NE)	
Magnifier	Online (E)	
(CM) Continuous Magnification - Magnifies INSIGHT test content to 200% with magnification staying active from question to question	Online (E)	✓

Designated Supports - M-STEP Science and Social Studies

Designated Supports	Mode	How to Access
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (such as at home when student is homebound, in care facility when it is medically necessary)	Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (such as a juvenile facility)	Paper/Pencil	
(NB) Noise buffers (such as ear mufflers, white noise, and/or other equipment to block external sounds)	Paper/Pencil Online (NE)	❖
(TTS) Text-to-speech (items and answer options), includes Follow Along	Online (E)	✓
Read aloud (Human reader) using the M-STEP Reader Script, with individual students or in small groups of no more than 5 students	Paper/Pencil	⭘ B
Reading content and questions in the students' native language using the M-STEP Reader Script (Reading in Native Language)	Paper/Pencil	⭘ B
Use of M-STEP English Audio CD (Audio) – Individual administration/Small groups of no more than five students required	Paper/Pencil	⭘ B
Use of M-STEP English, Spanish, or Arabic DVD (Video) – Individual administration/small groups of no more than five students required	Paper/Pencil	⭘ B
(AA) Use of auditory amplification devices or special sound systems	Paper/Pencil Online (NE)	❖
(VA) Use of visual aids (such as closed circuit television, magnification devices)	Paper/Pencil Online (NE)	❖
(MSK) Masking	Online (E)	✓
Use of a page turner	Paper/Pencil	

Designated Supports	Mode	How to Access
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	Paper/Pencil	
(CC) Color choices	Paper/Pencil Online (E)	✓
(CTC) Contrasting color	Paper/Pencil Online (E)	✓
(BWWD) Bilingual word-to-word dictionary (must not provide definitions)	Paper/Pencil Online (NE)	❖
(SNWI) Scribe (use of OEAA Scribing Protocol required)	Paper/Pencil Online (NE)	❖
Use of augmentative/alternative communication devices (such as picture/symbol communication boards, speech generating devices)	Paper/Pencil Online (NE)	❖
Multiple-day testing – allowable as intentional scheduling for some students who use additional supports	Paper/Pencil	**B**

Accommodations - M-STEP Science and Social Studies

Accommodations	Mode	How to Access
Braille – Contracted and Uncontracted available for paper/pencil; refer to the M-STEP TAM for information on ordering paper/pencil materials	Paper/Pencil	⭘ **B**
Enlarged print	Paper/Pencil	⭘ **B**
(A) Abacus	Paper/Pencil Online (NE)	❖
(NEC) Non-embedded calculator	Paper/Pencil Online (NE)	❖
(ASTD) Administrator signs test directions using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	❖
(ASTC) Administrator signs test content using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	**B** ❖
Use of adapted paper, additional paper, lined or grid paper for recording answers (Alternate Response)	Paper/Pencil	
(ACD) Alternative Communication Device – use of computers with alternative access for an alternate response mode (such as switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mice): contact OEAA	Paper/Pencil Online (NE)	**B** ❖
Use of word processor for constructed response items (word prediction/spell check turned off)	Paper/Pencil	

MI-Access

+ Available options for MI-Access mathematics, English language arts (ELA), science, and Functional Independence (FI) social studies.

NOTE: Participation (P) and Supported Independence (SI) are paper/pencil assessments for students, so all Universal Tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.

A Note about Non-Standard Universal Tools/Supports/ Accommodations

Districts should assume that if the support is not explicitly listed in the table below, it is considered a non-standard support. However, when in doubt, educators should send their request in an email to mde-oeaa@michigan.gov; the request must include the following:

- in the Subject line: Accessibility Support Request for MI-Access
- educator's name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student
- an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access Column

✓ This feature must be set by the Test Administrator in the DRC INSIGHT Portal prior to testing

This material must be ordered or downloaded through the MDE Secure Site

❖ This support must be recorded as something the student will be using in the DRC INSIGHT Portal

B This support should be bubbled on the paper/ pencil answer document when used

Additional Materials/Resources Required for Online: None

Universal Tools - MI-Access

Universal Tools	*P/SI	FI	Mode Available for FI	How to Access
Breaks – within the same day per test session; if the text is **paused** and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	+	+	Paper/Pencil Online (NE)	
Multiple-day testing	+	+	Paper/Pencil	
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)	+	+	Paper/Pencil Online (NE)	
Administration of the assessment individually or in a small group	+	+	Paper/Pencil Online (NE)	

Universal Tools	*P/SI	FI	Mode Available for FI	How to Access
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	+	+	Paper/Pencil Online (NE)	
Highlighter	NA		Paper/Pencil Online (E)	
Mark for review	NA		Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	+	+	Paper/Pencil	
Use of scratch paper (collection and secure disposal is required)	+	+	Paper/Pencil Online (NE)	
Magnifier		+	Online (E)	
(CM) Continuous Magnification - Magnifies INSIGHT test content to 200% with magnification staying active from question to question		+	Online (E)	✓
Text-to-speech (except for text designated as Do Not Read Aloud) – defaulted as "on" for all students, but can be turned off if needed by muting the computer's speakers or lowering the volume	NA	+	Online (E)	
Color choice	+	+	Paper/Pencil Online (E)	
Contrasting color	+	+	Paper/Pencil Online (E)	
Embedded calculator		+	Online (E)	
Non-embedded calculator	+	+	Paper/Pencil Online (NE)	

* P/SI is a paper/pencil assessment – all Universal tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.

Designated Supports - MI-Access

Designated Supports	*P/SI	FI	Mode Available for FI	How to Access
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (such as at home when student is homebound, in care facility when it is medically necessary)	+	+	Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (such as a juvenile facility)	+	+	Paper/Pencil	
Noise buffers (such as ear mufflers, white noise, and/or other equipment to block external sounds)	+	+	Paper/Pencil Online (NE)	
Read aloud (except for text designated as Do Not Read Aloud) with individual students or in small groups of no more than five students	NA	+	Paper/Pencil	**B**
Content and questions read aloud (except for text designated as Do Not Read Aloud) in the students' native language	+	+	Paper/Pencil	
Use of MI-Access English Audio CD	NA	+	Paper/Pencil	⭘ **B**
Use of auditory amplification devices or special sound systems	+	+	Paper/Pencil Online (NE)	
Use of visual aids (such as closed circuit television, magnification devices)	+	+	Paper/Pencil Online (NE)	
(MSK) Masking	+	+	Online (E)	✓
Use of a page turner	NA	+	Paper/Pencil	
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	+	+	Paper/Pencil	
Use of non-electronic bilingual word-to-word dictionary	+	+	Paper/Pencil Online (NE)	
(S) Scribe (Use of M-STEP Scribing Protocol required)	+	+	Paper/Pencil Online (NE)	❖ **B**
Use of augmentative/alternative communication devices (such as picture/symbol communication boards, speech generating devices)	+	+	Paper/Pencil Online (NE)	
Use of adapted paper, additional paper, lined or grid paper for recording answers	NA	+	Paper/Pencil	

* P/SI is a paper/pencil assessment – all Universal tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.

Accommodations - MI-Access

Accommodations	*P/SI	FI	Mode Available for FI	How to Access
Braille (contracted)	NA	+	Paper/Pencil	O B
Enlarged print	NA	+	Paper/Pencil	O B
Directions provided by test administrator using American Sign Language (ASL) or Signed Exact English (SEE)	+	+	Paper/Pencil Online (NE)	
Signing test content in American Sign Language (ASL) or Signed Exact English (SEE) – except for text designated as Do Not Read Aloud	+	+	Paper/Pencil Online (NE)	
Abacus	+	+	Paper/Pencil Online (NE)	
Use of counters, coins, base-10 blocks, or other manipulatives for solving mathematics problems	+	+	Paper/Pencil Online (NE)	
Alternative Communication Device – use of computers with alternative access for an alternate response mode (such as switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses): contact OEAA	+	+	Online (NE)	
Use of word processor – FI Expressing Ideas only; this is an accommodation for students requiring it; standard administration for all Expressing Ideas questions will be paper only	NA	+	Paper/Pencil	B

* P/SI is a paper/pencil assessment – all Universal tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.

SAT, PSAT 8/9, and PSAT 10

All accommodations for the SAT, PSAT 8/9, and PSAT 10 must be requested using the College Board's SSD online system (https://www.collegeboard.org/students-with-disabilities/ssd-online).

For students taking the SAT, approved accommodations will result in "college reportable" scores and students will count as tested in the state accountability system. However, some accommodations are considered "State-Allowable Non-College Reportable". These accommodations will result in a score for a student but may not be used for college entrance purposes. For students using State-Allowable Non-College Reportable, a student will still be considered as tested in the state accountability system. Information and accommodation procedures for the SAT, PSAT 8/9, and PSAT 10 may be found in each assessment's respective test administration manuals: SAT Supervisors Manuals, PSAT 8/9 Supervisors Manuals, and PSAT 10 Supervisors Manual.

College Reportable – SAT, PSAT 8/9, and PSAT 10
Reading all assessment directions in student's native language
Use of SAT-approved bilingual word-for-word, non-electronic translation glossary for English learners: An extensive list of approved word-to-word bilingual glossaries can be found on the College Board website (www.collegeboard.org/sat) under **For Educators (K-12)**, then **Testing Supports for English Learners**.

State-Allowable Non-College Reportable – SAT, PSAT 8/9, and PSAT 10
English Learner (EL) – Mathematics content and questions in the student's native language.
English Learner (EL) – Math Only
Sign the Reading, Writing, and Mathematics Assessments – Exact English Signing (EES) If ASL is used for signing test questions, this is a State-Allowable Non-College Reportable accommodation. If ASL is used for oral directions only, test results are college-reportable. EES may be approved for signing tests, with reportable scores, if student has both a reading and hearing impairment.
Sign the Reading and Writing Assessments – American Sign Language (ASL)
Student responds in American Sign Language (ASL) for Reading and Writing
Student responds in American Sign Language (ASL) for Mathematics

College Board-Allowed Frequently Used Administration Practice – SAT, PSAT 8/9, and PSAT 10
Repeating directions verbatim is allowed for all students and does not require an accommodation request; results are college-reportable

For questions related to the SSD online system, call 844-255-7728 or michiganadministratorsupport@collegeboard.org.

For all additional questions, contact the Office of Educational Assessment and Accountability (OEAA) at mde-oeaa@michigan.gov or call 877-560-8378.

ACT WorkKeys

Note: There is no request or approval form for supports or accommodations on ACT WorkKeys.

National Career Readiness Certificate (NCRC) Eligible Scores

ACT WorkKeys scores will not be issued for students using nonstandard supports or accommodations. However, a student utilizing a support or accommodation that is not National Career Readiness Certificate-eligible will still receive scores as a part of the Downloadable Data File. Printed score reports for these students will not be shipped to the school. Supports and accommodations designated with an 'N' in the National Career Readiness Certificate (NCRC) Eligible column are considered State-Allowable.

Testing with supports or accommodations is determined locally, based on a student's need and what they use on a regular instructional basis. All supports should be documented by the student's IEP, 504 plan, or EL instruction plan. Accommodated test materials must be ordered through ACT via the emailed link and secure password.

Supports for English Learners (EL)

The purpose of the ACT WorkKeys is to assess workplace skills of students; these include: performing basic mathematic operations relevant to the workplace, reading and understanding documents commonly found in the workplace, finding information presented in common workplace graphics, setting up and solving complex work-related mathematics problems, determining the relevance of written information to work-related tasks, and applying information derived from graphics to work-related problems. By and large, the majority of these skills require an independent proficiency in English or Spanish as well. ACT's NCRC in English certification (in English or Spanish) ensures employers that students are able to successfully and independently complete skills such as those noted above in the everyday workplace. However, because Michigan requires all grade 11 students to be assessed on the ACT WorkKeys, MDE must ensure ELs have appropriate supports on a required state assessment. It is for this reason that typical supports for ELs—such as full translations (directions and questions), in languages other than Spanish—are defined as state-allowable. Resulting scores will be marked as state-reportable only, and will not result in receipt of a NCRC. The exception to this is if students use the Spanish forms of the assessments provided from ACT. Use of these materials can result in a NCRC in Spanish. As a reminder, students testing with accommodations must use the ACT WorkKeys test books. Refer to the ACT WorkKeys Administration Manual State and District Testing – Accommodations and English Learner Supports for additional information.

Explanation of Symbols in the How to Access column

- **O** This material must be ordered through the OEAA Secure Site
- **B** This support should be bubbled on the paper/pencil answer document when used

For a list of allowable supports and accommodations that provide students with a National Career Readiness Certificate (NCRC) please refer to the ACT WorkKeys Accessibility Supports Guide (https://www.act.org/content/dam/act/unsecured/documents/WorkKeysAccessibilitySupportsGuide.pdf). The table below **only** shows state-allowed supports and accommodations which do not result in NCRC eligibility.

Supports and Accommodations* Testing with supports or accommodations is determined locally based on a student's need and what they use on a regular instructional basis. All supports should be supported by the student's IEP, 504 plan, or EL instruction plan.	**National Career Readiness Certificate (NCRC) Eligible**	**How to Access**
Use of Arabic video DVD	N	**B**
Reading content and questions in the student's native language	N	**B**
Test content provided in American Sign Language (ASL)	N	**B**

* For certain delivery formats and devices, there is not a corresponding accommodations administration code. However, the amount of time the examinee was allowed to use for testing must be documented.

WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs

Educators seeking information for the online and paper/pencil forms of the WIDA ACCESS for ELLs and the WIDA Alternate ACCESS for ELLs:

ACCESS for ELLs Accessibility and Accommodations Supplement (https://wida.wisc.edu/sites/default/files/resource/ACCESS-Accessibility-Accommodations-Supplement.pdf)

Office of Educational Assessment and Accountability (OEAA)
Phone: 1-877-560-8378
Website: www.michigan.gov/oeaa
Email: mde-oeaa@michigan.gov