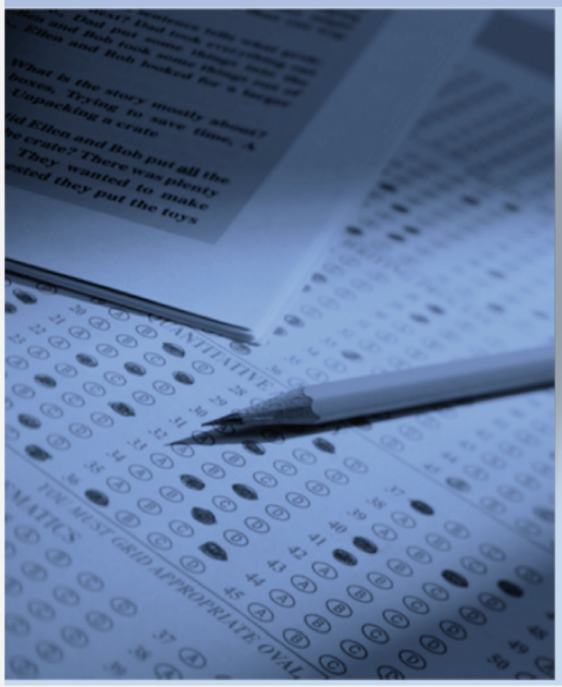
MARYLAND STATE DEPARTMENT OF EDUCATION

Preparing World-Class Students

Maryland Accommodations Manual

Selecting, Administering, and Evaluating the Use of Accommodations for Instruction and Assessment



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Section 1: Introduction

Maryland Accommodations Manual: An Overview

This publication has been developed to ensure that:

- participation in assessments is consistent in all Maryland programs, schools, and school systems;
- accommodations are provided to all qualified students; and
- accommodations used in assessments are also used in daily instruction.

The Maryland Accommodations Manual (MAM) presents a five-step process for use in the selection, administration, and evaluation of the effectiveness of the use of instructional and assessment accommodations for students with disabilities. The MAM also presents a six-step process for English learners. The information in this manual is applicable to

1. students with disabilities (SWD) (that is, students who have an Individualized Education Program (IEP) or Section 504 Plan) [Refer to Sections 1 through 6 and Appendices B-D, F, G, I, J, K, L, M and N];
2. students who are English learners (ELs) [Refer to Sections 1 through 3, 7 through 9 and Appendices E, F, H, I, J, K, M, O and P]; and
3. students who are ELs and who also have a disability resulting in them having both an EL Plan and an IEP. These students must follow the accommodations as outlined in their IEP (that is, the IEP takes precedence over the EL Plan). Please note that these students are also eligible for EL accommodations that may not be included in the IEP.

This manual also summarizes the statewide assessment programs required by the Maryland State Department of Education (MSDE) and supersedes all previous editions of this document. The information and requirements described in this manual apply to students in all public schools and to students in non-public settings whose education is supported by Maryland public education funding.

The Structure of this Manual

The MAM consists of several sections, as follows:

Section 1: Introduction. This brief section presents an introduction and overview of the MAM.

Section 2: Maryland Accommodations Policy Overview. This section describes the general requirements for accommodating, excusing, and exempting students in Maryland assessment programs.

Section 3: Maryland Assessment Summary. This section summarizes the various Maryland State assessment programs. Specific requirements for accommodating, excusing, and exempting students for each program are found in Section 5 (SWD) and Section 8 (EL).

Section 4: The Five-Step Process for Accommodations for Students with Disabilities. This section outlines a five-step process for implementing accommodations for instruction and assessment for students with disabilities, as follows:

- **Setting Expectations:** Guidance on the process of setting expectations for students with disabilities to achieve grade-level academic content standards.
- **Learning About Accommodations:** Guidance on learning about accommodations for instruction and assessment.
- **Selecting Accommodations:** Guidance on selecting accommodations for instruction and assessment for individual students.
- **Administering Accommodations:** Guidance on administering accommodations during instruction and assessment.
- **Evaluating and Improving Accommodations Use:** Guidance on evaluating and improving accommodation use.

Section 5: Accommodations Fact Sheets for Students with Disabilities. This section consists of seven fact sheets, each describing the specific accommodations available in Maryland for use in instruction and assessment. The first four fact sheets are organized according to the four categories of accommodations: presentation accommodations, response accommodations, timing and scheduling accommodations, and setting accommodations. Fact sheets five through seven provide examples of and guidance for implementing accommodations for assessment and instruction.

Section 6: Accommodations Tools for Students with Disabilities. This section consists of a variety of tools and worksheets which may be used by teachers and other local staff in implementing instruction and assessment accommodations for students with disabilities.

Section 7: The Six-Step Process for Accommodations for English Learners. This section outlines a six-step process for implementing accommodations for instruction and assessment for students who are English learners.

- **Understanding the Legal Rights of English Learners**
- **Setting Expectations:** Guidance on understanding the relationship between language and content in the schooling experience of an English learner.
- **Learning About Accommodations:** Guidance on learning about accommodations for instruction and assessment.
- **Selecting Accommodations:** Guidance on selecting accommodations for instruction and assessment for individual English learners.
- **Administering Accommodations:** Guidance on administering accommodations during instruction and assessment.
- **Evaluating and Improving Accommodations Use:** Guidance on evaluating and improving accommodation use.

Section 8: Accommodations Fact Sheets for English Learners Permitted on State Content Assessments. This section contains two fact sheets. The first fact sheet provides detailed descriptions of the specific accommodations available in Maryland for use in instruction and assessment of ELs. The second fact sheet provides a chart to demonstrate the parallel between differentiated instructional strategies and allowable testing accommodations for English learners.

Section 9: Accommodations Tools for English Learners. This section provides a variety of tools and worksheets (EL Accommodations Tools EL-1 through EL-6) which may be used by teachers and other local staff in implementing EL accommodations for instruction and assessment.

Appendix A: This Appendix is no longer in use.

Appendix B: IEP Team Decision-Making Process Eligibility Tool for Mod-HSA. This appendix provides the decision-making process and form on which to record the results of IEP Team consideration of a student's participation in the Mod-HSA Assessments.

Appendix C: IEP Team Decision-Making Process Eligibility Tool for Alt-MSA. This appendix provides the decision-making process and form on which to record the results of IEP Team consideration of a student's participation in the Alt-MSA.

Appendix D: Unique Accommodation Request Form for State Assessments for Students with an IEP or 504 Plan. This form is completed when a Local Accountability Coordinator (LAC) requests the MSDE to consider, for approval, an accommodation beyond those listed in this manual.

Appendix E: Unique Accommodation Request Form for State Assessments for Students with an EL Plan. This form is completed when a LAC requests the MSDE to consider, for approval, an accommodation beyond those listed in the manual.

Appendix F: Emergency Accommodation Form for State Assessments. If prior to or during testing, the school principal (or principal's designee) determines that a student requires an emergency accommodation. This form must be completed and submitted to the LAC for approval. A copy of this form must be filed in the student's assessment records and a copy must be retained by the LAC at the central office.

Appendix G: Quick Reference Guide to Accommodations for Students with Disabilities (SWD). This section contains a summary of the essential accommodations information contained in other parts of the manual. Appendix G is intended for use as an abbreviated section which may be used by local schools and school systems for quick reference to accommodations and accommodations policies. However, a copy of the complete version of this manual must be provided to all staff who work in any capacity with accommodations issues for students with disabilities. These staff members would include IEP Team members, teachers, other school staff and administrators, and school system central office staff.

Appendix H: Quick Reference Guide to Accommodations for English Learners (ELs). This section contains a summary of the essential accommodations information contained in other parts of the manual. Refer to Section 7/Step 4 guidance in combination with the detailed guidance in Fact Sheet EL-1 in Section 8 to individulize accommodation support for ELs on the state assessments.

Appendix I: Protocol for the Use of the 2-A: Scribe Accommodation. This appendix provides guidance and procedures that test examiners and/or accommodators must follow when providing the scribe accommodation.

Appendix J: Protocol for Individuals Providing Verbatim Reading Test Accommodations. This appendix provides guidance and procedures that test examiners and/or accommodators must follow when providing the verbatim reading accommodation.

Appendix K: Guidance for Selection, Training and Administering the 3-A: Extended Time Accommodation. This appendix provides guidance that test examiners and/or accommodators should follow when providing the extended time accommodation.

Appendix L: Academic and Learning Aids Instructional/Assessment Toolkit. The purpose of the toolkit is to provide a listing of a variety of tools that may assist students with disabilities to access the general education curriculum. The charts provide tools for reading, writing, spelling, mathematics, study and organization and communication and access. The toolkit is not meant to be a comprehensive list, but to provide examples of tools that may be used with students.

Appendix M: Student Accommodation Refusal Form. If a student refuses to use an accommodation during testing that is listed in his or her IEP, 504 Plan, or EL Plan, the school should use this form to document in detail the reason(s) for the student refusal.

Appendix N: Maryland State Assessment/NAEP Accommodations Crosswalk: Students with Disabilities. This table provides a comparison list of accommodations allowed on the National Assessment of Educational Progress (NAEP) assessment versus Maryland State Assessments for students with disabilities.

Appendix O: Maryland State Assessment/NAEP Accommodations Crosswalk: English Learners. This table provides a comparison list of accommodations allowed on the NAEP assessment versus Maryland State Assessments for English Learners.

Appendix P: Maryland State Content Assessment/ACCESS for ELLs® Accommodatons Crosswalk: English Learners with Disabilities ONLY. This table provides a comparison list of accommodations allowed on the *ACCESS for ELLs®* assessment versus Maryland State Assessments for English learners with disabilities.

Appendix Q: Maryland State Department of Education Technical Assistance Bulletins and Frequently Asked Questions Regarding Assessments. This appendix provides a list of publications, produced by various Divisions at the Maryland State Department of Education, which provide local school systems with access to current information on assessment and accommodations.

Appendix R: References. This appendix contains references and citations to documents which support the information contained in the other sections of the manual.

Throughout this edition of the Maryland Accommodations Manual, attention has been given to addressing issues related to providing accommodations on technology-based assessment platforms. Often, these issues have been marked with the symbol of a computer mouse.

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Section 2: Maryland Accommodations Policy Overview

General Principles for All Maryland Assessment Programs

Participation

All students must be included to the fullest extent possible in all State assessment programs and have their assessment results be a part of Maryland's accountability system. The Maryland State Department of Education (MSDE) requires all students to participate in State assessment programs unless documented as described in this manual. The Maryland participation requirement is supported by federal legislation requiring the participation of SWD and English learners (ELs) in standards-based instruction and assessment initiatives. Two key federal acts governing student participation in assessment include the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). Some of the provisions of these laws are briefly summarized in Sections 4 (for SWD) and 7 (for EL) of the MAM.

Definitions

In Maryland, there are three distinct groups of students that receive accommodations: SWD, Section 504 Plan students, and ELs/RELs (as mandated by Title III, NCLB).

The following definitions will help users of the MAM in understanding and implementing accommodations:

- **SWD:** Students who are eligible for special education services and who have current IEPs.
- **Section 504 Students:** Students who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment.
- **ELs:** Students who have a primary or home language other than English and who may have limited or no age-appropriate ability to understand, speak, read, or write English. EL students have traditionally been known as Limited English Proficient (LEP) students and are served with English for Speakers of Other Languages (ESOL) classes or services.
- **Refused ESOL Services ELs:** ELs who have a primary or home language other than English and who may have limited or no age-appropriate ability to understand, speak, read, or write English. These students are qualified to receive ESOL services; however, their families have refused such services.
- **RELs:** Reclassified English Learners are those students who were formerly receiving ESOL services, but who are no longer receiving those services, and whose progress is being tracked for two years after their exit from the ESOL program.

- **Students Exited from Special Education Services:** Students who are exited from receiving Special Education services now have their performance tracked on the State NCLB assessments. The purpose of this accounting is to include the exited students for two years for Maryland's Accountability Program reporting purposes with the Special Education subgroup.
- **Permitted Accommodation:** An accommodation as described in this document or submitted to the MSDE by the LAC (in writing) as justified in the student's IEP, Section 504 Plan, or EL Plan and provided in the course of daily instruction and approved by the MSDE is a permitted accommodation.

Accommodated Students

It is important to ensure that student performance is not unduly influenced by student disabilities or linguistic/cultural characteristics that are unrelated to the content being assessed. Accommodations are adjustments to the testing situation, test format, or test administration that provide equitable access during assessments for students with disabilities who are eligible under IDEA, students on Section 504 Plans, and students who are ELs.

Accommodations…

- provide equitable access during assessments
- reduce construct-irrelevant variance which may arise due to a student's disability, 504 need, or English language proficiency
- do not change the construct being assessed
- do not compromise the integrity or validity of the test
- result in valid, meaningful test results

Accommodations are intended to reduce or even eliminate the effects of a student's disability and/or English language proficiency level; **accommodations do not reduce learning expectations.** The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and State assessments. The administration of an assessment should not be the first time the accommodation is introduced to the student. It is critical to note, however, that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. There may be consequences (e.g., lowering or not counting a student's test score) for the use of some accommodations during State assessments. It is very important for educators to become familiar with Maryland policies regarding accommodations during assessments.

Accommodations must adhere to the following principles:

- Accommodations enable students to participate more fully in instruction and assessments and to better demonstrate their knowledge and skills.
- Accommodations must be based upon individual student needs and not upon a category of disability, English language proficiency, level of instruction, amount of time spent in general classroom, program setting, or availability of staff.
- Accommodations must be justified and documented in the student's appropriate education plan: the IEP or the Section 504 Plan.

- Accommodations for students who are ELs must be justified and documented in the EL Plan (formerly known as Limited English Proficient or "LEP" Plan).
- Students who are both EL and SWD have the IEP as the controlling document for accommodations, but also must have a completed EL Plan. Students who are both EL and SWD may qualify for both IEP and EL accommodations.
- Accommodations must be implemented as soon as possible after completion of the appropriate education plan (IEP, Section 504 Plan or EL Plan for English learners) and must be aligned with and be a part of daily instruction. **Accommodations must not be introduced for the first time during the testing of a student.**
- Accommodations used in instruction must also be used in local district assessments and State assessments.
- Accommodations must be approved as specified in this manual (see Sections 5, and 8).
- Accommodations not explicitly mentioned in this document and/or multiple accommodations do not constitute reasons to exempt students from assessments. The School Test Coordinator (STC) must coordinate with the LAC prior to testing to address issues caused by the need to provide multiple accommodations. The LAC will consult with the MSDE as necessary to resolve accommodations issues.

Accommodations Not Specified in This Document

The LAC must submit to the MSDE, for approval, any accommodation beyond those listed in this document. These accommodations would be considered "Unique" accommodations (formally known as "Other"). The process involves local special education, Section 504, EL, and school-based staff first identifying a potential need for an additional type of accommodation. These staff members would then contact the LAC who would work with them and the MSDE to obtain approval for the accommodation. **The unique accommodation request must be submitted to the MSDE by the LAC six weeks prior to testing to ensure that a final MSDE response is received before testing begins.** Responses from the MSDE for requests received by the LAC for Unique Accommodations will occur at least one week prior to the start of a test administration.

If a unique accommodation request is required, the LAC **must** complete and submit the "Unique Accommodation Request Form for State Assessments" to the MSDE for approval. These forms can be found in Appendix D for students with IEPs or 504 Plans or in Appendix E for students with an EL plan. A copy of this form must be filed in the student's IEP, 504 Plan or EL Plan and assessment record and a copy must be retained by the LAC. A decision by the MSDE to not allow a unique accommodation for testing does not necessarily imply that the accommodation (or modification, adaptation, or other strategy) cannot be used for instruction. As the MSDE determines whether to approve a new type of accommodation for assessment, the MSDE considers the impact of the new accommodation on test validity. Addressing the issue of validity of an accommodation in an assessment situation involves an examination of the purpose of the test and the specific skills to be measured.

Accommodated, Excused, and Exempted Students

Accommodated Students

All accommodations are permissible for use on State or district assessments unless otherwise noted on Accommodations Fact Sheets SWD-1 through SWD-4 for students with disabilities (MAM Section 5) or on Accommodations Fact Sheet EL-1 for English learners (MAM Section 8).

The following guidance must be followed in determining and documenting accommodations:

1. **SWD:** The student's IEP Team must decide on the appropriate accommodation(s) at the IEP development or annual review meeting for the year in which the student is scheduled to take the State or district assessments and document the decision on the student's IEP. The student's IEP Team will forward accommodations to the School Test Coordinator. Accommodations must be justified, used within the instructional setting, and documented in the student's IEP.
2. **Students with Temporary or Long-Term Disabilities and Section 504 Students:** General education students or students with a 504 Plan who have a temporary or long-term disabling condition that interferes with test performance should be offered testing accommodations to compensate for their disabling condition. Accommodations must be justified and documented in each student's 504 Plan.
3. **EL/Refused ESOL Services EL:** Appropriate accommodations identified by the EL committee are permitted for students who meet the criteria for an EL program. Accommodations must be justified and documented in each student's EL Plan.
4. **Reclassified English Learners (RELs):** Reclassified English Learners are those students who were formerly receiving ESOL services, but who are no longer receiving those services, and whose progress is being tracked for two years after their exit from the ESOL program. Due to the extended nature of the English language acquisition process, however, upon exit from EL programs, RELs must have an accommodation plan in place (refer to Tool EL 5-B for the plan form and the limited menu of accommodations permissible for RELs). Accommodations for instruction and assessment must be implemented by the general education staff consistent with this REL Accommodation Plan.
5. **Students Exited from Special Education Services:** Students who are exited from receiving Special Education services will have their performance tracked on the State assessments. The purpose of this accounting is to include the exited students for reporting purposes with the Special Education subgroup when calculating Maryland's Accountability Program. Students who have exited Special Education services, however, are not automatically entitled to continue receiving accommodations for instruction and assessment. Once a student no longer has an IEP, his or her instruction team may consider whether the student now needs a 504 Plan in order to receive accommodations for instruction and assessment. Students classified as Exited from Special Education Services and who do not have a 504 Plan in place would not be entitled to accommodations.

NOTE: Only accommodations that students receive during regular ongoing daily instruction may be used in assessment.

Under the federal NCLB and the Individuals with Disabilities Education Act (IDEA), **all** students must participate in State and district assessments. All school teams must follow the guidelines as indicated in the Maryland Accommodations Manual (official as of 6/1/2012 Issue ID 201206) when considering if they choose to **excuse** or **exempt** a student from a Maryland assessment. The IEP Team, which includes parent/guardians, work collaboratively to determine the assessment in which a student with a disability will participate.

Excused Students

Prior to a test administration, if the principal and at least one other qualified school staff member or the LAC decide that testing would be severely harmful to a student, and if the approval of the IEP Team or EL committee is obtained, the student may be excused. The reason for the excuse must be documented in the student's record. Examples of acceptable reasons include:

- The student has demonstrated by past performance that he/she cannot function in a testing situation (for example, the student exhibits intense or extreme anxiety behaviors during testing).
- The student has had a recent traumatic experience, which has made him/her unable to cope with the testing situation.

During testing, if a student demonstrates extreme frustration, disrupts others, becomes ill, etc., the teacher/test administrator may excuse the student from the test. Depending on the particular situation, the student may be given an opportunity to attempt the test again or make it up at a later date. Procedures for excusing students from specific testing programs are described in the Test Administration and Coordination Manual (TACM) which accompanies each assessment. Local school staff should always consult with their LAC if they have any questions about excusing a student from testing. During the nonparticipation reconciliation process, the student is to be coded with the appropriate nonparticipation reason code. The reason code will be listed in the MSA and HSA Data Specification Manual, which will be released by the MSDE in December each year.

Alt-MSA: Full Physical (Medically Fragile) Excusal

If a student with the **most** significant cognitive disability, functioning at or near the profound intellectual range requires full physical prompt support to demonstrate what he or she knows and is able to do because they are **cognitively and physically unable to access and comprehend the academic content presented,** the IEP Team may consider an excusal for such a student from participation in the Alt-MSA. Refer to the current Alt-MSA handbook for further guidance and requirements.

Please note: Students who are excused from an assessment receive no score and no proficiency level designation. These students are treated as non-participants for accountability purposes. As a result, school and school system staff must use caution when deciding to excuse a student, and must only excuse a student from an assessment when absolutely necessary.

Participation Requirement Reminder for MSA Testing

Students with the most significant cognitive disabilities who are not pursuing the regular Maryland content standards leading to a Maryland High School Diploma take the Alternate Maryland School Assessment (Alt-MSA) based on Alternate Academic Achievement Standards in place of the MSA. All students in the tested grades in Maryland must participate in either MSA or Alt-MSA. Students who transfer from out-of-state or from private schools into the Maryland public school system at any time during the school year, through the end of the testing window in which the MSA is administered, must be tested.

Exempted Students

In general, no students are exempt from participation in the Maryland State Assessment Programs. The IEP, 504, and EL Teams **do not** determine exemptions. However, under two circumstances (listed below) students can be exempted for accountability purposes.

Special Exemption Conditions for ELs on the Maryland School Assessment (MSA) in Reading

ELs who are in their first year of enrollment in a U.S. school may substitute their test results on the English Language Proficiency Assessment (ELPA) for the MSA Reading rather than sitting for the MSA Reading test itself. See the Maryland Accountability Plan posted on the MSDE web site at www.marylandpublicschools.org for more information. Such students must still participate in the MSA Mathematics and MSA Science tests.

For ELs, participation in MSA Mathematics and MSA Science testing is defined as allowing the student to attempt the test for at least 20 minutes on Day 1. If, after 20 minutes, the Test Examiner determines that the student does not possess sufficient English fluency to be able to continue testing, the test administration for that student may be concluded at that time. The student's test must be returned to the vendor for scoring with all other scorable test materials to allow the student to receive a score for the mathematics or science test and to be counted as a testing participant.

Special Medical Exemption Conditions for MSA

Students may be exempted from the MSA or Alt-MSA when they cannot take the assessment during the entire testing window, including the make-up dates, because of a significant medical emergency. A significant medical emergency is a significant health impairment that renders the student incapable of participating in ANY academic activities, including State assessments, for the primary and make-up testing window. Examples could include hospitalization for a life-threatening condition or a serious car or other accident. Determination of a "significant medical emergency" must be made by a medical doctor and documentation must be kept available at the district for review. For accountability data purposes, the medical exemption is reviewed during the MSDE nonparticipation reconciliation process.

Summary of Accommodating, Excusing, and Exempting Students		
Program	**Who may be accommodated?**	**How?**
All Testing Programs	Students with disabilities who receive accommodations during instruction General education students, ELs, and RELs with temporary or long-term disabilities or Section 504 students	IEP Team decision documented in student's IEP. Principal/staff decision documented in student's cumulative record. Section 504 Team decision documented in student's cumulative record.
	English learners (ELs) including Refused ESOL Services ELs	EL committee decision documented in the student's EL Plan in student's cumulative record.
	Reclassified English learners (RELs)	EL committee decision documented in the student's REL Plan in student's cumulative record.
ELPA (*ACCESS for ELLs®*)	ELs with disabilities	Not all accommodations in the IEP or 504 Plan are allowed for the ELPA. Refer to **Appendix P** for listed allowed accommodations.
Program	**Who may be excused?**	**How?**
MSA, MSA Science, and Alt-MSA	Students who demonstrate, or who are expected to experience inordinate frustration, distress, or disruption of others, or for medical reasons may be excused prior to or during the tests. Excused students receive no score or proficiency level designation and are counted as non-participants for accountability.	IEP Team decision [or principal/staff recommendation approved by the IEP Team], documented in student's confidential record and IEP.
ELPA (*ACCESS for ELLs®*)	Students who demonstrate, or who are expected to experience inordinate frustration, distress, or disruption of others, or for medical reasons may be excused prior to or during the tests. Excused students receive no score or proficiency level designation and are counted as non-participants for accountability. For students who are braille readers, refer to Section 3, English Language Proficiency Assessment.	N/A
Program	**Who may be exempted?**	**How?**
MSA Reading and Alt-MSA	EL students in their first year of enrollment in US schools may substitute results on the ELPA for the MSA Reading test, but those students may not be exempted from MSA Mathematics and/or MSA Science; however, these scores do not count toward a school's accountability calculation. Students with a documented significant medical emergency may be exempted from MSA.	EL committee decision documented in the student's EL plan in student's cumulative record. Medical emergency must be provided to the MSDE as part of the nonparticipation reconciliation process
HSA and Mod-HSA	N/A	N/A
ELPA (*ACCESS for ELLs®*)	None	N/A

Accommodations listed on the Maryland Accommodations Fact Sheets SWD-1 through SWD-4 (MAM Section 5) are permitted for instruction and assessment (unless otherwise noted) for students with disabilities, general education students with temporary or long-term disabilities, or students with a 504 Plan. Accommodations listed on the Maryland Accommodations Fact Sheet EL-1 (MAM Section 8) are permitted for instruction and assessment (unless otherwise noted) for ELs with an EL Plan. *All accommodations must be justified, and documentation must be provided in the student's IEP, 504 Plan, EL Plan, or cumulative record.*

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Section 3: Maryland Assessment Summary

Overview

Maryland currently operates the following State testing programs:

- Maryland School Assessment in Reading and Mathematics (MSA).
- Maryland School Assessment in Science (MSA Science).
- Alternate Maryland School Assessment (Alt-MSA) in Reading, Mathematics and Science for students with the most significant cognitive disabilities.
- High School Assessments (HSA) in Algebra/Data Analysis, Biology, English and Government.
- The Modified High School Assessments based on End-of-Course Academic Content Standards and Modified Academic Achievement Standards (Mod-HSAs) for students with disabilities who meet specific eligibility criteria and who are identified by their IEP Teams as takers of the Mod-HSA. The Mod-HSAs consist of modified assessments in Algebra/Data Analysis (Mod-Algebra/Data Analysis), Biology (Mod-Biology), English (Mod-English) and Government (Mod-Government).
- The State-approved English Language Proficiency Assessment (ELPA) for English learners: Assessing Comprehension and Communication in English State-to-State for English Language Learners (*ACCESS for ELLs®*).

The following pages provide brief summaries of Maryland's State testing programs and outline specific policies with regard to the accommodating, exempting, and excusing of students who participate in the programs.

MSA

Maryland School Assessment in Reading and Mathematics

The Maryland School Assessment Program in reading and mathematics (MSA) measures higher order thinking processes in (1) Reading (grades 3 through 8) and (2) Mathematics (grades 3 through 8). The MSA is a tool for school improvement and an overall measure of students' knowledge accumulated over several years of schooling. The MSA provides student, school, school system, and State results and assesses students' performance against State standards in reading and mathematics. The MSA tests are typically administered in March of each year.

MSA Science

Maryland School Assessment in Science

The Maryland School Assessment Program in Science (MSA Science) measures higher order thinking processes in science in grades 5 and 8. Science achievement at the high school level is measured by the end-of-course assessment in Biology (also a part of the High School Assessment Program [HSA]; see page 3-9). The MSA Science is a tool for school improvement and an overall measure of students' knowledge accumulated over several years of schooling. The MSA Science test provides student, school, school system, and State results and assesses the student's performance against State science standards. The grade 5 assessment measures content covered in grades 4 and 5, and the grade 8 assessment measures content covered in grades 6, 7, and 8. The MSA Science test is administered in April/May of each year. Students in grades 5 and 8 take the assessment either online or on a paper and pencil test form. The MSA Science tests and the end-of-course test in Biology are part of Maryland's Education Accountability Program as required by NCLB, but these tests are not included as measures of Maryland's Accountability Program, in accordance with NCLB requirements.

Alt-MSA

Alternate Maryland School Assessment

The Alternate Maryland School Assessment based on alternate academic achievement standards (Alt-MSA) is the assessment in which students with the most significant cognitive disabilities participate instead of the MSA. Such students participate in the Alt-MSA if, through the IEP process, it has been determined that they meet the specific participation criteria on the following page. The Alt-MSA assesses and reports student attainment of individually selected indicators and objectives from the reading, mathematics, and science State content standards. A portfolio for the Alt-MSA is constructed of artifacts (such as student work samples) that document individual student mastery of the assessed reading, mathematics, and science objectives. Students participate in the Alt-MSA in grades 3 through 8, and grade 10. The term "Alternate Academic Achievement Standards" has a specific meaning in the content of Maryland's State Assessment System as approved by the United States Department of Education. "Alternate Academic Achievement Standards" are performance standards which are based on a very limited sample of content that is linked to grade-level content standards. This content, however, may not fully represent grade-level content and may include content which is substantially simplified.

Alt-MSA results are reported in three proficiency levels (Basic, Proficient, and Advanced) as part of the State accountability program. Results from the Alt-MSA for reading and mathematics are aggregated with those from the MSA for accountability purposes and for measurement of Maryland's Accountability Program. Results from the Science portion of the Alt-MSA are not currently part of Maryland's Accountability Program under NCLB.

The criteria on the following page MUST be used for identifying students with disabilities for participation in the Alt-MSA in reading, mathematics, and/or science.

Criteria for Identifying Students with Disabilities for Participation in Alt-MSA

As noted previously, students with disabilities in grades 3–8 and 10 must participate in either MSA or Alt-MSA. The decision for which assessment is appropriate for an individual student is made by each student's IEP Team. A student with the most significant cognitive disability will participate in Alt-MSA if he or she meets **each** of the following criteria:

- The student is learning at emerging, readiness, or functional literacy levels Maryland reading, Maryland mathematics and Maryland science content standards objectives.

AND

- The student requires explicit and ongoing instruction in functional skills.

AND

- The student requires extensive and substantial modification (e.g., reduced complexity of objectives and learning materials, and more time to learn) of the general education curriculum. The curriculum differs significantly from that of their non-disabled peers. They learn different objectives, may use different materials, and may participate in different learning activities.

AND

- The student requires intensive instruction and may require extensive supports, including physical prompts, to learn, apply, and transfer or generalize knowledge and skills to multiple settings.

AND

- The student requires extensive support to perform and participate meaningfully and productively in daily activities in school, home, community, and work environments.

AND

- The student cannot participate in the MSA or HSA even with accommodations.

Refer to **Appendix C: Alt-MSA IEP Decision-Making Process Eligibility Tool.** This is an IEP resource that can be used when identifying students with disabilities for participation in the Alt-MSA. This resource provides criteria descriptors that will assist IEP Teams in better understanding each of the criteria.

Alt-MSA Prompt Types

Students participating in the Alt-MSA may be provided with an appropriate level of prompt (i.e., gesture, verbal, model, physical) in order to demonstrate the mastery objective being assessed. The following prompt types are applicable to the Alt-MSA assessment as outlined in the current Alt-MSA handbook:

- **Gesture Prompt:** this level of prompt requires the teacher to move his/her finger, hand, arm, or make a facial expression that communicates to the student specific information (e.g., teacher taps scanner switch button).
- **Verbal Prompt:** this level of prompt requires the teacher to give a specific verbal direction in addition to the task direction. Given a task direction, the student is unable to perform correctly until another more specific verbal prompt is provided (e.g., after the teacher gives the task direction and latency period, the teacher then says, “push the button to turn on the scanner”).

  NOTE: The task direction to the student is not considered a prompt; rather, it is simply the instruction describing what the teacher is asking the student to demonstrate.
- **Model Prompt:** this level of prompt requires the teacher to demonstrate the correct response for the student, and the student imitates the teacher’s model (e.g., the teacher demonstrates how to push the switch and then asks the student to repeat).
- **Partial Physical Prompt:** this level of prompt requires the teacher to touch the student to elicit a response (e.g., teacher touches the student’s hand closest to the scanner switch button).
- **Full Physical Prompt:** this level of prompt requires the teacher to place his/her hand over the student’s hand and move it toward the response (e.g., teacher places hand over student’s hand and places it on the scanner switch button).

HSA

Maryland High School Assessment

The Maryland High School Assessments (HSA) are a series of end-of-course tests that extend the expectations of the Maryland School Assessments into high school. The program currently consists of four core examinations: Algebra/ Data Analysis, Biology, English and Government. All students taking a core learning goals course in one of these subject areas must take the relevant High School Assessment examination. Students must pass the HSA tests to obtain a high school diploma. See the MSDE web site http://www.HSAexam.org for more details on the HSA program. The end-of-course tests in Algebra/Data Analysis, Biology, and English are also part of the State's Education Accountability Program under NCLB. The HSAs for English, Algebra/Data Analysis, Biology and Government are administered in October, January, April (senior administration only), May, and summer each year.

Bridge Plan for Academic Validation

The Bridge Plan for Academic Validation (BPAV) grew out of the work of Task Force on Comparable Testing Methods for the Maryland High School Assessment (HSA) and the Task Force for Review of High School Assessment (HSA) Options. The BPAV is not an assessment; rather it is an academic intervention designed to provide qualifying students with an alternate route to attaining a high school diploma. The BPAV provides a path to graduation that is meaningful, rigorous, and clearly tied to State standards. Participation in the BPAV is available to students as they work toward their high school diploma. To participate, students must: (1) be firmly on the path to completing other graduation requirements; and (2) have been unsuccessful in other attempts to meet the HSA requirement through the current testing system and intervention options. Qualifying students may then take part in the Bridge Plan, which includes the assignment of appropriate components of the student's Academic Validation Project, an opportunity for the student to complete the requirements assigned, and a careful review of the Project based on detailed State guidelines and scoring rubrics. Students requiring accommodations in conjunction with an IEP, 504 Plan, or EL Plan would receive any accommodations normally permitted for instruction while completing the BPAV projects. In addition, if a SWD qualifies to participate in one or more project areas under the BPAV and if the student's IEP addresses goals in those areas, those particular goals on the IEP must be considered when structuring the student's BPAV projects.

Mod-HSA

Modified High School Assessment

The Mod-HSA is an alternate assessment to the HSA for students with disabilities who, based on their IEP process, meet the specific eligibility criteria outlined on the following page. The Mod-HSA assesses and report student attainment in Algebra/Data Analysis (Mod-Algebra/Data Analysis), Biology (Mod-Biology), English (Mod-English) and Government (Mod-Government). The modified tests in Algebra/Data Analysis and English are part of the State's Education Accountability program under NCLB and contribute towards measurement of Maryland's Accountability Program. The modified Biology assessment also meets the requirements of NCLB but is not a part of Maryland's Accountability Program determination.

The criteria on the following page MUST be used for identifying SWD for participation in the Mod-HSA in Algebra/Data Analysis, Biology and English.

Refer to **Appendix B: Mod-HSA IEP Decision-Making Process Eligibility Tool.** This is an IEP resource that can be used when identifying students with disabilities for participation in the Mod-HSA. This resource provides criteria descriptors that will assist IEP Teams in better understanding each of the criteria.

Criteria for Identifying Students with Disabilities for Participation in a Mod-HSA

A student eligible for the Mod-HSA is identified based on his or her individual evaluation information and the instructional and service information on his or her IEP. The student is identified as appropriate for instruction and assessment using modified academic achievement standards aligned with the student's academic Content Standards (the Maryland Core Learning Goals) in one or more of the following content areas: Algebra/Data Analysis, English, Biology and Government. Students pursuing the Mod-HSA are not precluded from completing the requirements for the regular high school diploma. The student would have been identified as meeting each of the following criteria:

- The student is learning based on the State's approved academic Content Standards/Core Learning Goals in the appropriate content area being considered: Algebra/Data Analysis, Biology, and/or English. There must be sufficient objective evidence demonstrating that the student is not likely to achieve course-level proficiency within the school year covered by his/her IEP.

AND

- The student requires and receives Modified Academic Achievement Standards aligned with the Maryland Academic Content Standards/Core Learning Goals in the relevant content area(s) for the student's course level during instruction and assessment. In addition, specific modifications implemented in these instructional and assessment settings may include: less complex test items, fewer and shorter reading passages, shorter or less complex questions, and test items with fewer answer choices.

AND

- The student has had consecutive years of individualized intensive instruction in the relevant content area(s) consistent with his/her IEP, and although progress toward course-level standards was made, he/she is not yet making progress at course level.

AND

- The student demonstrates that he/she cannot attain proficiency on the Algebra/Data Analysis, Biology, English and Government HSA, even with the provision of accommodations based on documented multiple valid and objective measures of the student's progress (or lack of progress). Examples include the end-of-course assessments, other State assessments, district-wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.

ELPA

English Language Proficiency Assessment

The English language proficiency assessment (ELPA) is administered to English learners in grades K through 12 upon their entry into the school system (W-APT) and annually during a testing window in the second semester (*ACCESS for ELLs*®). The assessment measures a student's English language proficiency in the areas of listening, speaking, reading, writing, comprehension, and literacy. ELPA results are reported in six proficiency levels: entering, emerging, developing, expanding, bridging, and reaching.

Assessment results are used by the local school systems to make decisions as to each student's participation in English for Speakers of Other Languages (ESOL) programs. The State uses ELPA results when reporting information related to the English language proficiency targets, referred to in Title III as Annual Measurable Achievement Objectives (AMAOs). AMAO 1 measures ELs' progress in learning English; AMAO 2 measures the number of students who attain English proficiency during the school year.

Some students with disabilities, such as those who participate in the Alt-MSA, may be unable to demonstrate their English language proficiency on the ELPA, even with accommodations. In such cases, the IEP Team and the EL committee must collaborate to jointly determine the student's English language proficiency test participation.

ACCESS for ELLs® is an English language proficiency test; as such, it is a tool used to assess the construct of ELs' receptive and productive skills in English. Because it focuses on language rather than content area knowledge and skills, some accommodations that might be appropriate for the classroom or content area tests should not be used with *ACCESS for ELLs*® as they will invalidate the construct. In other words, students would be taking a test that is no longer measuring just their English language proficiency, making any interpretation or inferences from the scores invalid. Refer to Appendix P: Maryland State Content Assessment and *ACCESS for ELLs*® Accommodations Crosswalk: English Learners with Disabilities ONLY for additional information.

The *Alternate ACCESS for ELLs*™ is designed for ELs with significant cognitive disabilities. In order to receive the most descriptive information from the test, it is very important that only students who meet all three criteria below and who cannot participate in the *ACCESS for ELLs*®—even with the provision of accommodations—shall be considered for the *Alternate ACCESS for ELLs*™.

Participation criteria:

1. The student has been classified as an EL.
2. The student has a significant cognitive disability and is eligible for special education services under IDEA.
3. The student is in an alternate curriculum aligned with his or her state's academic standards, and is participating in the state's alternate accountability assessment.

The *Alternate ACCESS for ELLs*™ is available for the 1–2, 3–5, 6–8, and 9–12 grade clusters.

It is not recommended that English Learners who are braille readers participate in the *ACCESS for ELLs*® due to the visual nature of the test. The IEP Team and the EL committee must collaborate to jointly determine the student's English language proficiency.

Students who are deaf and hard of hearing, including those for whom American Sign Language (ASL) is their first language, can generally participate in the reading and writing sections of the test with few or no accommodations necessary. Lip-reading with spoken responses for those students who possess these abilities may be possible for the listening and speaking parts of the test. IEP teams should make such determinations on a case-by-case basis. Translating the listening and speaking prompts into sign language is equivalent to translating into another spoken language, such as Spanish or Arabic, and therefore is prohibited as it changes the construct (i.e., assesses proficiency in a language other than English) and invalidates the test.

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Section 4: The Five-Step Process for Accommodations for Students with Disabilities

Step 1: Setting Expectations — Expect Students with Disabilities to Achieve Grade-level Academic Content Standards

Federal and State Laws Requiring Participation by Students with Disabilities

As previously noted, several important laws require the participation of students with disabilities in standards-based instruction and assessment initiatives. These include federal laws such as NCLB and IDEA.

Reauthorization of Elementary and Secondary Education Act (ESEA)

Stronger accountability for educational achievement results is one of the four basic education reform principles contained in ESEA. This law complements the provisions in providing public accountability at the school, district, and state levels for all students with disabilities. ESEA explicitly calls for the participation in such assessments of all students [Sec. 1111 (3) (C) (i)]. (The term "such assessments" refers to a set of high-quality, yearly student academic assessments.) It also requires that these assessments provide for the reasonable adaptations and accommodations for students with disabilities—as defined under Section 602(3) of IDEA—necessary to measure the academic achievement of such students relative to state academic content and state student academic achievement standards [Sec. 1111 (3) (C)(ii)].

The April 2007 regulations on alternate assessments based on modified achievement standards included the following statements about accommodations:

> "…a State's (or in the case of district-wide assessments, an LEA's) guidelines must require each child to be validly assessed and must identify, for each assessment, any accommodations that would result in an invalid score. Consistent with Title I…a student taking an assessment with an accommodation that invalidates the score would not be reported as a participant under the IDEA." (U.S. Department of Education, 2007, p. 17750)

One of the basic reform principles of ESEA is stronger accountability for educational achievement results for all students. Through this federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information with regard to

- how successful schools are including all students in standards-based education;

- how well students are achieving standards; and
- what needs to be improved upon for specific groups of students.

There are several critical elements in ESEA that hold schools accountable for educational results:

- Academic content standards (what students should learn) and academic achievement standards (how well students should learn the content) form the basis of State accountability systems.
- State assessments are the mechanism for checking whether schools have been successful in students attaining the knowledge and skills defined by the content standards.
- States must provide assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades 3–8 and once in high school.
- States must also provide science assessments in at least one grade in each of three grade spans (3–5, 6–9, 10–12) each year.
- School, district, and State accountability are based on measuring success in educating all students and determining what needs to be improved for specific groups of students.
- The accountability system is defined in terms of Maryland's Accountability Program, a way to measure the improvement in achieving standards for all students and designated subgroups each year.
- Schools, districts, and states are held accountable for improvements on an annual basis by public reporting and ultimately through consequences if Maryland's Accountability Program is not achieved.

Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of each child's unique needs. IDEA requires the participation of students with disabilities in State and district assessments. Specific IDEA requirements include:

> Children with disabilities are included in general state- and district-wide assessment programs, with appropriate accommodations, where necessary [Section 612 (a) (16) (A)]. The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes…a statement of any individual modifications in the administration of state- or district-wide assessments of student achievement that are needed in order for the child to participate in such assessments; and if the IEP Team determines that the child will not participate in a particular state- or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed [Section 614 (d) (1) (A) (V) and (VI)].

Based on current trends, the use of assessments for accountability purposes will likely increase in the future, supported by other state-level legislative initiatives related to implementation of educational reform.

Both federal and state laws require that all students with disabilities be administered assessments intended to hold schools accountable for the academic performance of students. Individualized Education Program (IEP) Team members must actively engage in a planning process that addresses:

- assurance of the provision of accommodations to facilitate student access to grade-level instruction and State assessments; and
- use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.

Rehabilitation Act of 1973, Section 504

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA. The definition of a disability under Section 504 is much broader than the definition under IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA. Section 504 states:

> No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. [29 U.S.C. Sec. 794]

Examples of students who may receive assessment accommodations based on their 504 accommodations plan include students with

- communicable diseases (e.g., hepatitis);
- temporary disabling conditions from accidents who may need short term hospitalization or homebound recovery;
- allergies or asthma;
- drug or alcoholic addictions, as long as they are not currently using illegal drugs;
- environmental illnesses; or
- attention difficulties.

Equal Access to Grade-level Content

With the focus of legislation aimed at accountability and the inclusion of all students comes the drive to ensure equal access to grade-level Content Standards. Academic Content Standards are educational targets for students to learn at each grade level. Teachers ensure that students work toward grade-level Content Standards by using a range of instructional strategies based on the varied strengths and needs of students. Providing accommodations during instruction and assessments may also promote equal access to grade-level content. To accomplish this goal of equal access:

- every IEP Team member must be familiar with Content Standards and accountability systems at the State and district level;

- every IEP Team member must know where to locate standards and updates; and
- collaboration between general and special educators must occur for successful student access.

All students with disabilities can work toward grade-level academic Content Standards, and most of these students will be able to achieve these standards when the following three conditions are met:

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by State standards and who know how to differentiate instruction for diverse learners.
2. IEPs for students with disabilities are developed to ensure the provision of specialized instruction (e.g., specific reading skills, strategies for "learning how to learn").
3. Appropriate accommodations are provided to help students access grade-level content.

The focus of this manual is on the selection, administration, and evaluation of accommodations for both instruction and assessment. Since assessment and instructional accommodations must be the same for individual students, guidelines for selecting accommodations for instruction and assessment are the same.

Common Core State Standards in Maryland are available on the Internet at http://www.mdk12.org.

Step 2:
Learning about Accommodations for Instruction and Assessment of Students with Disabilities

What are accommodations?

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. **The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and State assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment.** There may be consequences (e.g., lowering or not counting a student's test score) for the use of some accommodations during state assessments. It is very important for educators to become familiar with Maryland policies regarding accommodations during assessments.

Typically, accommodation use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and as they get older, in post-secondary education and at work. Accommodations for instruction and assessment are integrally intertwined.

Description of Accommodations Categories

Accommodations are commonly categorized in four ways: presentation, response, setting, and timing/scheduling:

- **Presentation Accommodations—**Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.
- **Response Accommodations—**Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.
- **Timing and Scheduling Accommodations—**Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.
- **Setting Accommodations—**Change the location in which a test or assignment is given or the conditions of the assessment setting.

Refer to Section 5, Maryland Accommodations Fact Sheets SWD-1 through SWD-4 for specific examples of accommodations in these categories.

Accommodations and Universal Design

Universal Design for Learning (UDL) principles and guidelines provide a framework for curriculum design, instructional processes, and assessment that gives **all** students equitable opportunities to learn and to demonstrate what they have learned. The use of UDL principles and guidelines are essential in the development and review of existing assessments in order to remove barriers that impede students with disabilities from demonstrating what they know and can do. With the application of universal design principles into assessments, educators have greater opportunities to gain a more accurate understanding of what students know and can do. UDL guidelines and principles should be used in the planning and delivery of instruction and applied from the beginning of test development through the implementation of assessments.

Developing IEPs, 504 Plans or EL Plans that require accommodations beyond those that can be built into the test platform, requires the appropriate team to make accommodation recommendations for the individual student. Universal design for assessments does not simply mean that tests are administered on computers. As assessments move toward becoming more consistently administered on computers, accommodations and universal design considerations may change. Traditionally, we have thought of universal design as coming first, and accommodations being applied during testing. With current technology, we can build some accommodations into the design of the test itself. Some of these embedded features may be accommodations that are good test practices that will benefit students with disabilities and English learners. Some students with disabilities and English learners have a need for accommodations beyond the accommodations that are built into the testing platform. For those students, IEP, 504 Plan, or EL Plan Teams must recommend the appropriate accommodation(s) based on each student's identified need(s).

Modifications vs. Accommodations

Accommodations do not reduce learning expectations, they provide access. However, modifications or alterations refer to practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career. Examples of modifications include:

- requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems);
- reducing assignments and assessments so a student only needs to complete the appropriate problems or items;
- revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four); or
- giving a student hints or clues to correct responses on assignments and tests.

Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements. **Providing a student with a modification during a State accountability assessment may constitute a test irregularity and may result in an investigation into the school's or district's testing practices.**

Comparison of Modifications and Accommodations*		
	Content Modification	**Instructional Accommodation**
Explanation	• Indicates the content is modified • The student is expected to learn something different than the general education standard. • The instructional level or general education benchmarks or number of key concepts to be mastered are changed.	• Indicates changes to **how** the content is: 1) taught, 2) made accessible, and/or 3) assessed. • Accommodations do not change what the student is expected to master. The objectives of the course remain intact.
Examples	• A locally developed course will be substituted for a general education course (e.g., Life Skills courses, Functional Mathematics). • Selected standards will be assessed instead of all of the standards for the grade level course. • Off-level instruction and performance expectations in a general education setting are below grade level and instructional standards.	• One-on-one instruction, small group instruction, multisensory approaches, extended time on projects, study guides, highlighted texts, programmed materials, preferential seating, immediate feedback, etc. • Braille, audio materials, screen readers, interpreter, word processor, etc. • Extended time to complete assignments, shortened tests, draw a diagram, develop a model, perform the answer, etc.

*Adopted from the Texas Education Agency (TEA), Division of IDEA Coordination

Step 3:
Selecting Accommodations for Instruction and Assessment for Individual Students with Disabilities

To ensure that students with disabilities are engaged in standards-based instruction and assessments, every IEP Team member must be knowledgeable about the Common Core State Standards and assessments. Effective decision-making about the provision of appropriate accommodations begins with making good instructional decisions. In turn, making appropriate instructional decisions is facilitated by gathering and reviewing good information about the student's disability and present level of academic achievement and functional performance in relation to local and State academic standards. In essence, the process of making decisions about accommodations is one in which members of the IEP Team attempt to "level the playing field" so that students with disabilities can participate in the general education curriculum. IEP Team meetings that simply require checking boxes on a State or local "compliance" document are neither conducive to sound decision-making practices, nor does that practice without dialogue advance equal opportunities for students with disabilities to participate in the general education curriculum.

Each member of the IEP Team must be informed of responsibilities related to implementing the student's IEP. Those responsibilities include selecting, administering and evaluating accommodations during instruction and assessment. Accommodations must be selected on the basis of the individual student need(s) and must be used consistently for instruction and assessment.

The role of IEP or 504 Plan key players and suggestions for carrying out their respective responsibilities are described below. As part of the IEP or 504 Plan decision making process any team member listed below may provide information to be considered during an IEP or 504 Team meeting regarding the selection, implementation and/or evaluation of accommodations appropriate for a student.

School Principal

The principal promotes the expectation, at the school building level that students with disabilities are capable learners who will participate and succeed in all local and State testing programs. The principal in each school is responsible for:

- implementing the school district's policies that provide equal access to instructional and assessment programs for all students;
- ensuring that testing accommodations are fully, consistently and appropriately implemented during the administration of local and State assessments and classroom quizzes and tests, as specified in each student's IEP or 504 Plan; and
- exercising professional discretion, on an emergency basis. For example, allowing certain testing accommodations for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the testing window of a State assessment such as the student breaks his/her arm and will need a scribe. *Refer to Appendix F, Emergency Accommodation Form for State Assessments.*

Building principals should also be familiar with the policies and procedures included in the various Test Administration Coordination Manuals (TACMs) for the various Maryland Assessments.

General Education Teacher

As a member of the IEP or 504 Plan Team, the general education teacher has an active and significant role in the determination and use of instructional and testing accommodations for students with disabilities or disabling condition. General education teachers are familiar with curriculum content and the purpose of State and district assessments. Ensuring that students with disabilities and disabling conditions have full access to the programs and services that are available to their nondisabled peers often require that general education teachers, in collaboration with special education teachers, provide appropriate instructional and testing accommodations. The results of assessments inform teachers of information that will support the individual student in achieving State standards. The testing accommodations listed in the student's IEP or 504 Plan must be consistently provided in the classroom. General education teachers are critical team members who also must be familiar and knowledgeable of each student's accommodations and how to appropriately administer them.

Special Education Teacher

The special education teacher plays an important role in providing information on how to match learning characteristics of the student with a disability to appropriate instructional and testing accommodations, ensuring that the student is able to demonstrate his/her knowledge and skills without being limited or unfairly restricted by his/her disability. In collaboration with general education teachers and related service providers, special education teachers assist in recommending and implementing appropriate instructional accommodations used in the classroom. These recommendations will serve as a link to the types of testing accommodations a student may need for classroom, State and district assessments. Special educators may directly provide the testing accommodations or may assist school staff in the administration of testing accommodations that are included in a student's IEP or 504 Plan.

Related Service Providers

Related service providers such as speech-language pathologists, school psychologists, physical therapists, and occupational therapists serve vital roles in supporting the education of many students with disabilities in school environments. Related services personnel, as part of school teams, can use their unique expertise to provide students with disabilities access to an appropriate education and facilitate students' pursuit of important learning outcomes. This is accomplished through the provision of related service providers to the student and with application of the specific skills associated with their respective disciplines. The collaborative skills required to work effectively with others in the context of a team-centered approach in a variety of educational environments is critical.

Student

A student may be invited to participate in his or her IEP Team or 504 Plan meetings. Beginning not later than the first IEP to be in effect when a student turns 14 years old, and younger, if appropriate, and updated annually, the student must be invited to the IEP meeting consistent with the Education Article, §21-305, Annotated Code of Maryland. 13A.05.09A(3)(a). Students themselves can

provide valuable information to the IEP or 504 Plan Team on accommodations needed. They can provide information on their strengths and on how the accommodations they use for instruction are working. This information from the student can inform decisions regarding the appropriateness of recommended accommodations during tests. At times, students may be reluctant to use certain testing accommodations because they do not want to appear to be different from their peers. Including students in decision-making will help them to understand the need and reason for the accommodation, and may likely result in their willingness to consistently use the accommodation. The testing accommodations that a student needs must be reviewed at least annually by the IEP or 504 Plan Teams. Accommodations recommended for students early in their school careers may not be needed as they develop skills, knowledge and experience to increase their ability to demonstrate what they know and can do.

Parents/Guardians

As members of the IEP or 504 Plan Team, parents participate in the development, review and revision of their child's IEP or 504 Plan. Parents are familiar with the strengths and needs of their child and can provide valuable information to enhance discussions about the need for instructional and testing accommodations. Parents have information about strategies their child uses to complete homework assignments and other tasks around the home. To enable parents to participate in meaningful discussions it is important that they have information about the following:

- the need and rationale for testing accommodations, when and where appropriate;
- the types of testing accommodations and how they are administered; and
- the purpose of tests, what they measure and how the results are used.

Refer to Tool SWD-11 (Section 6), which is a resource that can be used with parents/guardians.

Documenting Accommodations on a Student's IEP

For students with disabilities served under IDEA, determining appropriate instructional and assessment accommodations should not pose any particular problems for IEP Teams that follow good IEP practices. With information obtained from the required summary of the student's "present levels of academic achievement and functional performance," the decision of identifying and documenting accommodations should be a fairly straightforward process. The term "present levels of achievement and functional performance" refers to a federal requirement in which IEP Team members must state "how the child's disability affects the child's involvement and progress in the general education curriculum—the same curriculum as non-disabled children" [Sec. 614 (d) (1) (A) (i) (I)].

There are potentially three areas in which accommodations can be addressed in the IEP:

1. "Participation in Assessments" [Sec. 612 (a) (16)]. This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general State and district assessments.
2 "Consideration of Special Factors" [Sec. 614 (d) (3) (B)]. This is where communication and assistive technology supports are considered.
3. "Supplementary Aids and Services" [Sec. 602 (33) and Sec. 614 (d) (1) (A) (i)]. This area of the IEP includes "aids, services, and other supports that are provided in regular education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate.

Documenting Accommodations on a Student's 504 Plan

Section 504 of the Rehabilitation Act of 1973, specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling. "Disability" in this context refers to a "physical, sensory, or mental impairment, which substantially limits one or more major life activities." This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. A 504 Plan spells out the modifications and accommodations that will be needed for these students to have an opportunity to perform at the same level as their peers, and might include such things as wheelchair ramps, blood sugar monitoring, interpreting/transliteration services, preferential seating, an extra set of textbooks, a peanut-free lunch environment, home instruction, or a tape recorder or keyboard for taking notes. Each student who meets the eligibility guidelines for accommodations under Section 504 will have a Section 504 Plan developed for him/her to use in school. The Plan specifies the nature of the impairment, the major life activity affected by the impairment, accommodations necessary to meet the student's needs, and the person(s) responsible for implementing the accommodations.

Involving Students in Selecting, Using, and Evaluating Accommodations

It is critical for students with disabilities to understand their disabilities and learn self-advocacy strategies for success in school and throughout life. Some students have had limited experience expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of "authority figures," may be a new role for students, one for which they need guidance and feedback. Teachers and other IEP Team members can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

The more that students are involved in the selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire to be more independent increases. Self-advocacy skills become critical here. Students need opportunities to learn which accommodations are most helpful for them, and then they need to learn how to make certain those accommodations are provided in all of their classes and wherever they need them outside of school.

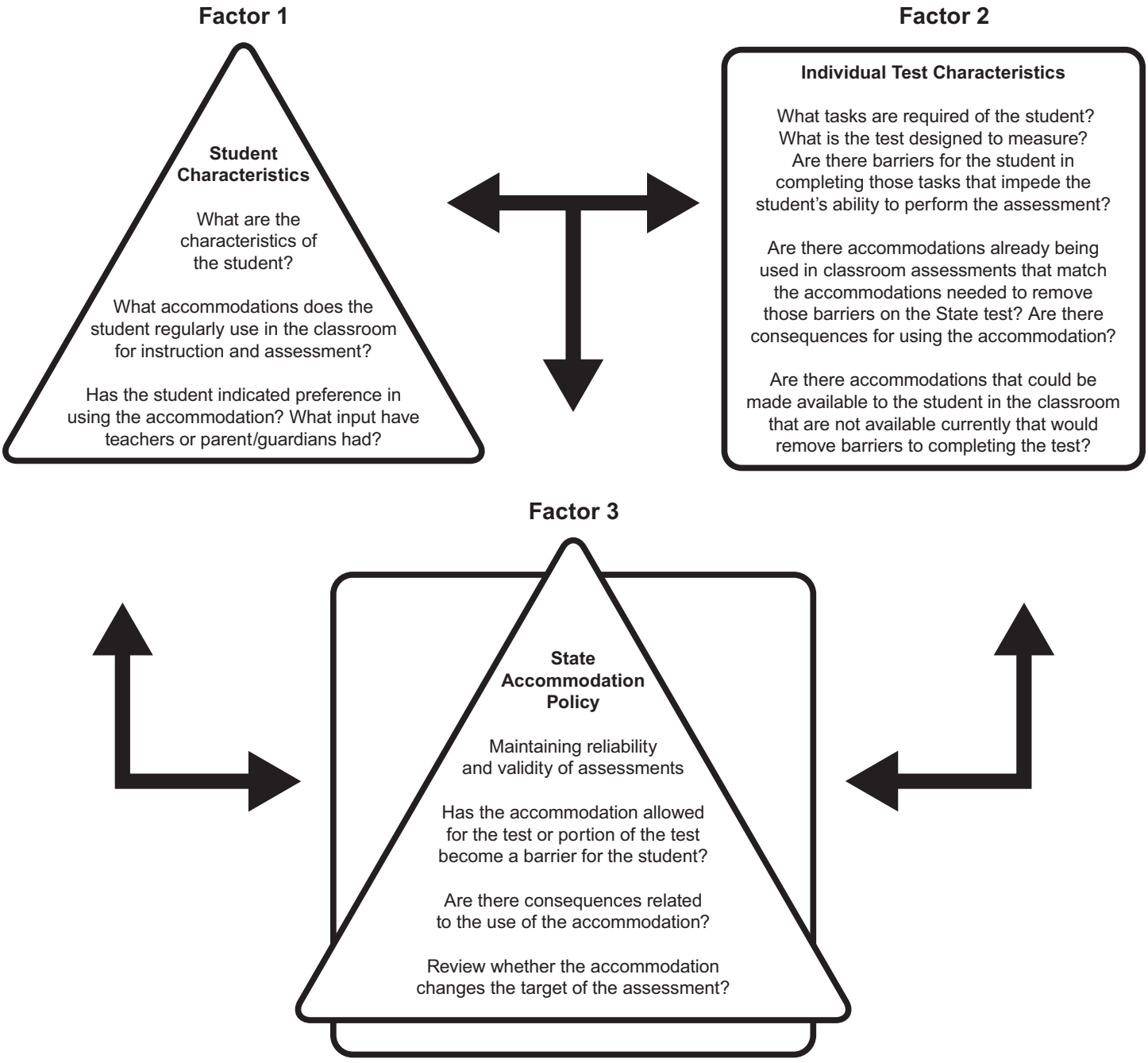
Refer to Tools SWD-2, SWD-4, SWD-5, SWD-6, and SWD-10 (Section 6), which can be used with students.

The Decision Making Process

The decision making process for State assessment accommodations should include consideration of at least these three factors (see Figure 2):

1. **Factor 1:** Student characteristics (e.g., disabilities, language proficiency, accommodations used in classroom instruction/assessments to access and perform in academic standards and State tests).
2. **Factor 2:** Individual test characteristics (i.e., knowledge about what tasks are required on State assessments and ways to remove physical and other barriers to students' ability to perform those tasks).
3. **Factor 3:** State accommodations policies for the assessment or for part of an assessment and consequence of decisions.

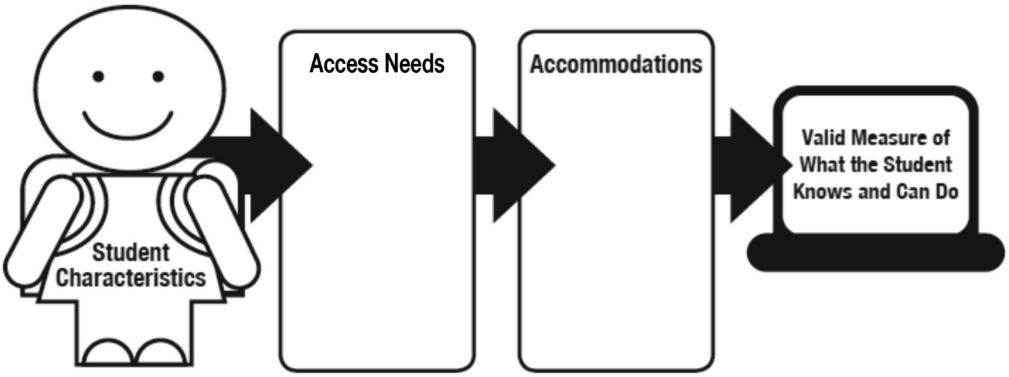
Figure 2. Considerations When Making Decisions for Assessment Accommodations



Decision-Making Process Factor #1: Student Characteristics

Selecting accommodations for instruction and assessment is the role of a student's IEP or 504 Team. Accommodations should be recommended based on the individual student's characteristics, access needs, and the student's needs for the accommodation (see Figure 3). The IEP or 504 Plan Team should first identify the student's individual characteristics (i.e. difficulty reading grade level text). Then the IEP or 504 Team should consider the student's access needs. Access needs specify strategies to support learning and remove the barriers (i.e. providing auditory support to access grade level text). Finally, the IEP or 504 Team should identify the accommodations needed to meet the access needs (i.e. use of text to speech software for grade level text). When these accommodations are used according to the IEP or 504 Plan, the student should be able to validly demonstrate what he or she knows and can do for both instruction and assessments.

Figure 3. Student Characteristics and Needs



Decision Making Process Factor #2: Individual Test Characteristics: Questions to Guide Accommodations Selection

After considering student characteristics, it is important to look at the task(s) students are being asked to do on the various State and district assessments. Below are more questions to ask:

- What are the characteristics of the test my student needs to take? Are the test tasks similar to classroom assessment tasks or does the student have the opportunity to practice similar tasks prior to testing?
- Does the student use an accommodation for a classroom task that is allowed for similar tasks on the state or district tests?
- Are there other barriers that could be removed by using an accommodation that is not already offered or used by the student?

Decision Making Process Factor #3: State Accommodations Policies: Maintaining Validity of Assessments

When selecting accommodations for State assessments with a student, it is important to keep in mind both the accommodation policies set to maintain the validity of an assessment, and to know the consequences of the decisions. If the IEP Team determines that a student should use a certain accommodation during

an assessment but the student refuses to use the accommodation, the validity of the assessment is compromised.

IEP or Section 504 Teams must consider the long-term consequences related to a student's use of accommodations as an important topic for discussion for IEP Teams or Section 504 Plan Teams. For example, as students with disabilities begin to make postsecondary choices, the consequences may factor into the nature of accommodation choices and availabilities that may be open to them. As the student transitions from school to adult activities, the allowable education training and employment accommodations will change. The accommodations will be those allowed by the Federal Rehabilitation Act and the Americans with Disabilities Act. The IEP Team may want to discuss whether or how the decision about accommodations for assessments affects postsecondary education, training, and/or employment.

Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. Finally, plan for the ongoing evaluation and improvement of the student's use of accommodations.

Determining the Consequences of Assessment Accommodations Use

When selecting accommodations for State assessments with a student, it is important to consider Maryland policies and procedures to determine whether use of an accommodation results in consequences on a State or district test (e.g., consequences of a verbatim reading accommodation on a reading test), and to communicate any ramifications of State policy to parents.

Prior Accommodations Use

Accommodations should not be used for the first time on a state test. Instead, it is important to address these instructional concerns before taking a state assessment:

- Plan time for the student to learn the new accommodations.
- When a student is taking assessments in a technology-based setting, be sure that the student knows how to use the accommodation when it is provided as part of the online testing platform.
- Plan for evaluation and improvement of accommodations use (see step 5).

Accommodations for Instruction vs. Assessment

Sometimes accommodations used in instruction may not be used on an assessment:

- Plan time for students to practice NOT using certain accommodations before the State assessment.
- Some instructional accommodations may alter what a test is designed to measure.

In some cases, the accommodations used in instruction may not be allowed on a test because they would invalidate the results of the test (i.e., when the performance no longer reflects what the test was designed to measure). In these instances, teachers should be sure to allow the student ample opportunities to perform on classroom tasks and assessments without the use of the accommodation.

If the accommodation is considered a necessary step in scaffolding grade-level content instruction, having some practice without the accommodation during classroom work would be an expected practice to gauge student progress independent of the accommodation and would also provide student opportunities to practice not using an accommodation before the state assessment. If the instructional accommodation is more permanent in nature and is not permitted on a State assessment, decision-makers should consider whether the accommodation alters what the test measures. If after considering these steps the appropriateness of using an accommodation is not clear, contact district or State personnel about its use.

Questions to Guide Accommodation Selection

Selecting accommodations for instruction and assessment is the role of a student's IEP or 504 Plan Team. Use the questions provided below to guide the selection of appropriate accommodations for students receiving special education services or a 504 Plan for the first time and for students who are currently using accommodations.

- What are the student's learning strengths and areas requiring further improvement?
- How do the student's learning needs affect the achievement of grade-level Content Standards?
- What specialized instruction (e.g., learning strategies, organizational skills, Reading skills) does the student need to achieve grade-level Content Standards?
- What accommodations will increase the student's access to instruction and assessment by addressing the student's learning needs and reducing the effect of the student's disability? These may be new accommodations or accommodations the student is currently using.
- What accommodations are regularly used by the student during instruction and assessments?
- What are the results for assignments and assessments when accommodations were used and were not used?
- What is the student's perception of how well an accommodation "worked?"
- Are there effective combinations of accommodations?
- What difficulties did the student experience when using accommodations?
- What are the perceptions of parents, teachers, and specialists about how the accommodation worked?
- Should the student continue to use an accommodation, are changes needed, or should the use of the accommodation be discontinued?

Of the accommodations that match the student's needs, consider:

- whether the accommodation is respectful of a student's age and grade (e.g., older students may prefer to receive a verbatim reading accommodation via technology as opposed to a human reader);
- the student's willingness to learn to use the accommodation;
- providing explicit instruction in how to use the accommodation in classroom and testing settings; and
- conditions for use of the accommodation on State assessments.

Plan how and when the student will learn to use each new accommodation. Be certain there is ample time to learn to use instructional and assessment accommodations before an assessment takes place. Finally, plan for the ongoing evaluation and improvement of the student's use of accommodations.

Refer to Accommodations Fact Sheets SWD-5 and SWD-6 (Section 5) and Tools SWD-1 and SWD-2 (Section 6) for additional information in completing this step.

Step 4:
Administering Accommodations During Instruction and Assessment of Students with Disabilities

Accommodations During Instruction

The student must be provided the selected accommodations during instructional periods that necessitate their use. An accommodation may not be used only on assessments.

As Maryland moves forward with providing all State assessments online, IEP or 504 Plan Teams must ensure that students have opportunities to become familiar with the technological aspects of the assessment process. In addition to taking practice tests using the same testing platform, it is also important for educators to provide opportunities for all students to use technology for learning.

Accommodations During Assessment

Planning for Test Day

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during State and district assessments must be mapped out. It is not uncommon for members of the IEP Team, most often special education teachers, to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who may need them. Thus, it is essential for all IEP Team members to know and understand the requirements and consequences of district and State assessments, including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations on test day. It is essential that special educators, who are most familiar with the accommodations being administered, give assistance to general educators in how to properly provide particular accommodations. *Refer to Tools SWD-3, SWD-4, SWD-5, and SWD-8 (Section 6) for additional information when planning for accommodations during assessment.*

Prior to the day of a test, be certain test administrators and proctors know what accommodations each student will be using and how to administer them properly. For example, test administrators and accommodators need to know whether a student will be allowed extra time to complete the test and when the testing time is ended, and what plan exists for the student to continue working. Staff administering accommodations, such as reading to a student or writing student responses, must adhere to specific guidelines so that student scores are valid.

Current designs of technology-based testing platforms may allow for accommodations to be provided on the testing platform itself. Through a process of creating a student profile, an IEP or 504 Plan Team may be able to individualize the test to provide certain accommodations, like colored backgrounds, templates, and sign interpretation. Providing such accommodations through the testing platform can guarantee that the provision of accommodations is standardized from student to student and district to district. However, it is important to monitor the provision of accommodations on test day to ensure that accommodations are delivered as recommended, and the technology is operating

appropriately. **State policy requires that an archive of testing accommodations be maintained at the school for each test administered for six years per COMAR 13A.03.04. In addition, please note that consistent with Federal Requirements [20USC §1416(a)(16)(D) and 34CFR §300.160(f)(1)], Maryland must report on students using accommodations. To ensure the accuracy of the reported information, changes to the Instructional and Testing Accommodations pages of the IEP were made to align with the revised June 2012 Maryland Accommodations Manual.**

Administering Assessments and Accommodations

State laws, regulations and policies specify practices to assure test security and the standardized and ethical administration of assessments. In Maryland, testing regulations and policies are contained within the Code of Maryland Regulations (COMAR) as well as this manual, and the Test Administration and Coordination Manual (TACM) and Examiner's manuals are other materials which are provided by the State for each testing program. Test examiners, proctors, and all staff involved in test administration in any way are required to adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that test administrators and others involved in assessments must:

- take appropriate security precautions before, during, and after the administration of the assessment;
- understand the procedures needed to administer the assessment prior to administration;
- administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur;
- avoid any conditions in the administration of the assessment that might invalidate the results;
- provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs; and
- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment. [National Council on Measurement in Education. (1995) Code of Professional Responsibilities in Educational Measurement. Washington, DC: Author.]

Failure to adhere to these practices may constitute a test irregularity or a breach of test security and must be reported and investigated according to State and local testing policies. All Maryland educators must be familiar with COMAR and receive training regarding test administration, accommodations, and security procedures. Staff should check with their LAC for more detailed information regarding test security policies.

If a student refuses an accommodation listed in his or her IEP or 504 Plan, the school should document in writing that the student refused the accommodation. However, the accommodation must be offered and remain available to the student during the test administration. Refer to Appendix M for the Student Accommodation Refusal Form. This form must

be completed and placed in the student's assessment file. Also, on the day of the student's refusal of an accommodation, a copy of the completed form must be sent home to the parent. The STCs should work with test examiners to determine who else should be informed of the student's refusal of the accommodation. In addition, the IEP Team may want to consider discussing this issue at the student's next IEP Team meeting.

Eligible Accommodators

Test Examiners and the following individuals may provide accommodations to students during testing:

- Non-certified instructional assistants and aides; and
- Substitutes or other staff members who are regular employees of the school system.

Note: The above individuals must be under the supervision of a Maryland State-certified test examiner and must sign the Test Administration and Certification of Training Form and Non-Disclosure Agreement, which is kept on file.

Ethical Testing Practices

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between test administrators and students taking the test. Unethical practices include allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way.

Standardization

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure test results reflect actual student learning.

Test Security

As mentioned in Step 3, test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity and validity of a test. Test security can become a particular concern when accessible test formats are used (e.g., braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, human reader, scribe). In order to ensure test security and confidentiality, test administrators must (1) provide proper training in both specific test administration procedures for each testing program as well as training in specific test security procedures for each test, (2) keep testing materials in a secure place to prevent unauthorized access, (3) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (4) return and account for all materials as instructed. *Refer to Fact Sheet SWD-7 (Section 5), and Appendices I, J and K for detailed rules for the administration of specific accommodations.*

Some of the same considerations for test security apply when students are taking a technology-based assessment. For example, ensuring that only authorized personnel have access to the test and that test materials are kept confidential are critical in technology-based assessments. In addition, it is important to guarantee that students are seated in such a manner that they cannot see each other's work stations, are not able to access any additional programs or the Internet when completing the assessment, and that students are not able to access any saved data or computer shortcuts.

In the event that a student was provided a test accommodation that was not listed in his or her IEP or 504 Plan, or if a student was **not** provided a test accommodation listed in his or her IEP or 504 Plan, the school must notify the LAC, who in turn will complete the necessary documents. All or part of the student's score may be invalidated for Maryland's Accountability Program purposes.

As noted previously, all staff involved in any way with State testing are required to become familiar with and comply with the State regulation governing Test Administration and Data Reporting Policies and Procedures (Code of Maryland Regulations [COMAR] 13A.03.04). In addition, all staff are required to comply with procedures for each testing program as outlined in the Test Administration and Coordination Manual (TACM) and Examiner's Manual and any other ancillary materials produced by the State for each assessment. In addition, local district assessments require compliance with general State procedures as well as any district-specific procedures. Check with your LAC for more information.

The following code of ethics conforms to the Standards for Educational and Psychological Testing developed by the American Education Research Association, the American Psychological Association, and the National Council on Measurement in Education:

> IT IS A BREACH OF PROFESSIONAL ETHICS FOR SCHOOL PERSONNEL TO PROVIDE VERBAL OR NONVERBAL CLUES OR ANSWERS, TEACH ITEMS ON THE TEST, SHARE WRITING PROMPTS, COACH, HINT, OR IN ANY WAY INFLUENCE A STUDENT'S PERFORMANCE DURING THE TESTING SITUATION. A BREACH OF ETHICS MAY RESULT IN INVALIDATION OF TEST RESULTS AND LOCAL EDUCATION AGENCY (LEA) OR MSDE DISCIPLINARY ACTION.
>
> VIOLATION OF TEST SECURITY CAN RESULT IN PROSECUTION AND/OR PENALTIES AS IMPOSED BY THE MARYLAND STATE BOARD OF EDUCATION AND/OR THE STATE SUPERINTENDENT OF SCHOOLS IN ACCORDANCE WITH COMAR 13A.03.04 AND 13A.12.05.

Accommodation Monitoring by MSDE

MSDE will send representatives to schools throughout the state to monitor and observe the use of accommodations during instruction and assessment. During testing, the monitor will ensure that standardized testing procedures are being followed. Schools will not be notified in advance of a monitor's visit. All monitors

will follow local procedures for reporting to the school's main office and signing the school's visitor log. Monitors will also sign Non-Disclosure forms as requested by the school and provide a copy of a memorandum from the Assistant Superintendent for Accountability and Assessment and Data Systems giving authorization to monitor instruction and testing relating to the use of accommodations testing. LEAs who permit central office personnel to make observations during Maryland State testing must train personnel on how to administer accommodations during instruction and assessment.

Step 5: Evaluating and Improving Accommodations Use in Instruction and Assessment of Students with Disabilities

Accommodations must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment — accommodations **cannot** be used for assessment only. The MSDE will conduct periodic audits of accommodations to ensure that accommodations are being properly selected, documented, and administered. Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure the meaningful participation of students with disabilities in State and district assessments. Data on the use and impact of accommodations instruction drives evidence-based decision making for selection of appropriate accommodations. Data on the use and impact of accommodations during assessments may also review questionable patterns of accommodation use, as well as support the continued use of some accomodations or the rethinking of others. Examination of the data may also indicate areas in which the IEP Team, 504 Plan Team, and test administrators need additional training and support.

In addition to collecting information about the use of accommodations within the classroom, information also needs to be gathered on the implementation of accommodations during assessment. Observations conducted during test administration, interviews with test administrators, and talking with students after testing sessions will likely yield data that can be used to guide the formative evaluation process at the school or district level and at the student level. Information on the use of accommodations can be feasible to collect when it is coded on the test form with other student information. Accommodation information can be analyzed in different ways. Here are some questions to guide data analysis at the school, district and student level.

Questions to Guide Evaluation of Accommodation Use at the School and District Level

1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?
3. Are students receiving accommodations as documented in their IEP and 504 Plans?
4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?
5. How many students with IEPs or 504 Plans are receiving accommodations?
6. What types of accommodations are provided and are some used more than others?

7. How well do students who receive accommodations perform on State and district assessments? If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodation, or using accommodations that were not effective?

Questions to Guide Evaluation at the Student Level

1. What accommodations are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations are used versus when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations, or using accommodations that were ineffective?
3. What is the student's perception of how well the accommodation worked?
4. What combinations of accommodations seem to be effective?
5. What are the difficulties encountered in the use of accommodations?
6. What are the perceptions of teachers, parents, and others about how the accommodation appears to be working?

These questions can be used to formatively evaluate the accommodations used at the student level, as well as the school or district levels. School and district level questions can be addressed by a committee responsible for continuous improvement efforts, while the student-level questions need to be considered by the IEP Team. It is critical to stress that formative evaluation is not the responsibility of just one individual. The entire IEP Team should contribute to the information gathering and decision-making processes.

Refer to Tools SWD-6, SWD-9, and SWD-10 (Section 6) for further information regarding the evaluation on the use of accommodations.

Section 5: Accommodations Fact Sheets for Students with Disabilities

Fact Sheet SWD-1

Presentation Accommodations

What are Presentation Accommodations?

Presentation accommodations allow students to access instruction and assessments in ways that do not require them to visually read standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations.

Who Can Benefit from Presentation Accommodations?

Students who benefit most from presentation accommodations are those with print disabilities, defined as difficulty or inability to visually read standard print because of a physical, sensory, or cognitive disability.

Accommodations Conditions

Notations in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:

1. Instruction: Use in Instruction (I)—the accommodation is applicable to instructional situations;

2. Assessment: Standard Administration (A)—the accommodation described is permitted for assessment and results in a standard administration of the assessment; or

3. Not Applicable (N/A)—the accommodation is not applicable to a testing situation.

Asterisks (*) are used to indicate restrictions or conditions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis. Each accommodation code will be listed with a number followed by a letter and then the title of the accommodation. For example, the listing for large print would be 1-A: Large Print.

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Description and Guidance for Selecting Accommodation	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
1-A: Large Print Large print materials are produced larger than the print used in regular print materials. While regular print materials range from 8–12 points in size, large print materials are produced in 18 point or larger. Most large print materials are enlarged in size from the regular print on a copier machine. Large print can also be produced digitally by reformatting the font size, font style, spacing, and page layout. Care must be taken when enlarging mathematics and science materials. Pages that have graphics that are to scale for measuring tasks must be enlarged so the print on the page (questions, answer choices, measurement labels) is large, but the graphic must not be enlarged, remaining to scale so the student using large print has the same measurements as students using regular print. Students who are visually impaired must have an assessment of their learning/literacy medium to determine if large print is the most appropriate medium. This assessment will determine the optimal print size to provide access to materials and maximize literacy. Students who are not visually impaired can also use large print materials if data shows that the use of large print improves their performance in reading skills (i.e., comprehension, fluency). The use of large print does not necessarily help students with visual tracking or reading difficulties. When selecting large print materials, consider the weight and size of the books, access to the selected medium, and student performance. Large print in electronic formats can be provided by enlarging font size or percent of view.	For State assessments, large print formats are produced in approximately 20 point. If a student needs a larger size, consider a magnification device or use of Kurzweil™ 3000. Students can take the Kurzweil™ 3000 version with the speech turned off and utilize the view-enlargement functions. Current online assessments do not have the capability to enlarge font size. Screen enlargement software cannot run at the same time as the testing delivery platform system.	I, A

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Description and Guidance for Selecting Accommodation (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
1-B: Magnification Devices Students who are visually impaired must have an assessment of their learning/literacy medium to determine the most appropriate learning/literacy medium. This assessment will determine the optimal print size to provide access to materials and maximize literacy. Some students with visual impairments may need access to print materials at near (reading material) and distance (board) by enlarging the print with the use of magnification devices. These include telescopes, eyeglass-mounted magnifiers, handheld magnifiers, desktop magnifiers, or electronic magnification systems.	For State assessments, students who use an electronic magnification system should use the regular or large print test book in combination with the magnification system used. If the magnification system used is electronic and captures the image before enlarging, all images must be deleted immediately after the test is completed. Current online assessments do not have the capability to enlarge font size. Screen enlargement software cannot run at the same time as the testing delivery platform system.	I, A
1-C: Interpretation/Transliteration for the Deaf or Hard of Hearing Students who are deaf and hard of hearing who access instructional materials and tests at various levels through American Sign Language, signed English, Cued Speech or oral transliterations will need this accommodation. Some students may need all print materials translated while learning to read print. An interpreter/transliterator may only be needed to translate instructions and to assist in communication. An interpreter/transliterator may also be needed to provide the verbatim reading accommodation. Interpreters/transliterators need to be able to translate in the same method typically used by the student (e.g., American Sign Language, signed English, Cued Speech, oral transliteration). A standard video presentation of a test using American Sign Language, signed English, Cued Speech, or oral transliteration may be used to increase quality, consistency, pacing, and accuracy.	Interpreters/transliterators must not paraphrase, clarify, elaborate, or provide assistance with the meaning of words, intent of test items, or responses to test items. Graphic materials must be read according to the guidelines indicated in the Test Assessment Coordination Manual (TACM) or Examiner's Manual for the specific assessment to ensure standardization of the assessment. Only print labels on graphics can be read as other features of the graphic would require description and would lend to interpretation on the part of the reader and invalidate the skills being assessed. This accommodation may also be implemented using technology which transcribes speech to text, such as TypeWell, C-Print, or Communication Access Realtime Translation (CART), which provide real-time translation of speech to text for students who are deaf or hard of hearing. Students taking the HSA or Mod-HSA that require the 1-C accommodation do not need the MSDE approval to use the 3-C: Extend over Multiple Days accommodation. **Refer to Tool SWD-8, which provides further guidance for the 1-C accommodation.** Students grouped together must be assigned the same test form.	I, A

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Description and Guidance for Selecting Accommodation (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
1-D: Braille Braille is a system of raised dots that are read with the fingers. Literary braille consists of the alphabet, contractions, punctuation, signs unique to braille, and formatting rules. There are also codes for foreign languages, music, computer, and the Nemeth Code for Mathematics and Science. Braille is written with a manual or electric braillewriter, slate and stylus, or electronic braille notetaker. Braille embossers are braille printers that emboss braille after it has been correctly translated and formatted on a computer with braille translation software. For this accommodation, braille is typically produced in a hardcopy, paper format. Braille can also be provided in electronic formats for use on a refreshable braille display.	For State assessments, students who use braille should use a braille test book. Current online assessments do not have the capability to accommodate braille.	I, A
1-E: Tactile Graphics Tactile graphics are raised images to convey non-textual information such as maps, graphs, and diagrams. Tactile graphics have labels in braille. Tactile graphics guidelines are followed to determine if an image should be created and if so, how. Some images are not necessary and can be omitted. Some images are substituted with letters, abbreviations, or words in braille.	For State assessments, tactile graphics are provided with the braille tests. For Alt-MSA, teachers may create artifacts using braille and tactile graphics. Current online assessments do not have the capability to accommodate tactile graphics.	I, A

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Guidance for Selecting Accommodation: Auditory Presentation Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
1-F: Human Reader or Audio Recording for Verbatim Reading of Entire Test Students with reading related disabilities may need assistance accessing instructional or test content. Access for students with reading needs is typically provided through the presentation of print-based content in auditory form. A student who needs verbatim reading has an identified reading disability, which includes issues with decoding, comprehension or fluency. In determining the appropriateness of this accommodation, the following should be considered: • The IEP Team must use the results of any evaluation reports, which support the determination that the student's disability precludes or severely limits the student's ability to gain meaning from written language (decoding/word recognition). • The IEP Team should also determine if a learning disability in reading exists in the area of reading, which includes decoding, comprehension or fluency. • There is documentation of remedial reading services. • There is documentation of the student's current reading skills. • There is documentation of IEP goals related to reading development. • There is documentation of response to intervention model and outcomes such as the use of research or evidence-based interventions. • There is documentation of supplementary aids and/or services provided to the student to support reading instruction.	**Human Reader:** A qualified person (as defined by the TACM) may be provided to read orally to students who require the 1-F accommodation. Human readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for human readers to read test items and text word-for-word exactly as written. Human readers may not clarify, elaborate, or provide assistance to students. Human readers need to be familiar with the terminology and symbols specific to the content. This is especially important for mathematics and science. Graphic materials must be read according to the guidelines indicated in the TACM or Examiner's Manual for the specific assessment to ensure standardization of the assessment. Only print labels on graphics can be read as other features of the graphic would require description and would lend to interpretation on the part of the human reader and invalidate the skills being assessed. A student should have the option of asking a human reader to slow down or repeat text. This is difficult when a person is reading to an entire group of students. However, verbatim reading to a group of students is permitted in testing if the accommodation is provided on that basis during regular ongoing instruction. **No more than five students** may be grouped together for reading tests aloud by a human reader, since students typically proceed through the test at different rates. Students grouped together must be assigned the same test form. **Refer to Appendix J for additional requirements and procedures for providing the verbatim reading accommodation. In addition, human readers must refer to the Verbatim Reading Style Guide, which is posted in the LAC and STC folders on DocuShare in each assessment folder.**	I, A*

*Use of the verbatim reading accommodation is permitted on all assessments as a standard accommodation, with the exception of the Maryland School Assessment (MSA) in Reading, grade 3 ONLY which assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a sub-score for standard 1, general reading processes.

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Guidance for Selecting Accommodation: Auditory Presentation Accommodations (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
1-F: Human Reader or Audio Recording for Verbatim Reading of Entire Test (continued) When determining the need for this accommodation it is important that the IEP Team consider the purpose of the tests the student will be taking and the skills the test is intending to measure so that it can be determined how the accommodation might affect the results. Accommodation 1-F was previously labeled with the term, "Human Reader, Audio, or Compact Disk-Recording for Verbatim Reading of the Entire Test"	**1-F Human Reader:** For current online assessments, this type of verbatim reading accommodation may be implemented by having the accommodator read either from the test book or from the online test. **1-F Audio Recording:** For current online assessments, this type of verbatim reading accommodation is implemented by using the "audio test," in which digital audio files of a recorded human reader are embedded in the computer-delivered test. Each student taking the Audio Test will need headphones.	I, A*
1-G: Human Reader or Audio Recording for Verbatim Reading of Selected Sections of Test Accommodation 1-G is the same as 1-F with the exception that the student (or accommodator) identifies particular words or sections of the test that the student wishes to have read to him or her. Accommodation 1-G was previously labeled with the term, "Human Reader, Audio, or Compact Disk-Recording for Verbatim Reading of Selected Sections of Test"	If students are testing online and using the audio test version for State assessments, the 1-G accommodation cannot be implemented because the student does not have sufficient control over which portions of the test are read aloud. **Refer to Appendix J for additional requirements and procedures for providing the verbatim reading accommodation. In addition, human readers must refer to the Verbatim Reading Style Guide, which is posted in the LAC and STC folders on DocuShare in each assessment folder.**	I, A*
1-H: Audio Amplification Devices Some students may require amplification equipment in addition to hearing aids to increase clarity. A teacher may use an amplification system when working with students in classroom situations that contain a great deal of ambient noise.		I, A

*Use of the verbatim reading accommodation is permitted on all assessments as a standard accommodation, with the exception of the Maryland School Assessment (MSA) in Reading, grade 3 ONLY which assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a sub-score for standard 1, general reading processes.

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Guidance for Selecting Accommodation: Auditory Presentation Accommodations (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
1-J: Audio Materials Audio materials provide speech output of textbooks, instructional materials, lectures, or tests. Audio materials are typically audio only and do not necessarily display the text. Students may want to also utilize other formats in conjunction with audio materials. Audio materials can be produced in various formats, such as tape, CD, digital, etc. Although some audio materials can be played on a regular tape player, CD player, MP3 player, or computer, many require assistive technology to access. Audio materials that have been created as Accessible Instructional Materials (AIM) for students with disabilities usually require specialized hardware or software to access. Audio materials produced from DAISY or NIMAS files will be structured with a table of contents so they are navigable through a table of contents by chapters or pages. Students may use audio materials for instruction to supplement or substitute print, large print, or braille materials. Accommodation 1-J was previously labeled with the term, “Books on Tape"		I, N/A

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Guidance for Selecting Accommodation: Multi-Sensory Presentation Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
1-K: Descriptive/Captioned Video Descriptive video is a descriptive narration of key visual elements, making television programs, feature films, home videos, and other visual media accessible to people who are visually impaired. Key visual elements include actions, gestures, facial expressions, and scene changes. Inserted within the natural pauses in dialogue, audio descriptions of important visual details help to engage viewers with the story. Captioned videos are those that display the text of the audio portion of the video. Many books have been made into movies, giving students a visual and auditory way to access literature. Various media are often closed-captioned. Accommodation 1-K was previously labeled 1-L with the term "Video Tape and Descriptive Video "	Currently, no Maryland assessments incorporate video-taped stimulus materials. However, if video is used during instruction, students must have access to captioning and audio description, as appropriate. Current online assessments do not include video materials within the testing delivery platform system.	I, N/A

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Guidance for Selecting Accommodation: Multi-Sensory Presentation Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
1-L: Text to Speech Software for Verbatim Reading of Entire Test Text to speech is a software application that converts text to synthesized speech. The software allows for adjustable voice, speech, volume, and speed of the speech output. Text displayed can be enlarged and highlighted as it is read. Most text to speech software allows for reading and study skills support as well, such as voice/ sticky notes, study skill toolbars, notes extraction, word prediction, etc. Some will read web pages and other digital formats. Students with reading-related disabilities may need assistance accessing instructional or test content. Access for students with reading needs is typically provided through the presentation of print-based content in auditory form. A student who needs text to speech software has an identified reading disability, which includes issues with decoding, comprehension, or fluency. In determining the appropriateness of this accommodation, the following should be considered: • The IEP Team must use the results of any evaluation reports, which support the determination that the student's disability precludes or severely limits the student's ability to gain meaning from written language (decoding/word recognition).	Any text to speech software may be used for instruction, but the only text to speech software currently allowed and supported by the State for assessment is the Kurzweil™ 3000. In order for students to use the Kurzweil™ 3000 text to speech software for testing, students must have used this text to speech software in instruction and have had an opportunity to become familiar with the operation of the Kurzweil™ 3000 interface. Although a human reader is always permissible to deliver a verbatim reading accommodation, the State encourages the use of text to speech software on State assessments to promote standardization of the verbatim reading accommodation.	I, A*

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Guidance for Selecting Accommodation: Multi-Sensory Presentation Accommodations (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
1-L: Text to Speech Software for Verbatim Reading of Entire Test (continued) • The IEP Team should also determine if a learning disability in reading exists in the area of reading, which includes decoding, comprehension or fluency. • There is documentation of remedial reading services. • There is documentation of the student's current reading skills. • There is documentation of IEP goals related to reading development. • There is documentation of response to intervention model and outcomes such as the use of research or evidence-based interventions. • There is documentation of supplementary aids and/or services provided to the student to support reading instruction. When determining the need for this accommodation it is important to consider the purpose of the tests the student will be taking and the skills the test is intending to measure so that it can be determined how the accommodation might affect the results.[1] Accommodation 1-L was previously labeled 1-M with the term "Screen Reader for Verbatim Reading of the Entire Test"	Please note that the online audio tests are classified as 1-F because the computerized online test does not currently have text to speech functionality and simply provides an audio recording of a standardized reading by a human reader. For State assessments, Kurzweil™ CDs must be signed out, collected, and kept in a secure location as indicated in the TACM for each assessment.	I, A*
1-M: Text to Speech Software for Selected Sections of the Test Accommodation 1-M is the same as 1-L with the exception that the student uses the text to speech reader only for the particular words or sections of the test that the student wishes to have read to him or her. Accommodation 1-M was previously labeled 1-N with the term "Screen Reader for Verbatim Reading for Selected Sections of the Test"	If students are testing online or using the Kurzweil™ test version, the 1-M accommodation cannot be implemented because the student does not have sufficient control over which portions of the test are read aloud and therefore, the 1-G accommodation will need to be used.	I, N/A

* Use of the verbatim reading accommodation is permitted on all assessments as a standard accommodation, with the exception of the Maryland School Assessment (MSA) in Reading, grade 3 ONLY which assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a sub-score for standard 1, general reading processes

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Guidance for Selecting Accommodation: Multi-Sensory Presentation Accommodations (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
1-N: Screen Reading Software Screen readers are primarily used by blind students. A screen reader provides audio output for all information shown on a monitor. The software will provide audio output for desktops icons, keystrokes, menus, and text. Accommodation 1-P was previously labeled with the term "Screen Reader for Verbatim Reading of Selected Section of Test"	For current online assessments, screen reading software is not compatible with the online testing delivery platform system.	I, N/A
1-O: Visual Cues Visual cues may involve the use of body language (gestures/pointing) and/or pictures or symbols, that are used as reminders to stay on task and remain focused during classroom instruction, activities, assignments, and assessments. Visual cues may be beneficial for students who have difficulty with attention or behavior (student is beginning to engage in unwanted, impulsive, or off-task behavior). The visual cue accommodation can only relate to keeping the student on task by signaling the student to sit down or keep working. **The information below only applies to students who are deaf or hard of hearing.** Students who are deaf or hard of hearing need visual cues in the classroom. Teachers should keep their faces visble to the class when speaking, pass out printed materials before class, repeat questions asked by other students and summarize classroom discussion.	The visual cue cannot pertain to testing procedures that remind a student to answer all questions if the student has only completed some of the questions on an assignment or test, such as the test examiner pointing or gesturing to test item number 3 to encourage the student to select his or her answer choice.	I, A
1-P: Notes and Outlines Written notes may be taken by another student or adult and copied. A teacher could provide a print copy of instructions and assignments. Students may also be given a detailed outline of the material to be covered during the class period and an outline of material to be covered (syllabus) at the beginning of each grading period. Accommodation 1-P was previously labeled with the term "Notes and Outlines and Assessments"		I, N/A

Fact Sheet SWD-1 (continued)

Presentation Accommodations

Guidance for Selecting Accommodation: Multi-Sensory Presentation Accommodations (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
1-Q: Unique Unique accommodations not specifically mentioned above may be used for instruction. A unique accommodation may be proposed by the LAC, Section 504 staff, or Special Education staff. Accommodation 1-Q was previously labeled 1-R with the term "Other"	Unique accommodations used for State assessments must be approved by the MSDE Division of Accountability, Assessment and Data Systems and the MSDE Division of Special Education/Early Intervention Services or other appropriate State staff. The unique accommodation must be submitted to the MSDE by the LAC at least **six weeks** prior to testing to ensure a final MSDE response is received before testing begins. **Refer to Appendix D for the unique accommodation form.**	Determined on a case-by-case basis in consultation with the MSDE

Fact Sheet SWD-2

Response Accommodations

What are Response Accommodations?

Response accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer.

Who can Benefit from Response Accommodations?

Response accommodations can benefit students with physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization).

Accommodations Conditions

Notations in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:

1. Instruction: Use in Instruction (I)—the accommodation is applicable to instructional situations;

2. Assessment: Standard Administration (A)—the accommodation described is permitted for assessment and results in a standard administration of the assessment; or

3. Not Applicable (N/A)—the accommodation is not applicable to a testing situation.

Asterisks (*) are used to indicate restrictions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis. Each accommodation code will be listed with a number followed by a letter and then the title of the accommodation. For example, the listing for large print would be 1-A: Large Print.

Fact Sheet SWD-2 (continued)

Response Accommodations

Guidance for Selecting Accommodation: Response Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
2-A: Scribe A student may need a scribe if he or she has poor fine motor skills or is unable to use a writing instrument. In addition, students with disabilities that significantly impact the area of written expression or a physical disability that impedes motor process or writing may need a scribe. A scribe is someone who writes down what a student dictates by an assistive communication device, pointing, communication by the student via interpretation/transliteration (examples include American Sign Language, signed English, and Cued Speech), or speech. The scribe for a student should be someone who is familiar with the student's accent or means of expressive language and will recognize the words a student is saying without writing down unusual phonetic spellings.	Much skill is involved in being a scribe, a skill that requires extensive practice. A scribe may not edit or alter student work in any way, and must record word-for-word exactly what the student has dictated. Scribes must allow the student to review and edit what the scribe has written. Individuals who serve as scribes must assure that he or she knows the vocabulary involved and understands the boundaries of the assistance to be provided. The role of the scribe is to write what is dictated, no more and no less. During State assessments, a scribe accommodator may only administer the scribe accommodation to one student at a time during a test session. This accommodation must be administrated so that others students are not able to hear the accommodated student's response. **Refer to Appendix I for additional requirements and procedures for a scribe.** For students taking a paper test, the student dictates each response directly to the scribe who in turn records the response directly into the student's test book/answer sheet. For current online assessments, the scribe accommodation may be implemented in one of two ways, depending on which way best meets the needs of the particular student: (1) the scribe may write in the paper test book/answer sheet, or (2) the scribe may enter student responses directly into the computer using the online test. For both paper and online testing, a student may or may not require a scribe to mark/ select his or her selected response choices.	I, A

Fact Sheet SWD-2 (continued)

Response Accommodations

Guidance for Selecting Accommodation: Response Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
2-B: Augmentative Communication System and Speech-Generating Devices A student with severe communication difficulty may use an electronic device or low tech system such as a picture/word board designed to support or augment communication. This option allows a student who is not an independent oral communicator to convey information regarding class work and assessments. Augmentative and Alternative Communication (AAC) is a method of communication. It can consist of gestures, pictures, symbols, words, or a combination of all of these. It can range from simple picture communication symbols to a sophisticated computer system with voice output. Input can be done by pointing or using switches, voice recognition systems or eye gaze systems. The methods of AAC will vary and be personalized to meet the needs of the individual. Students with motor and/or writing difficulties may use speech to text software to produce written documents. This type of software translates oral speech into a typed document. Accommodation 2-B was previously labeled with the term “Speech to Text”	For State assessments, augmentative communication systems, speech generating devices/software and speech to text software are allowed only for indicating/producing the student’s responses. Spell/grammar checker, word prediction with topic specific dictionary functions, Internet and stored files functionalities must be turned off during State assessments. Currently, students who require responses to be transcribed into a regular test book/answer sheet or online must also have the 2-A accommodation indicated in his or her IEP. For current online assessments, augmentative communication systems, speech generating devices/software and speech to text software are not compatible with the online testing delivery platform system.	I, A

Fact Sheet SWD-2 (continued)

Response Accommodations

Guidance for Selecting Accommodation: Response Accommodations (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
2-C: Braillewriter A braillewriter is a device for writing braille. It can include a manual or electric braillewriter or a slate and stylus. The device prints in braille and does not have the option of editing or saving files.	A student who uses a braillewriter during State assessments must have his or her responses transcribed by a certified test examiner, or by a staff member working under the direct supervision of a certified test examiner exactly as the student entered his or her responses on the braillewriter. The student's responses must always be transcribed at the school level into the student's test book/answer sheet with a student ID label attached. After the student's responses have been transcribed, the memory of the braillewriter must be cleared. The original word-processed print-out must be returned to the test vendor with the non-scorable materials. For current online assessments, this accommodation does not apply.	I, A
2-D: Electronic Word Processors Students may use an electronic device to create written responses or for notetaking. This may include portable notetaking devices which are small, lightweight devices equipped with a typewriter-style keyboard for input that does not connect to the internet or provide access to the functions listed below: • Thesaurus • Dictionary • Word Prediction • Math Practice • Calendar Accommodation 2-D was previously labeled 2-E with the term "Electronic Note-takers and Word Processors"	For State assessments, spell/grammar checker, word prediction with topic specific dictionary functions, Internet and stored files functionalities must be turned off. A student who uses a word processor during State assessments must have his/her responses transcribed by a certified test examiner, or by a staff member working under the direct supervision of a certified test examiner exactly as the responses were entered in the word processor. The student's responses must always be transcribed at the school level into the student's test book/answer sheet with a preprinted student ID label attached. After the student's responses have been transcribed, the memory of the word processor must be cleared. The original word-processed print-out must be returned to the test vendor with the non-scorable materials. For current online assessments, students who require responses to be transcribed into a regular test book/answer sheet or online must also have the 2-A accommodation indicated in his or her IEP.	I, A

Fact Sheet SWD-2 (continued)

Response Accommodations

Guidance for Selecting Accommodation: Response Accommodations (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
2-E: Electronic Braille Notetakers Electronic braille notetakers can be used as a portable word processor. They usually have a braille keyboard for input and speech output. Many also have the option of output via a refreshable braille display. In addition to word processing, they may have options for spreadsheets, calendar functions, email, and internet access. Files can be printed in regular print by connecting to a regular printer or in braille via a braille embosser. This accommodation is written with a specific focus on students with visual impairments or blindness.	For State assessments, spell/grammar checker, Internet and stored files functionalities must be turned off. A student who uses an electronic braille notetaker during State assessments must have his/her responses transcribed by a certified test examiner, or by a staff member working under the direct supervision of a certified test examiner exactly as the responses were entered in the electronic braille notetaker. The student's responses must always be transcribed at the school level into the student's test book/answer sheet with a student ID label attached. After the student's responses have been transcribed, the memory of the electronic braille notetaker must be cleared. The original word-processed print-out must be returned to the test vendor with the non-scorable materials.	I, A
2-F: Recording Devices A student uses a recording device to record class work or test responses rather than writing on paper. Accommodation 2-F was previously labeled with the term "Tape Recorder"	For State assessments, a certified test examiner must transcribe the responses into a regular test book/answer sheet. A student who uses a recording device during State assessments must have his/her responses transcribed by a certified test examiner, or by a staff member working under the direct supervision of a certified test examiner exactly as the student recorded his/her responses into an electronic braille notetaker. The student's responses must always be transcribed at the school level into the student's test book/answer sheet. After the student's responses have been transcribed, the memory of the audio recording must be deleted. Students who require responses to be transcribed into a regular test book or online must also have the 2-A accommodation indicated in his or her IEP or 504 Plan.	I, A

Fact Sheet SWD-2 (continued)

Response Accommodations

Guidance for Selecting Accommodation: Materials or Devices Used to Solve or Organize Responses	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
2-G: Respond on Test Book This accommodation allows a student to write directly in a test book rather than on an answer sheet (e.g., scannable "bubble" sheet). Students who do not have much experience with test-taking (and filling in circles) or who have fine motor difficulties may need the option of writing their responses in another format. Accommodation 2-G was previously labeled with the term "Respond on test Booklet"	For State assessments, a certified test examiner, or a staff member working under the direct supervision of a certified test examiner, must transcribe the student's responses into a regular test book/answer sheet. This accommodation allows the test-taker to indicate responses directly in the test book and have a certified test examiner transfer the responses to the regular answer document after the student has completed the test. Many paper-based State assessments now include a combined test/answer book on which all students will record their responses. For students taking the MSA and/or MSA Science, those tests no longer have a separate answer document. Only HSA/ Mod-HSA has a separate answer sheet. This accommodation does not apply to online testing.	I, A

Fact Sheet SWD-2 (continued)

Response Accommodations

Guidance for Selecting Accommodation: Materials or Devices Used to Solve or Organize Responses (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
2-H: Monitor Test Response This accommodation is to ensure that the student is marking the answer for the problem the student intends to answer. For example, a student may accidentally put two answers for one problem on the same line or accidentally skip a question. Students who are able to use bubbled answer sheets may benefit from having an adult simply monitor the placement of their responses to ensure that they are actually responding to the intended question.	For State assessments, the test examiner or assigned accommodator monitors proper placement of student responses on a test book/ answer sheet. The test examiner or assigned accommodator cannot assist the student with changing a response to the correct answer. This accommodation does not apply to online testing.	I, A
2-J: Mathematics Tools and Calculation Devices If a student's disability affects mathematics calculation, reasoning, or access, a calculator or other mathematical tool may be needed. Some students may need to use mathematical tools such as a large print ruler, braille ruler, tactile compass, braille protractor. Sometimes other mathematical tools are needed by students with disabilities such as an abacus, Brannan Cubarithm, Math Window, arithmetic table, number chart, or manipulative. Calculation devices assist with computation. It is important to determine whether the use of a calculation device is a matter of convenience or a necessary accommodation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give students an opportunity to show regrouping. On the other hand, if students are learning problem solving skills that include subtraction (e.g., bargain shopping for items with a better value), the use of a calculation device may be a valid accommodation. Calculators may be adapted with large keys or voice output (talking calculators).	**Refer to the TACM for the specific calculators that can be used for specific assessments.** When testing online, some mathematics tools must be used within the online testing deliver platform system. Test Examiners must refer to the TACM or Examiner's Manual for each specific assessment to review information related to mathematics tools available online.	I, A

Fact Sheet SWD-2 (continued)

Response Accommodations

Guidance for Selecting Accommodation: Materials or Devices Used to Solve or Organize Responses (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
2-K: Spelling and Grammar Devices Students who have difficulty producing text due either to the speed with which they are able to enter keystrokes or who have difficulty with language recall may benefit from word prediction software. Word prediction software presents students with word options based on the partial input of characters and/or context. The use of a dictionary may be allowed on assignments that require an extended response or essay. Spelling and grammar can also be checked with pocket spellcheckers. Students may enter an approximate spelling and then see or hear the correct spelling or correct use of a word. Students who use a word processor may be allowed to use a built-in spelling/grammar device or other electronic spelling device.	For State assessments, spelling and grammar devices are not permitted to be used on the English High School Assessment. If a student is using a talking spelling or grammar device, then the student must use headphones or be tested individually. For current online assessments, spelling and grammar devices used by students must be in the form of a handheld device.	I, A
2-L: Visual Organizers Visual organizers include graph paper, highlighters, line guides, colored overlays, place markers, scratch paper, reading windows, writing guide, or highlighter. A visual organizer is a way for a student to maintain his/her focus on specific sections of the assessment or the response area. A visual organizer can be thought of as a physical guide to help students focus on test items or responses. A visual organizer is not a graphic organizer. Visual organizers may also be beneficial for students who have difficulty with the acquisition, retrieval, memory, or organization of learning, and therefore the student's specially designed instruction and accommodations include memory, organization, retrieval, or acquisition strategies or devices. The use of these strategies and guides for assessment shall be student initiated and not teacher initiated.	Students may not be allowed to write in books that are owned by the school. Photocopying parts of written text allows a student to use a highlighter and write in the margins. For State assessments, photocopying of secure test materials requires approval by the MSDE and must be done under the supervision of the LAC. Photocopied materials must be securely destroyed under the supervision of the LAC. Use of highlighters may be limited on certain machine-scored test forms, as highlighting may obscure test responses. Refer to the TACM for each test or consult with the LAC before allowing the use of highlighters on any State assessment.	I, A

Fact Sheet SWD-2 (continued)

Response Accommodations

Guidance for Selecting Accommodation: Materials or Devices Used to Solve or Organize Responses (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
2-M: Graphic Organizers Graphic organizers help students arrange information into patterns in order to organize their work and stay focused on the content. Graphic organizers are especially helpful for writing reports and essays, sequencing information, recalling or retrieving information. Semantic mapping software is now available to enable students to understand a narrative story or writing elements through graphics. Graphic Organizers are visual representations of a text or a topic. Organizers provide steps or frames for students to identify pertinent facts, to organize information, and to record relationships between facts and ideas within a learning task. Organizers offer an entry point into complex material for visual learners to increase comprehension and retention. Graphic organizers have many names including visual maps, mind mapping, knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams. The purpose is to aid memory/retrieval when higher thought processes are involved (e.g., retrieval cues to make a data instrument, such as a box and whisker plot, on a graphing calculator in a data problem that requires answering questions around central tendency). The cues used should be dependent on prior content knowledge or prior calculator use and should not be a teaching tool, but a retrieving accommodation.	For State assessments, graphic organizers must be in the form of a hand-out for a particular student's use only; it may not be accessible to other students. Graphic organizers must be generic without labels, cues, or instructions. When students test online, only hard copy graphic organizers may be used since the online testing delivery platform system does not provide electronic graphic organizers.	I, A
2-N: Computer Access Tools/Devices/Software Computer access tools provide students with input to a computer. This includes: large print keyboard labels, adaptive keyboard, adaptive mouse, mouth or headstick, switches, or other pointing devices, built-in accessibility options, trackball, touch screen, and refreshable braille display.	For State assessments, these tools are not necessary for a paper based test. For current online assessments, only tools/devices that do not require a connection to the computer can be used as long as the tools/devices are allowed during State assessments. Use of other software tools and devices are not compatible with the current online testing delivery platform system.	I, A

Fact Sheet SWD-2 (continued)

Response Accommodations

Guidance for Selecting Accommodation: Materials or Devices Used to Solve or Organize Responses (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
2-O: Writing Tools/Implements Writing tools may be used by students with fine motor difficulties. These tools include adaptive paper, slant board or other writing tools that have been adapted for the student. This option may increase a student's independence and reduce the need for a trained scribe.	These tools may be used during State assessments.	I, A
Other Response Accommodations		
2-P: Unique Unique accommodations not specifically mentioned above may be used for instruction. A unique accommodation may be proposed by the LAC, Section 504 staff, or Special Education staff. Accommodation 2-P was previously labeled 2-O and with the term, "Other"	Unique accommodations used for State assessments must be approved by the MSDE Division of Accountability, Assessment and Data Systems and the MSDE Division of Special Education/Early Intervention Services or other appropriate State staff. The unique accommodation must be submitted to the MSDE by the LAC at least **six weeks** prior to testing to ensure a final MSDE response is received before testing begins. **Refer to Appendix D for the unique accommodation form.**	Determined on a case-by-case basis in consultation with the MSDE

Fact Sheet SWD-3

Timing and Scheduling Accommodations

What are Timing and Scheduling Accommodations?

Timing and scheduling accommodations change the allowable length of time to complete assignments, tests, and activities, and may also change the way the time is organized. Timing accommodations give students the time and the breaks they need to complete activities, assignments, and tests. Other changes may include the particular time of day, day of the week, or number of days over which a particular activity, assignment, or test takes place.

Who can Benefit from Timing and Scheduling Accommodations?

Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio tape, scribe).

Students who cannot concentrate continuously for an extended period or who become frustrated or stressed easily may need frequent or extended relaxation breaks. It may also help to schedule classes and tests that require the greatest concentration in the morning for students who have difficulty concentrating and staying on task as the day progresses. Scheduling changes might also be helpful for students on medications that affect their ability to stay alert, or who have more productive times of the day.

Some students with health-related disabilities may have functioning levels that vary during the day because of the effects of medications or diminishing energy levels. For example, blood sugar levels may need to be maintained by eating several times a day at prescribed times. These students could be accommodated by scheduling tests and activities around the eating schedule, or by allowing food to be taken to the classroom or testing site. Students who fatigue easily may need to take some academic classes and tests before rather than after a physical education class or recess, or may need to reduce physical activity.

Fact Sheet SWD-3 (continued)

Accommodations Conditions

Notations in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:

1. Instruction: Use in Instruction (I)—the accommodation is applicable to instructional situations;

2. Assessment: Standard Administration (A)—the accommodation described is permitted for assessment and results in a standard administration of the assessment; or

3. Not Applicable (N/A)—the accommodation is not applicable to a testing situation.

Asterisks (*) are used to indicate restrictions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis. Each accommodation code will be listed with a number followed by a letter and then the title of the accommodation. For example, the listing for large print would be 1-A: Large Print.

Fact Sheet SWD-3 (continued)

Timing and Scheduling Accommodations

Guidance for Selecting Accommodation: Timing and Scheduling Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
3-A: Extended Time Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed by a student to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio recorder, scribe). Extended time may require a student's IEP or 504 Team to determine a fairly specific amount of extra time to complete assignments, projects, and tests. For example, a particular student may customarily receive time and one half. This means that a student is allowed 90 minutes to take a test that normally has a 60-minute limit. Decisions regarding extended time must be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of assignments, tests, and activities. Usually "unlimited" time is not appropriate or feasible. Sometimes students who request extended time end up not needing it because of the reduction in anxiety just knowing that plenty of time is available. Students who have too much time may lose interest and motivation to do their best work. Teachers and test examiners must make certain that the extended time accommodation is selected when other accommodations such as human reader, text to speech software, or scribe which may increase the time needed for the student to respond are chosen.	Extended time is used for each session/part of an administrated test. The extended time accommodation must be given in one continuous block of time. The student with extended time cannot be told to close the book at the end of the standard session testing time and then be brought back to that session at a later time to complete the extended time accommodation. Special attention must be considered when arranging testing groups to ensure that students without the extended time accommodation do not receive more than the specified testing time stated in the Examiner's Manual for each assessment. Test examiners may not extend a single session/part of a test over multiple days. If a student is unable to complete multiple test sessions/parts in one day due to the amount of extended time required, then the multiple day accommodation may be appropriate for the student. Each student's IEP or 504 Plan must document the amount of extended time typically required for assessments. IEP or 504 Teams should determine the routine for providing extended time to students. If a student's IEP or 504 Plan does not specify the amount of extended time given to a student during an assessment, then the test examiner should work with the school test coordinator to ensure that parameters are established ahead of testing. For example, once the student closes the test book, this is the test examiner's cue that the student has completed the session. When administering the extended time during State assessments it is imperative for the school test coordinator to carefully plan ahead of time in order to be prepared to administer the assessment. **Refer to Appendix K: Guidance for Selection, Training and Administering the Extended Time Accommodation for additional information regarding the 3-A accommodation.**	I, A

Fact Sheet SWD-3 (continued)

Timing and Scheduling Accommodations

Guidance for Selecting Accommodation: Timing and Scheduling Accommodations (continued)	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
3-B: Multiple or Frequent Breaks A student may require breaks to be taken during assignments, test or activities for various reasons when needed. Breaks are allowed and may be given at predetermined intervals or after completion of assignments, tests, or activities.	Sometimes test books are divided into shorter sections so that students can take a break between sections of a test (sometimes referred to as "short segment test book"). If the length of a break is predetermined, a timer might be used to signal the end of the break. Breaks during testing must be supervised in order to maintain test security.	I, A
3-C: Change Schedule or Order of Activities — Extend Over Multiple Days If possible, schedule tests and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. Students are allowed to complete activities and take tests over multiple days – completing a portion each day. This is usually done to reduce fatigue.	When implementing this accommodation for testing, test examiners, school test coordinators, and LACs must take appropriate precautions to ensure that security of test items is not compromised and that students are not permitted to return to a test session/part which was completed on a previous day. State assessments are usually comprised of several blocks of items called "sessions or parts." If a test extends over multiple days, the student is not allowed to extend a single session over multiple days. The test, therefore, must be distributed such that any given session is completed within one day. Accommodation 3-C is not permitted for the High School Assessments unless justified in writing by the school and specifically approved by both the Local School System and the MSDE. **Refer to Tool SWD-7 in Section 6 for more information.**	I, A
3-D: Change Schedule or Order of Activities — Within One Day If possible, schedule tests and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. When implementing this accommodation for testing, test examiners, STCs, and LACs must take appropriate precautions to ensure that security of test items is not compromised, and that students are not permitted to return to a test session/part which was completed during a previous portion of the testing day.	Students who require accommodation 3-D must take the paper and pencil test edition, as this accommodation is not feasible using the current online test delivery platform system.	I, A

Timing and Scheduling Accommodations

Other Timing and Scheduling Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
3-E: Unique Unique accommodations not specifically mentioned above may be used for instruction. A unique accommodation may be proposed by the LAC, Section 504 staff, or Special Education staff. Accommodation 3-E was previously labeled with the term "Other"	Unique accommodations used for State assessments must be approved by the MSDE Division of Accountability, Assessment and Data Systems and the MSDE Division of Special Education/Early Intervention Services or other appropriate State staff. The unique accommodation must be submitted to the MSDE by the LAC at least **six weeks** prior to testing to ensure a final MSDE response is received before testing begins. **Refer to Appendix D for the unique accommodation form.**	Determined on a case-by-case basis in consultation with the MSDE

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Fact Sheet SWD-4

Setting Accommodations

What are Setting Accommodations?

Setting accommodations change the location in which a student receives instruction or participates in an assessment, or the conditions of an instructional or assessment setting. Students may be allowed to sit in a different location than the majority of students in order to reduce distractions to themselves or others, or to increase physical access or access to special equipment. Some students may need changes in the conditions of an instructional setting. Every instructional and assessment setting should have good lighting and ventilation, with a comfortable room temperature, and should be as free as possible from noise, traffic, and other interruptions. Chairs should be comfortable and tables at an appropriate height with sufficient room for materials. Staff should check that all needed materials and equipment are available and in good condition.

Who can Benefit from Setting Accommodations?

Changes in instructional and assessment locations can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Changes in location also benefit students who receive accommodations (e.g., reader, scribe, frequent breaks) that might distract other students. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.

Accommodations Conditions

Notations in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:

1. Instruction: Use in Instruction (I)—the accommodation is applicable to instructional situations;
2. Assessment: Standard Administration (A)—the accommodation described is permitted for assessment and results in a standard administration of the assessment; or
3. Not Applicable (N/A)—the accommodation is not applicable to a testing situation.

Asterisks (*) are used to indicate restrictions on the use of the accommodation for particular assessments (see footnotes for explanations for each assessment impacted).

Accommodations Codes

Each accommodation is assigned a code for use in data capture and analysis. Each accommodation code will be listed with a number followed by a letter and then the title of the accommodation. For example, the listing for large print would be 1-A: Large Print.

Fact Sheet SWD-4 (continued)

Setting Accommodations

Guidance for Selecting Accommodation: Setting Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
4-A: Reduce Distractions to the Student A setting accommodation to reduce distractions would allow a student to do individual work or take tests in a different location, usually in a place with few or no other students. Changes may also be made to a student's location within a room. For example, a student who is easily distracted may not want to sit near windows, doors, or pencil sharpeners. Sitting near the teacher's desk or in the front of a classroom may be helpful for some students. Sitting close to the speaker and away from background noises may be helpful. Physically enclosed classrooms (classrooms with four walls) may be more appropriate than open classrooms, and study carrels might also be helpful for students who are easily distracted. Some students concentrate best while wearing noise buffers such as earphones, earplugs, or headphones.		I, A
4-B: Reduce Distractions to Other Students A setting accommodation must be considered for students receiving verbatim reading by a human reader, scribe, or other accommodations that may distract other students in the classroom or testing situation.		I, A

Setting Accommodations

Guidance for Selecting Accommodation: Setting Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
4-C: Change Location to Increase Physical Access or to Use Special Equipment — Within School Building Occasionally a setting might be changed to increase physical access for a student. For example, a student who uses a wheelchair with a specially designed tabletop and assistive technology may not have adequate space in an auditorium with theater seating. Some students may need equipment that requires specific locations for learning and assessment. For example, a student who uses a computer for word processing might need to complete assignments and take tests in a computer lab. A student who uses large print materials may need to sit at a table rather than at a desk with a small surface area. Another student might benefit from a standing work station. Keep aisles clear, and do not leave doors or cupboards half-open to increase access for students with visual or physical disabilities. Provide space for a service animal, and explain to other students that the service animal is working and should be ignored. Make sure the school is accessible for students with mobility impairments. Students should have access to the building, cafeteria, classrooms, media center, restrooms, and playground. In essence, they should be able to access any room or space on the school grounds that are used by students in general. Some students may need to receive educational services and participate in assessments in home or hospital settings.		I, A
4-D: Change Location to Increase Physical Access or to Use Special Equipment — Outside School Building Occasionally a setting might be changed to increase physical access for a student. For example, a student who uses a wheelchair with a specially designed tabletop and assistive technology may not have adequate space in an auditorium with theater seating. Some students may need equipment that requires specific locations for learning and assessments.	Some students may need to receive educational services and participate in assessments in home hospital or other approved setting approved by the LAC. Contact your LAC for additional guidance regarding administering an assessment in an alternate setting outside of a school building. Contact your LAC for additional guidance regarding testing a student online in an alternate setting outside of a school building.	I, A

Fact Sheet SWD-4 (continued)

Setting Accommodations

Guidance for Selecting Accommodation: Other Setting Accommodations	Administration Directions/ Requirements	Conditions for Use In Instruction and Assessment
4-E: Unique Unique accommodations not specifically mentioned above may be used for instruction. A unique accommodation may be proposed by the LAC, Section 504 staff, or Special Education staff. Accommodation 4-E was previously labeled with term "Other"	Unique accommodations used for State assessments must be approved by the MSDE Division of Accountability, Assessment and Data Systems and the MSDE Division of Special Education/Early Intervention Services or other appropriate State staff. The unique accommodation must be submitted to the MSDE by the LAC at least **six weeks** prior to testing to ensure a final MSDE response is received before testing begins. **Refer to Appendix D for the unique accommodation form.**	Determined on a case-by-case basis in consultation with the MSDE

Fact Sheet SWD-5

Examples of Accommodations Based on Student Characteristics

The accommodations to consider for instruction and assessment listed below are examples of accommodations based on certain student characteristics and are not considered a finite list or the only accommodation(s) that may be used.

STUDENT CHARACTERISTICS: BLIND		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	• Braille • Tactile graphics • Human reader • Audio recording materials • Screen reader • Braille notes, outlines and instructions • Descriptive video	• Braille • Tactile graphics • Human reader
Response	• Verbalize response to a scribe • Verbalize or use a word processor • Use a braillewriter • Use an electronic braille notetaker • Use a recording device • Use mathematics tools and calculation devices • Use computer access tools/devices/software	• Verbalize response to a scribe • Verbalize or use a word processor • Use a braillewriter • Use an electronic braille notetaker • Use a recording device • Use mathematics tools and calculation devices
Setting	• Change location so student does not distract others or is not distracted by others • Change location to increase physical access • Change location to access special equipment	• Change location so student does not distract others or is not distracted by others • Change location to increase physical access • Change location to access special equipment
Timing and Scheduling	• Extended time	• Extended time

Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTICS: LOW VISION		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	• Large Print • Magnification devices • Human reader • Audio materials • Text to speech software • Large Print notes, outlines and instructions • Descriptive video • Use mathematics tools and calculation devices	• Large Print • Magnification devices • Human reader • Text to speech software • Use mathematics tools and calculation devices
Response	• Verbalize response to a scribe • Verbalize or use word processor • Recording devices • Use mathematics tools and calculation devices • Use computer access tools/devices/software	• Verbalize response to a scribe • Verbalize or use word processor • Recording devices • Use mathematics tools and calculation devices
Setting	• Change location so student does not distract others or is not distracted by others • Change location to increase physical access • Change location to access special equipment	• Change location so student does not distract others or is not distracted by others • Change location to increase physical access • Change location to access special equipment
Timing and Scheduling	• Extended time	• Extended time

Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTICS: DIFFICULTY HEARING		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	• Interpretation/transliteration (Give Interpreter instructional materials in advance) • Audio amplification devices • Visual cues • Written notes, outlines and instructions • Descriptive/captioned video • Use of gestures (e.g., point to materials)	• Interpretation/transliteration (Give Interpreter instructional materials in advance) • Audio amplification devices
Response	• Verbalize response to scribe or interpreter/ transliterator • Use spelling and grammar devices • Use visual organizers • Use graphic organizers • Use a word processor	• Verbalize response to scribe or interpreter/ transliterator • Use spelling and grammar devices • Use visual organizers • Use graphic organizers • Use a word processor
Setting	• Change location to reduce distractions • Change location so student does not distract others or is not distracted by others • Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish) • Change location to access special equipment	• Change location to reduce distractions • Change location so student does not distract others or is not distracted by others • Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish) • Change location to access special equipment
Timing and Scheduling	• Extended time	• Extended time

Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTICS: WEAK MANUAL DEXTERITY; DIFFICULTY WITH PENCIL; DIFFICULTY TYPING ON STANDARD KEYBOARD		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Response	• Verbalize response to a scribe • Verbalize or use word processor • Record audio of response • Use assistive technology tools (thick pencil or pencil grip) • Use written notes, outlines, instructions • Use computer access tool/devices/software	• Verbalize response to a scribe • Verbalize or use word processor • Record audio of response • Use assistive technology tools (thick pencil or pencil grip)
STUDENT CHARACTERISTICS: DIFFICULTY COMMUNICATING WITH OTHERS		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	• Text to speech software	• Text to speech software
Response	• Use computer access tool/devices/software • Use augmentative communication system • Use speech generating devices • Use picture communication symbols, signs or boards	• Use computer access tool/devices/software • Use augmentative communication system • Use speech generating devices • Use picture communication symbols, signs or boards
Setting	• Change location to increase physical access • Change location to access special equipment	• Change location to increase physical access • Change location to access special equipment
Timing and Scheduling	• Extended time	• Extended time

Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTICS: DIFFICULTY WITH DECODING, COMPREHENSION OR FLUENCY		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	• Human reader • Audio materials • Text to speech software • Use written notes, outlines, and instructions	• Human reader • Text to speech software
Setting	• Change in location so student does not distract others or is not distracted by others • Change location to increase physical access • Change location to access special equipment	• Change in location so student does not distract others or is not distracted by others • Change location to increase physical access • Change location to access special equipment
Timing and Scheduling	• Extended time	• Extended time

STUDENT CHARACTERISTICS: DIFFICULTY WITH WRITING OR SPELLING		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Response	• Verbalize response to a scribe • Verbalize or use word processor • Verbalize into a recording device • Use spelling and grammar assistive technology devices (e.g., electronic speller, spell check on computer) • Use writing tools • Use written notes, outlines, and instructions	• Verbalize response to a scribe • Verbalize or use word processor • Verbalize into a recording device • Use spelling and grammar assistive technology devices (e.g., electronic speller, spell check on computer) • Use writing tools
Setting	• Change in location so student does not distract others • Change location to access special equipment	• Change in location so student does not distract others • Change location to access special equipment
Timing and Scheduling	• Extended time	• Extended time

Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTICS: DIFFICULTY WITH MATHEMATICS CALCULATION/ REASONING		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Response	• Use calculation devices • Use mathematics tools • Use manipulatives • Use visual organizers • Use graphic organizers • Use mathematics tables and formula sheets	• Use calculation devices • Use mathematics tools • Use manipulatives • Use visual organizers • Use graphic organizers
Setting	• Change in location so student does not distract others or is distracted by others	• Change in location so student does not distract others or is distracted by others
Timing and Scheduling	• Extended time	• Extended time

STUDENT CHARACTERISTICS: DIFFICULTY WITH GROSS OR FINE MOTOR SKILLS		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Response	• Verbalize response to a scribe • Verbalize or use a word processor • Verbalize into a audio recording • Write in test book instead of on an answer sheet for tests with separate test books and answer sheets • Use augmentative technology devices for single or multiple messages • Use written notes, outlines, and instructions	• Verbalize response to a scribe • Verbalize or use a word processor • Verbalize into a audio recording • Write in test book instead of on an answer sheet for tests with separate test books and answer sheets • Use augmentative technology devices for single or multiple messages
Setting	• Change in location so student does not distract others or is not distracted by others • Change location to increase physical access • Change location to access special equipment	• Change in location so student does not distract others or is not distracted by others • Change location to increase physical access • Change location to access special equipment
Timing and Scheduling	• Extended time • Multiple or frequent breaks	• Extended time • Multiple or frequent breaks

Fact Sheet SWD-5 (continued)

Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTICS: EXECUTIVE FUNCTIONING; ORGANIZATION; EASILY DISTRACTED; SHORT ATTENTION SPAN		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	• Audio materials	
Response	• Verbalize response to a scribe • Verbalize or use a word processor • Verbalize into a recording device • Write in test book • Monitor placement of student responses on answer sheets • Use visual organizers • Use graphic organizers • Highlight • Student repeats and explain directions to check for understanding • Use graph paper to keep numbers in proper columns	• Verbalize response to a scribe • Verbalize or use a word processor • Verbalize into a recording device • Write in test book • Monitor placement of student responses on answer sheets • Use visual organizers • Use graphic organizers • Highlight • Student repeats and explain directions to check for understanding • Use graph paper to keep numbers in proper columns
Setting	• Sit in front of room • Change in location to reduce distractions to other students	• Sit in front of room • Change in location to reduce distractions to other students
Timing and Scheduling	• Use short segment test book (when available) • Multiple or frequent breaks • Schedule tests at best time for student • Visual cues • Change in testing schedule, order of subtests, length of assignments • Limit reading periods • Extended time	• Use short segment test book (when available) • Multiple or frequent breaks • Schedule tests at best time for student • Visual cues • Change in testing schedule, order of subtests, length of assignments • Limit reading periods • Extended time

Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTICS: EMOTIONAL/BEHAVIORAL DISORDERS		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Response	• Verbalize or use word processor • Verbalize into a recording device	• Verbalize or use word processor • Verbalize into a recording device
Setting	• Change location so student does not distract others or distracted by others • Change location to increase physical access • Change location to access special equipment	• Change location so student does not distract others or distracted by others • Change location to increase physical access • Change location to access special equipment
Timing and Scheduling	• Multiple or frequent breaks • Extended time	• Multiple or frequent breaks • Extended time

Fact Sheet SWD-6

Dos and Don'ts When Selecting Accommodations

Do…make accommodation decisions based on individualized needs.	Don't…make decisions about instructional and assessment accommodations alone.
Do…select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.	Don't…make accommodations decisions based on whatever is "easiest" to do (e.g., preferential seating).
Do…make sure to document instructional and assessment accommodation(s) on the IEP or 504 Plan.	Don't…select accommodations that are unrelated to documented student learning needs or are intended to give students an unfair advantage.
Do…be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.	Don't…use an accommodation that has not been documented on the IEP or 504 Plan.
Do…be specific about the "Where, When, Who, and How" accommodations will be provided.	Don't… assume all instructional accommodations are appropriate for use on assessments.
Do…refer to state accommodations policies and understand implications of selections.	Don't…just indicate an accommodation(s) will be provided "as appropriate" or "as necessary."
Do…evaluate accommodations used by the student.	Don't…check every accommodation possible on a checklist simply to be "safe."
Do…get input about accommodations from teachers, parents, and students, and use to make decisions at IEP or 504 Plan meetings.	Don't…assume that the same accommodations remain appropriate year after year.
Do…provide accommodations for assessments that are routinely used for classroom instruction.	Don't…provide an assessment accommodation for the first time on the day of a test.
Do…select accommodations based on specific individual needs in each content area.	Don't…assume certain accommodations, such as extra time, are appropriate for every student in every content area.

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Fact Sheet SWD-7

Rules for Administering Specific Accommodations

The following rules must be used to guide the administration of commonly used assessment accommodations. Questions or concerns about the application of these rules must be brought to the attention of the LAC, who will consult with the MSDE, to provide necessary clarification in unusual circumstances.

Presentation Accommodations

Verbatim Reading by a Human Reader

Human readers must ensure that all students understand what is expected of them, when reading test directions aloud. Students must have an opportunity to ask questions and understand how to mark their answers before they begin taking the test. Human readers must be prepared to answer questions about item format, scoring rules, and timing. However, human readers must not answer questions about specific test items. When reading test items aloud, test readers must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices. Human readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word-for-word, exactly as written. Human readers may not clarify, elaborate, or provide assistance to students.

Refer to Appendix J for additional requirements and procedures for providing the verbatim reading accommodation. In addition, human readers must refer to the Verbatim Reading Style Guide, which is posted in the LAC and STC folders on DocuShare in each assessment folder.

Large Print

If a student needs a Large Print test edition, the appropriate materials must be ordered in a timely manner that allows them to be available for the test. Practice test materials may be created in Large Print versions at the local school or school system. After a student completes a Large Print edition of a test, a certified test examiner, or someone working under the direct supervision of a certified test examiner, must transcribe the student's answers verbatim onto a test book/answer sheet.

Braille

If a student needs a braille test edition, the appropriate materials must be ordered in a timely manner that allows them to be available for the test. Check to see if practice tests are available in braille. After a student completes a braille edition of a test, a certified test examiner, or someone working under the direct supervision of an eligible test examiner, must transcribe the student's answers verbatim onto a test book/answer sheet.

Interpretation/Transliteration for the Deaf or Hard of Hearing

A student's teacher should not serve as the interpreter/transliterator in a testing situation unless a second person is present to monitor for quality and fairness. If allowed to interpret/transliterate test items and prompts, interpreters/transliterators must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items. Graphic materials may be described but should also be available in print or tactile formats. A standard video presentation of a test using American Sign Language, signed English, Cued Speech, or oral transliteration may be used to increase quality, consistency, pacing, and accuracy. Interpreter/transliterator services must be arranged prior to test day with substitutes available.

Audio Recording for Verbatim Reading

Test examiners must monitor student movement through audio versions to make sure the student maintains the appropriate place in the test and the audio version is playing properly.

Response Accommodations

Writing in Test Book

This accommodation allows the test-taker to indicate responses directly in the test book and have a certified test examiner,or someone working under the direct supervision of a certified test examiner, transfer the responses to the standard answer document after the student has completed the test. Many paper-based State test forms now provide for students to record their answers directly in a combined Test/Answer Book.

Dictation to Scribe

Scribes may be provided for students with verified disabilities that significantly impact the area of written expression or a physical disability that impedes motor process or writing. Scribes must be impartial and experienced in transcription. Scribes must write exactly what the student dictates. Scribes must not affect the outcome of a test in any way. Scribes are not allowed to elaborate on what is being written. They cannot answer or explain anything to the student during testing and must be careful not to give "hints" of any type. Scribes should request clarification from the students about the use of capitalization, punctuation, and the spelling of key words, and must allow the student to review and edit what the scribe has written.

Refer to Appendix I for additional requirements and procedures for a scribe.

Timing and Scheduling Accommodations

Provide Extended Time

Timed tests usually require students to request a fairly specific amount of extra time. A common extension is time and one half. (This means that for a test that normally takes 60 minutes, a student may be allowed 90 minutes.) However, decisions as to how much extended time is provided must be made on a case-by-case basis for each individual student, not for any category of students as a group, keeping in mind the type of accommodations being provided, the disability involved, and the type of test. For example, if a human reader or scribe is used, double time may be appropriate. Usually “unlimited” time is not appropriate or feasible.

Refer to Appendix K for additional guidance when providing the extended time accommodation.

Setting Accommodations

Supervised Test Locations

It may be difficult to find testing locations that are private and free of distractions, especially when many students in a building are tested at the same time. Each student tested in a private location must be under the supervision of a certified test examiner and each accommodator and test examiner must have clear instructions and training on the appropriate test administration procedures. These requirements apply to students tested in all locations—whether it be in the school building, at home, or in a hospital, residential, or other alternative setting.

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Section 6: Accommodations Tools for Students with Disabilities

Tool SWD-1

Access Needs That May Require Accommodations

Directions: Use these questions to identify various types of Presentation, Response, Timing/Scheduling, and/or Setting accommodations for students with disabilities. The list is not exhaustive—its purpose is to prompt members of IEP Teams to consider a wide range of accommodation needs. Use the list in planning by indicating **Y** *(Yes)*, **N** *(No)*, or **DK/NA** *(Don't Know or Not Applicable)*.

Presentation Accommodations	**Y**	**N**	**DK/NA**
1. Does the student have a visual impairment that requires magnification devices, large print, or braille materials?	❑	❑	❑
2. Is the student able to read and understand directions?	❑	❑	❑
3. Can the student follow oral directions from an adult or audio materials?	❑	❑	❑
4. Does the student need directions repeated frequently?	❑	❑	❑
5. Are assistive technology devices indicated on the student's IEP?	❑	❑	❑
6. Has the student been identified as having a reading disability?	❑	❑	❑
7. Does the student have issues with decoding, comprehension or fluency that may require the reading of tests or sections of tests in order to demonstrate knowledge of subject areas?	❑	❑	❑
8. Does the student have a hearing impairment that requires an interpreter/ transliterator to sign interpret/transliterate directions and/or entire test?	❑	❑	❑
9. Does the student have a hearing impairment and need an audio amplification device?	❑	❑	❑
Response Accommodations			
10. Does the student have a disability that affects the ability to record his or her responses in the standard manner such as using a pencil or writing instruments and need a scribe?	❑	❑	❑
11. Does the student have difficulty communicating and need an augmentative communication system or speech generating device?	❑	❑	❑
12. Does the student read braille and use braille for writing?	❑	❑	❑
13. Does the student have difficulty tracking from one page to another and maintaining his or her place?	❑	❑	❑
14. Does the student use a word processor to complete school work/ homework assignments?	❑	❑	❑
15. Does the student have difficulty with mathematical calculation or reasoning and need access to mathematical tools?	❑	❑	❑
16. Does the student use a recording device to complete assignments or tests?	❑	❑	❑
17. Does the student have a disability that affects his/her ability to spell?	❑	❑	❑

Access Needs That May Require Accommodations

Response Accommodations	Y	N	DK/NA
18. Does the student have a visual or motor disability that affects his/her ability to perform mathematics computations?	❑	❑	❑
Timing and Scheduling Accommodations			
19. Can the student work continuously for the length of time allocated for standard test administration?	❑	❑	❑
20. Does the student use other accommodations or adaptive equipment which require more time to complete test items (e.g., braille, scribe, use of head pointer to type)?	❑	❑	❑
21. Does the student tire easily due to health impairments?	❑	❑	❑
22. Does the student have a visual impairment that causes eyestrain and requires frequent breaks?	❑	❑	❑
23. Does the student have a learning disability that affects the rate at which he/she processes written information?	❑	❑	❑
24. Does the student have a motor disability that affects the rate at which he/she writes responses?	❑	❑	❑
25. Does the student take any type of medication that affects performance?	❑	❑	❑
26. Does the student's attention span and/or distractibility require shorter working periods and frequent breaks?	❑	❑	❑
Setting Accommodations			
27. Do others easily distract the student and/or does he/she have difficulty remaining on task?	❑	❑	❑
28. Does the student require any specialized equipment or other accommodations that may be distracting to others?	❑	❑	❑
29. Does the student have visual or auditory impairments that require special lighting or acoustics?	❑	❑	❑
30. Can the student focus on his/her own work in a setting with large groups of other students?	❑	❑	❑
31. Does the student exhibit behaviors that may disrupt the attention of other students?	❑	❑	❑
32. Do any physical accommodations need to be made for the student in the classroom?	❑	❑	❑

Tool SWD-2

Accommodations from the Student's Perspective

Use this form to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used however, make sure that the student understands the concept of an "accommodation," providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

1. Think about all the classes you are taking now, which is your best class?

2. Explain what you do well in this class.

The things you said you can do well above are your strengths. For example, you may have mentioned reading, writing, listening, doing work in groups, working alone, drawing, or doing your homework as some things you can do well. Also, if you said, for example, you really like the subject, have a good memory, and you work hard in class, these are also examples of your strengths.

3. Now ask yourself, what class is hardest?

4. What's the hardest part of this class for you?

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, reading the book, taking tests, listening, staying in the seat, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

5. In the "Classes" box below, write down all of the classes you are taking now. Then look at a list of accommodations. Next to each class, write down what accommodation(s) you think might be helpful for you.

Classes	Accommodations

Tool SWD-3

Assessment Accommodations Plan

Case Manager _____

Name _____ Special Education Teacher _____

Date of Assessment _____ Year _____ Building/School _____

Name of Assessment _____ General Education Teacher _____

Is the student a SWD and also an English learner? ❑ Yes ❑ No

Assessment accommodations student needs for this assessment and date arranged: Date

1. _____ _____

2 _____ _____

3. _____ _____

4. _____ _____

Comments: _____

_____

Person responsible for arranging accommodations and due date: Date

1. _____ _____

2 _____ _____

3. _____ _____

4. _____ _____

Comments: _____

_____

Room Assignment for Assessment: _____

Planners for this process (signatures): _____

_____

Tool SWD-4

Assessment Accommodations Agreement

Here is an example of a form a student could carry on test day. This type of form puts the student in charge (building self advocacy skills) and sets the expectation that, with these accommodations, the student can demonstrate his or her knowledge on the test. Some accommodations (e.g., special test editions) need to be arranged long before test day, but should still be included on this list to make sure the student receives the correct test book. A similar form could be carried to class to remind teachers about daily accommodations. Different schools, teachers, and students might format these statements differently. The student should present the list of necessary accommodations to the test administrator or teacher. This experience is particularly important for students with disabilities who intend to pursue a postsecondary education.

I, _____

(Student's Name)

need the following accommodations to take this test:

If you need more information about these accommodations, you can talk to:

_____

(Name of Special Education teacher, parent, principal, and/or related service provider)

Thank you for helping me to do my best on this test!

_____ _____

(Student Signature) (Date)

_____ _____

(Parent/Guardian Signature) (Date)

Tool SWD-5

Logistics Planning Checklist

Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accommodations for an individual student. Use the checklist by indicating **Y** *(Yes)*, **N** *(No)*, or **NA** *(Not Applicable)*.

Accommodations Throughout the Academic Year	**Y**	**N**	**NA**
1. Accommodations are documented in the student's IEP or 504 Plan.	❑	❑	❑
2. Student uses accommodations regularly and evaluates use.	❑	❑	❑
3. A master accommodations plan/database listing assessment accommodation needs for all students tested is updated regularly.	❑	❑	❑
Preparation for Test Day			
4. Special test editions are ordered for individual students based on information contained in the master accommodations plan (e.g., audio tape, Braille, large print).	❑	❑	❑
5. Test examiners and accommodators receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/database).	❑	❑	❑
6. Test examiners and accommodators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).	❑	❑	❑
7. Trained human readers, scribes, and interpreters/transliterators for the deaf or hard of hearing are arranged for individual students (with substitutes available).	❑	❑	❑
8. Special equipment is arranged and checked for correct operation (e.g., calculator, recording devices, word processor).	❑	❑	❑
Accommodations on the Day of the Test			
9. All eligible students receive accommodations as determined by their IEP or Section 504 Plan.	❑	❑	❑
10. Provision of accommodations is recorded by test administrator.	❑	❑	❑
11. Substitute providers of accommodations are available as needed (e.g., interpreters/transliterators, human readers, scribes).	❑	❑	❑
12. Plans are made to replace defective equipment.	❑	❑	❑
Considerations After the Day of the Test			
13. Responses are transferred to scannable answer sheets for students using special equipment and adapted test forms and response documents.	❑	❑	❑
14. All equipment is returned to appropriate locations.	❑	❑	❑
15. Students who take make up tests receive needed accommodations.	❑	❑	❑
16. Effectiveness of accommodations use is evaluated by test examiners and students and plans are made for improvement.	❑	❑	❑

Tool SWD-6

Accommodations Journal

Tips For Teachers When Using An Accommodations Journal With A Student

An accommodation journal encourages students to engage in educational programming. In addition, the IEP Team would benefit from the responses provided by the student related to the following probes.

- accommodations used by the student in the classroom and on tests;
- results on tests and assignments when accommodations are used or not used;
- student's perception of how well an accommodation "works";
- effective or ineffective combinations of accommodations;
- difficulties in using accommodations; and
- perceptions of teachers and others about how an accommodation appears to be working.

In the spaces provided below, design and organize the use of an accommodations journal for one of your students. Respond to the following questions:

1. What would you include as headings for the journal?

2. When would the student make entries in the journal, and what type(s) of support would the student need to make these entries?

3. With whom and when would the student share journal entries?

4. How could the journal be used in the development of a student's IEP?

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Tool SWD-7

Application for Approval to Administer the High School Assessments over Multiple Days (Accommodation 3-C)

In certain limited situations, permission may be granted by the MSDE for a student to have one or more of the High School Assessments (HSAs) administered over one or more days. This type of administration is not typically allowed because of test security issues related to extending the test period beyond the scope of one single day. However, if a student has identified in his or her IEP or 504 Plan the accommodation 3-C (Change Schedule or Order of Activities – Extend Over Multiple Days), the MSDE will consider allowing that accommodation to take precedence over test security considerations. Please follow the process below:

- School Test Coordinators (1) complete the Application for Approval to Administer the High School Assessments over Multiple Days (a separate form for each content area test is required), (2) attach a copy of the student's IEP as supporting documentation for the request, and (3) submit the package to the LAC in the local school system. (Special Placement Schools submit the package to the LAC of the student's Home LEA.)
- The LAC and the local Director of Special Education review the application and IEP. If both the LAC and the Local Director of Special Education approve the request, the LAC submits the request form and attached IEP with appropriate approval signatures to the HSA Management Team at the MSDE.
- Staff at the MSDE in the Division of Accountability, Assessment and Data Systems and in the Division of Special Education/Early Intervention Services review the documentation and then forward notice of their approval or denial to the LAC, who in turn forwards notice to the local school or Special Placement School, as appropriate.

Please note that the Application for Approval to Administer the High School Assessments over Multiple Days must be completed for a student whom the school deems eligible for this accommodation as soon as possible after the student's enrollment in an HSA-related course. Waiting to submit the request until close to the approaching test date will result in possible delays in the review process. **In no case will the MSDE accept for review an application for HSA Multiple-Day Administration delivered to the MSDE less than 6 weeks prior to the start of an HSA administration**. The TACM for the HSA/Mod-HSA provide a due date for each test adminstration. Therefore, IEP Teams and other staff must take this timeline into consideration and plan accordingly. For additional guidance, IEP Teams should refer to this tool in its entirety.

NOTE: Special permission for Multiple Days Accommodations for students who are deaf and hard of hearing who require interpretation/transliteration from an interpreter/transliterator do not require approval to administer the HSA over multiple days. However, schools must notify their LAC of such situations who in turn will notify the MSDE. The interpretation/transliteration accommodation for the deaf and hard of hearing is described in detail in Tool SWD-8 in section 6.

Tool SWD-7 (continued)

Application for Approval to Administer the High School Assessments over Multiple Days (Accommodation 3-C)

Student Name/ Unique State ID	/
LEA Name/Number	/
School Name/Number	/
HSA Content Area	❑ Algebra/Data Analysis ❑ Biology ❑ English ❑ Government
Type of Test	❑ Regular HSA ❑ Mod-HSA
HSA Test Administration Date for which this accommodation is first being requested and proposed administration schedule	
STC Name	
STC Phone Number/ Fax Number	
STC E-mail Address	
Justification as to why student requires administration of the HSA over multiple days	
Preparer's Name and Signature/ Date	_____ Print Name _____ Signature _____ Date _____ Phone Number

Section 6

Tool SWD-7 (continued)

Application for Approval to Administer the High School Assessments over Multiple Days (Accommodation 3-C)

LAC Recommendation and Signature/Date	❑ Approve ❑ Deny	_____ Print Name _____ Date	_____ Signature _____ Phone number
Local Director of Special Education Recommendation and Signature/Date	❑ Approve ❑ Deny	_____ Print Name _____ Date	_____ Signature _____ Phone number
Local Explanation of Approval or Denial			

[This section for the MSDE only]

MSDE Action and Signature/Date	❑ Approve ❑ Deny	_____ Print Name _____ Date	_____ Signature _____ Phone number
MSDE Explanation of Approval or Denial			

The Use of Multiple Days as an Accommodation

The Maryland Accommodations Manual clearly states, "Accommodations are intended to reduce or even eliminate the effects of a student's disability; accommodations do not reduce learning expectations. The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and State assessments. It is critical to note, however, that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. There may be consequences (e.g., lowering or not counting a student's test score) for the use of some accommodations during state assessments. It is very important for educators to become familiar with Maryland 's policies regarding accommodations during assessments."

1. What are the principles of accommodations?

Accommodations must adhere to the following principles:

a. Accommodations enable students to participate more fully in instruction and assessments and to better demonstrate their knowledge and skills.

b. Accommodations must be based upon individual student needs and not upon a category of disability, amount of time spent in general classroom, or program setting.

c. Accommodations for students with disabilities must be justified and documented in the student's appropriate education plan: the Individualized Education Program (IEP) or the Section 504 Plan.

d. Accommodations for students who are English Learners (ELs), must be justified and documented in the EL Plan (formerly known as Limited English Proficient or "LEP" Plan). Students who are both English Learners and students with disabilities have the IEP as the controlling document for accommodations. Please note that these students are also eligible for EL accommodations that may not be included in the IEP.

e. Accommodations must be implemented as soon as possible after completion of the appropriate education plan (IEP or Section 504 Plan for students with disabilities, or EL Plan for English Learners) and must be aligned with and be a part of daily instruction. Accommodations must not be introduced for the first time during the testing of a student.

f. Accommodations must be approved as specified in this manual (Refer to Sections 5 and 8).

g. Accommodations not explicitly mentioned in this document and/or multiple accommodations do not constitute reasons to exempt students from assessments. STC must coordinate with the LAC prior to testing to address issues caused by the need to provide multiple accommodations. The LAC will consult with the MSDE as necessary to resolve accommodations issues.

2. How is the determination for accommodations made?

Each student's IEP must contain a statement of the student's present level of "academic achievement and functional performance." In doing so, the IEP must contain a statement of individual appropriate accommodations necessary "to measure the academic achievement and functional performance" of the student on State and district assessments.

Each IEP Team needs to ensure that needed accommodations are based on the individual needs of each child and based on the State's guidelines for appropriate accommodations. Section 612(a)(160(B)

3. What does the Timing and Scheduling accommodation "Extend Over Multiple Days" mean?

Students are allowed to complete activities and take tests over multiple days – completing a portion each day. This is usually done to reduce fatigue. When implementing this accommodation for testing, test examiners, STCs, and LACs must take appropriate precautions to ensure that the security of test items is not compromised, and that students are not permitted to return to previously completed sections of a test.

This accommodation is not permitted for the High School Assessments (HSAs) unless the request is made in writing by the school principal and specifically approved by the LAC and the MSDE. The security concerns relative to the HSAs are especially critical, considering the high-stakes consequences of the tests for students as a high school graduation requirement.

4. In what circumstances is the use of multiple days to complete an assessment an allowable timing and scheduling accommodation?

Determining whether a student requires the administration of an assessment over multiple days is an individualized decision that must be supported with sufficient documentation to demonstrate its appropriateness. These decisions are made on an individualized case-by-case basis, not by a category of students as a group. In limited situations the MSDE may grant permission for a student to have an assessment administered over more than one day. The MSDE will consider allowing that accommodation to take precedence over test security considerations.

5. What should be considered in determining whether or not a student requires a timing and scheduling accommodation of multiple days?

The determination of needed accommodations begins with an analysis and review of the student's instructional needs and how these needs impact student participation and performance in the general curriculum. In section 6, there are a series of tools available for school personnel to use in order to assess a student's need for multiple days to complete instructional assignments and Statewide assessments.

6. In addition to the "Application of Approval to Administer the High School Assessments over Multiple Days," what documentation should be submitted to the LAC and MSDE to support the justification?

This type of accommodation is not typically allowed because of the test security considerations. A separate form for each content area assessment is required. The student's IEP must sufficiently document:

- The student's present level of academic achievement and functional performance that identifies the student's instructional needs and how the student's disability impacts his or her participation and performance in general curricular instructional activities, classroom/curricular assessments, and HSAs;
- Annual Goals in the content area(s) to be assessed that include the specialized instruction required to enable the student to demonstrate the content;
- Special Considerations, as appropriate;
- Consideration of Assistive Technology and Assistive Technology Services;
- Use of supplementary aids, services, supports, and program modifications; and
- Instructional and assessment accommodations.

Additional documentation may include, but is not limited to:

- Assessment reports;
- Student progress reports;
- Provider service logs; and
- Accommodation journal.

Tool SWD-6 Accommodations Journal could be useful to a student's IEP Team in determining needed instructional and assessment accommodations.

7. When should the LAC submit the "Application of Approval to Administer the High School Assessments over Multiple Days" to ensure it will be reviewed in a timely manner prior to an HSA test window?

In certain limited situations, the MSDE may grant permission for a student to have one or more of the HSAs administered over one or more days. This accommodation is not typically allowed because of test security issues. However, if this accommodation is identified on an IEP, the MSDE will consider allowing that accommodation to take precedence over test security.

As soon as an IEP Team identifies multiple days (3-C) as an appropriate accommodation for a student enrolled in an HSA-related course, the IEP team must immediately provide the documentation to the STC, school principal, and LAC. The Application and supporting documentation should be submitted to the MSDE with the signature of the local LAC and the Director of Special Education, no later than 4 weeks prior to the opening of the test window for the content area assessment. The test administration coordinator manual (TACM) for the HSA/Mod-HSA provides a due date for each test adminstration.

8. Which student situations merit taking the HSA over multiple days?

There must be sufficient individualized documentation that supports the accommodation, and this documentation is reviewed by the MSDE on a case-by- case basis, as all situations are unique. This accommodation must also be required for instruction, classroom-based assessments, as well as Statewide assessment.

Within the Accommodations Manual in Section 6, there are various tools that will be helpful for the IEP Team to use in determining which accommodations are needed for classroom instruction, State and district assessments, and classroom assessments.

Tool SWD-7 (continued)

Tools SWD-6, SWD-9, and SWD-10 are ways to keep track of the accommodations that work for students. These tools allow students to identify which accommodations were useful in the classrooms and on tests and allows teachers and others to help determine how accommodations appear to be working.

Again, the approval of multiple-day accommodations for HSAs is an individualized decision that must be sufficiently documented on a case-by-case basis for each student and each content assessment.

Tool SWD-8

Guidance for Provision of the Interpretation/ Transliteration Accommodation for the Deaf or Hard of Hearing

Who receives the Interpretation/Transliteration accomodation?

Students who are deaf or hard of hearing would have the Interpretation/ Transliteration accommodation (1-C) checked on their IEPs. These students access instructional materials and tests at various levels through American Sign Language, signed English, Cued Speech, or oral transliteration. In a testing situation, some students may receive interpretation/transliteration for the testing instructions only, and other students (those who are still learning to read text) may need all print materials transliterated. Best practice would be to include in the IEP which level of the interpreter/transliterator accommodation the IEP Team recommends.

How are timing and scheduling issues handled?

It is not necessary to note an "Extended Time" (3-A) accommodation for students with a interpretation/transliteration accommodation, as the extended time required for instruction or assessment is a function not of the student's disability but of the time required to deliver instruction and assessment through an interpretation/ transliteration.

Because of the extended time (and because of the fatigue factor for interpreters/ transliterators which require multiple individuals to provide this accommodation require the interpretation or transliteration of each passage, each response question, and each of the four choices in American Sign Language, signed English, Cued Speech, or oral transliteration), students who require this accommodation may need tests (including the HSA) to be administered over multiple days. Again, this is not a function of the student's disability, but a function of accommodation administration issues. For this reason, a student requiring the interpretation/transliteration accommodation does not need any special LEA or the MSDE approval to use the "Extend over Multiple Days" (3-C) for the HSA.

How are the physical set-up needs handled?

The following scenario will help practitioners understand the magnitude of the task of providing the interpretation/transliteration accommodation:

The students sit facing front and the interpreter/transliterator stands facing the class. Students have their test books opened to the passage to be interpreted/ transliterated. They need to be able to see the interpreter/transliterator and a printed version of the text simultaneously. (If they look down at the test book, they cannot see the interpreter/transliterator. Obviously they would not all happen to look down at the same time, so there would always be a head or two not watching the interpreter/transliterator.) The interpreter/transliterator needs to be

Tool SWD-8 (continued)

able to read the passage he or she is interpreting/transliterating without having to look down at the test book. (American Sign Language, signed English, Cued Speech, or oral transliteration is not only a function of what is on the hands, but facial expression and body language as well.) Schools administering this accommodation would typically set up a screen in the front of the room next to the interpreter/ transliterator for the students to read while watching the translation. An additional screen may be needed in the back of the room for the interpreter/ transliterator to read from. There are different ways the test may be displayed for student viewing such as the use of Kurzweil™ on a computer with a LCD projector.

Tool SWD-9

Use of Accommodations in the Classroom

Use the chart below to track different aspects of how a student uses an accommodation in the classroom. Information provided in the chart will inform decision making in the IEP Team's determination of appropriate instructional and assessment accommodation(s) for a student. In the highlighted area of the chart, specify the accommodation(s) used by the student, in the classroom. Then respond to each question as it relates to each column.

Student _____ Date _____

What accommodation(s) does the student use in the classroom? List them under “accommodation” in the chart. Then follow the questions in the chart.

Questions	List Accommodation(s)				
Is the accommodation documented in the student's IEP?					
For what task(s) is the accommodation used (e.g., task type or content/standard)?					
Does the student use the accommodation for that task every time? Note how often.					
Is the need for the accommodation changing?					
Does the student use the accommodation independently or with assistance (e.g., paraeducator, peers)? Identify the person(s) providing the assistance.					
Notes (e.g., does one accommodation seem more effective used with another on a task?)					

Adapted from *Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment.*

Tool SWD-10

Assessment Accommodations Questionnaire

Complete the chart below, after the student completes an assessment, to obtain information from a student regarding the use of accommodation(s) during the administration of the assessment. Note any adjustments or difficulties experienced by the student in either how the accommodation(s) was administered or used during testing.

Student _____ Date _____

Questions	List Accommodation(s)			
Did you use your accommodation(s) during the assessment? If no, why not?				
Was the accommodation useful to you during the assessment?				
Did you have any difficulties using the accommodation? Or, did you have any difficulties with the accommodation provided to you? If yes, what were the difficulties?				
Do you want to continue to receive the accommodation(s)? If not, why?				

Is the accommodation(s) the student is receiving appropriate for the student? Why or why not?

_____

_____

Is the accommodation(s) the student is receiving meant to be a temporary support? If yes, what is the plan to determine when to phase out or discontinue the use of a certain accommodation?

_____

_____

Student signature _____

Signature of Person Conducting the Interview _____

Adapted from Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment.

Tool SWD-11

Parent Input Regarding Accommodations

Questions Parents Should Ask About Accommodations for Their Child During Instruction and Assessments

Instruction

- Is my child expected to reach regular or alternate achievement standards? Does this affect what type(s) of accommodation(s) may be available to my child in instruction or on assessments?
- What accommodation(s) does my child need to access and reach academic standards?
- Are there accommodations that may be allowed in instruction that are not currently being provided?
- Are there accommodations being used at home that could be used in instruction to help my child access and learn content or help in performing certain academic tasks?
- How can my child and I advocate to receive accommodations not yet provided in instruction?
- Are the accommodations my child is currently receiving in instruction meant to be a temporary support? If yes, what is the plan to help determine when to phase out or discontinue the use of a certain accommodation?

Assessment

- How are the staff members who work with my child providing accommodations (across general education, special education, or other staff)?
- What are the assessments my child needs to take, what do they measure (e.g., regular or alternate academic standards), and for what purpose is each given?
- Are the accommodations allowed on State assessments also provided for district assessments?
- Can my child participate in part of an assessment with or without accommodations?
- Are there consequences for allowing certain changes to how my child participates in an assessment? How will my child's assessment scores count?
- What are the consequences for the accommodations my child will receive on the assessment?

Questions for Instruction and Assessment

Is the need for each accommodation documented in my child's IEP or 504 Plan?

Are there too many or too few accommodations being provided?

What are my child's preferences for specific accommodations?

If my child receives accommodations, how will they be provided?

If an accommodation used in instruction is not allowed on an assessment, is there another option to support my child that is allowed? If yes, has it been documented and tried in instruction first? If no, how is my child being prepared to work without the accommodation before the assessment is administered?

Adapted from Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment. Questions are based in part on questions and content from NCLD's Parent Advocacy Brief NCLB: Determining Appropriate Assessment Accommodations for Students with Disabilities, and Testing Students With Disabilities: Practical Strategies for Complying With District and State Requirements, 2nd ed. (2003), by Martha Thurlow, Judy Elliott, and James Ysseldyke

Section 7: The Six-Step Process for Accommodating English Learners (ELs)

Step 1: Understanding the Legal Rights of ELs

Ensuring Equal Access to Instruction and Assessment

Over the past two decades, achievement and accountability reforms in the U.S. have focused on supporting the broad goal of achieving equality of opportunity in our society. The realization of this goal in large-scale testing requires all students to have equal access to grade-level content. In the 1990s, there were instances nationwide where rates of exclusions for ELs in large-scale assessments were as high as 44 percent (Mazzeo, Carlson, Voelkl, & Lutkus, 2000, p. 5). Thus, it has been difficult to ascertain EL academic progress using large-scale assessment (Shakrani & Roeber, 2009).

Proponents argue that by including ELs in federal and state assessment accountability systems, there is a greater likelihood of creating a more accurate picture of overall student achievement and growth. Having individual diagnostic information on which ELs have achieved English language proficiency and no longer need ESOL support is extremely valuable to parents of ELs, their teachers, and school administrators. It indicates EL mastery of academic English as well as social proficiency in English. If EL academic achievement is not reaching desired performance levels, student test scores may provide information which can be used in designing specific policies or funding to improve EL academic performance.

The inclusion of ELs in state assessment and accountability systems is protected by federal and state standards-based legislation and civil rights cases. The legislation and court cases mandate that historically excluded student populations, such as students with limited English proficiency, be included for purposes of equal opportunity, accountability, and representation. Districts are obligated to follow all federal and state guidelines in providing equal educational opportunities to all students. Therefore, it is necessary that the district take care in evaluating and meeting the needs of students with limited English proficiency. The rights of this group of students to an equal education are protected by the force of legislation, judicial opinion, and administrative regulation.

Civil Rights Legislation and Court Cases Ensuring Equal Access for ELs

Title VI of the Civil Rights Act of 1964 bans discrimination "based on the grounds of race, color, or national origin in any program or activity receiving federal financial assistance." As a result, states are now required to ensure appropriate identification, assessment, and instruction of all students whose native language is not English.

Lau v. Nichols [414 U.S. 563 (1974)] is a class action suit originally filed on behalf of Chinese-speaking public school students against the San Francisco Unified

School District in 1970. In 1974, the U.S. Supreme Court ruled that the failure of the San Francisco school system to provide appropriate and meaningful instruction to students who do not speak English denied them the opportunity to effectively participate in the public education program and thus violated Title VI of the Civil Rights Act of 1964. In response, states have issued *Lau Mandate* guidelines for districts to ensure students an opportunity to a "meaningful education" regardless of their language background.

Legislation Requiring Participation by ELs

Both federal and state legislation now require the participation of all students, including ELs in state assessment and accountability systems. Federal provisions for inclusion and accommodation of ELs in state systems are found in the 1965 Elementary and Secondary Education Act (ESEA). ESEA provisions require the participation of all students, including ELs, in standards-based instruction and assessment initiatives. These provisions were first presented in The Improving America's Schools Act (IASA) in 1994 and then updated in 2001 in The No Child Left Behind (NCLB) Act.

IASA stipulated that states "provide for…the inclusion of *limited English proficient students* who shall be assessed, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what such students know and can do, to determine such students' mastery of skills in subjects other than English" (U.S. Congress, 1994, Section 1111 [b][3][F][iii]). NCLB supports the same schema, adding the clarification that ELs should be eligible for other assessments "until such students have achieved English language proficiency" (U.S. Congress, 1994, Sec. 1111 ([b][3][C][ix][III]).

Under Title I of NCLB, states must include ELs in their assessments of academic achievement in reading/language arts, mathematics, and science and must provide ELs with appropriate accommodations including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what ELs know and can do in the academic content areas until they have achieved English language proficiency (U.S. Department of Education, 2006, p. 3). For more information, see http://www.ed.gov/policy/.

In addition, the educational experience of ELs is significantly influenced by the mandates of Title III under the most recent authorization of the Elementary and Secondary Education Act (No Child Left Behind); ELs are one of the targeted subgroups of NCLB. Under Title III, a school system is obliged to provide support and services to students with limited English proficiency so as to help them become more skilled in the language. Further, per these regulations, ELs are expected to attain state-defined levels of English proficiency and in the case of students in Grades 3-8, the targeted content proficiencies in reading/language arts, math, and science. At the high school level, ELs are held accountable for the High School Assessments, as well as their proficiency in English. English language skills are assessed through an English language proficiency assessment (*ACCESS for ELLs*®); their content knowledge is assessed through the MSA/HSA assessments.

Students are eligible for support under Title III if their skills in English fall within a certain range of proficiency; this range of English language proficiency is established by individual states. The parents of ELs have the right to refuse services offered through the ESOL program, but a refusal of service does not exempt the schools from being held accountable for the students' performance on the English language proficiency and content proficiency assessments administered by the state.

Maryland state participation requirements support the federal requirements for EL participation in state assessments. (See EL requirements outlined in Section 2 for information concerning EL eligibility for Maryland state assessments.)

Who is an English Learner?

An EL is a student who:

- was either born in the United States or outside the United States and whose native language is a language other than English and/or comes from an environment where a language other than English is dominant **OR**
- is a Native American, or Alaska Native, or a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English proficiency **OR**
- is a migrant and whose native language is other than English and comes from an environment where a language other than English is dominant **AND**
- has sufficient difficulty speaking, reading, writing, or understanding the English language that it may interfere with the student's opportunity to learn successfully in classrooms where the language of instruction is English, or to participate fully in society.

Criteria for Identifying the ELs

Home Language Survey:

The home language survey must be administered to all new students in the Maryland schools. Each LEA has a question on his/her student enrollment form asking if another language other than English is spoken in the home or by the student. If the answer is "yes," the student may be an EL. The next step is to test the student using the English language proficiency assessment to determine his/her eligibility to receive ESOL services.

Step 2: Setting Expectations — Understanding the Relationship between Language and Content in the Schooling Experience of an EL

ELs' language and content proficiencies are assessed "separately" to meet the requirements of No Child Left Behind, but it is important to recognize that in the schooling experience, "language" and "content" are interrelated. Students learn content through language, and students' language skills are deepened through study of content. Social language skills (used to follow basic directions and engage in personal conversations at school) typically develop at a much faster rate than the skills associated with academic language use (reading a long text, writing a long response). It is very possible that an EL in your class can speak "fluently" in English (meaning he/she can follow what you say and engage in conversations with little difficulty) but struggle to analyze a text, make inferences, and write English with the same skill of structure and variety as found in spoken language. This "gap" is normal; if the gap does not appear to close over an extended period of time, this could be a sign of an underlying special education need.

ELs have the intellectual capacity to meet the cognitive demands of the K-12 classroom; their challenges in the classroom are most often a function of their language knowledge/skills than anything else. The ease with which ELs develop their skills in English is influenced by a number of factors including (but not limited to): the structure of their first/home language, the similarities between their first/home language and English, their literacy skills in their first/home language, their prior schooling experiences, the support they receive in the classroom (here in Maryland) to learn language and content, their level of access to English input and output outside of school, the differences in school demands here compared to their home (in relation to the targeted "skills"), and their overall anxiety about the schooling/language learning experience. ELs develop their proficiency in English at different rates because of these influences, and it is important to note that even if the EL has a documented special education need, there is research indicating that disabilities/disorders do not preclude bilingual and/or sequential second language development (Genesee, Paradis, and Crago, 2004).

An EL's ability to convey to the classroom teacher his/her understanding of the content and/or application of a skill can be significantly influenced by the way in which the student is asked to display this knowledge/skill*. In many American classrooms, one of the ways in which we "test" students' mastery of content is to have them "explain it in their own words." Sometimes, we ask this of students using different terms we have used during instruction as a way to challenge the students' thinking and confirm our perceptions of their grasp of the content. For ELs, this "lexical variety" or "language manipulation" can prove to be quite difficult because they are coming from language traditions in which there is only one way to express an idea and/or label a concept—they might not know that different words can mean the same thing or that the same word can have different meanings. Further, to be able to pick up new words in context, ELs need to know even more language in the text than would a native-English speaker to be able to decode the meaning, and chances are they will struggle to differentiate the nuance among words with similar meanings. If a new term is used (e.g., "notice," instead of "observe") to prompt students to describe the features of the object

under the microscope, ELs may think you are asking them to do something very different and thus give you a completely "off-base" answer. At that point, we may make a judgment about their content knowledge, even though a language barrier caused the confusion. In many instances, it is important to use the same language structures/terms to teach and assess content knowledge, but that does not mean you do not help the EL deepen his/her understanding of language that can be used in your content area. It just may require more explicit consideration to be most effective.

* Maryland is a member of the World-class Instructional Design and Assessment (WIDA) Consortium. Significant resources to help classroom teachers understand how to plan instruction to meet the needs of ELs from beginning to advanced levels of English proficiency can be found on the WIDA Consortium website: http://wida.us/standards/elp.aspx.

Step 3: Learning about Accommodations for Instruction and Assessment of ELs

What are accommodations?

Accommodations are one strategy used to scaffold EL entry into the general education environment. Accommodations for ELs involve the application of a standard, preferably research-based, protocol for providing equitable access to instructional and testing procedures, testing materials, or the testing situation in order to allow students meaningful participation in general education content. Linguistic accommodations for ELs are different from disabilities accommodations.

Effective accommodations for ELs:

- reduce the linguistic load necessary to access the content of the curriculum or assessment;
- address the unique linguistic and sociocultural needs of the student by reducing barriers caused by language, rather than by the content being assessed. This ensures student instruction and assessment are more likely to focus on the content being taught and assessed, not on English language proficiency; and
- do not alter the content being assessed. In large-scale assessment, accommodated scores should be sufficiently equivalent in scale that they can be pooled with unaccommodated scores (Acosta, Rivera, & Shafer Willner, 2008, p. 38).

(To learn more about linguistic testing accommodations, go to http://ells.ceee.gwu.edu.)

Accommodations offered during instruction and assessment must be consistent for the student. During instruction, accommodations are one subset of differentiated support which promote equal access to grade-level content. Additional differentiated support provided to ELs includes specialized teaching strategies and classroom-based techniques (such as those outlined in the Sheltered Instruction Observation Protocol; the Cognitive Analytical Language Learning Approach, a Response to Intervention approach) and interventions as appropriate. During large-scale assessments, providing accommodations is the primary strategy for ensuring that ELs who are included in state reading, mathematics, science, or writing assessments are more likely to be tested on their knowledge of the content standards being assessed rather than on their English language proficiency. Therefore, it is very important for educators to become familiar with Maryland policies regarding accommodations during assessments. There may be consequences (e.g., lowering or not counting a student's test score) for the use of some accommodations during state assessments, especially those that involve the provision of reading support on the reading assessment. Use of the verbatim reading accommodation is permitted on all assessments as a standard accommodation, with the exception of the Maryland School Assessment (MSA) in reading, grade 3 ONLY, which assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a score for standard 1, general reading processes.

Accommodation Categories for ELs

There is sometimes confusion among school-based educators concerning the *rationales* for accommodations intended for ELs and accommodations intended for students with Individualized Educational Programs (IEPs) (Shafer Willner, Rivera, & Acosta, 2007). Current practice among many states is to define accommodations for ELs in relation to ELs' unique linguistic and other background needs, rather than using the categories used for students with disabilities.

Accommodations for ELs provide two types of support: direct linguistic support and indirect linguistic support.

- Direct linguistic support accommodations involve adjustments to the language of the test. Such accommodations can be provided in the student's native language or in English.
- Indirect linguistic support accommodations involve adjustments to the conditions under which ELs take the test.

Refer to Step 4 (Selecting EL Accommodations) for the MSDE accommodations allowed for ELs.

Modifications vs. Accommodations

Accommodations do not reduce learning expectations; they are one strategy for providing access to grade-level content. In contrast, modifications or alterations change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of ELs and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational careers.

Examples of modifications include:

- requiring a student to learn less of the content material than that which native English speaking peers are required to learn (e.g., fewer objectives and shorter units or lessons) thereby eliminating content as required by the Maryland Common Core State Curriculum;
- qualitatively reducing assignments and assessments so a student only needs to complete the easiest problems or items (see below a note regarding quantity of items);
- revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four); or
- giving a student hints or clues to correct responses on assignments and tests.

NOTE: Reducing the quantity of assignments or items is not normally a modification; rather, reduction in quantity is a reflection of the fact that ELs may require extra time to complete each assignment, and therefore may not be able to complete the same number of items as other students. These students, however, are expected to work on assignments of similar content depth and complexity.

Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content and is not a recommended practice for ELs. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements. Providing a student with a modification during a state accountability assessment may constitute a test irregularity and may result in an investigation into the school's or district's testing practices. *The Mod-HSA in Maryland are for SWD, not ELs. ELs should be considered for participation in the Mod-HSA only if they are also SWD and have an IEP.*

Comparison of Modifications and Accommodations (Chart A[1]):

	Content Modification	Instructional Accommodation
EXPLANATION	• Indicates that **<u>what</u>** is being taught — the content — is modified. • The student is expected to learn something different than the general education standard. • The instructional level or general education benchmarks or number of key concepts to be mastered are changed.	Indicates changes to **<u>how</u>** the content is: 1) taught, 2) made accessible, and/or 3) assessed. Accommodations do not change what the student is expected to master. The objectives of the course remain intact.
EXAMPLES	• A locally developed course to substitute for a general education course (e.g., Life Skills courses, Functional Mathematics) • Selected standards instead of all of the standards for the grade-level course • Off-level instruction and performance expectations in a general education setting	• One-on-one instruction, small group instruction, multisensory approaches, extended time on projects, study guides, highlighted texts, programmed materials, preferential seating, immediate feedback, etc. • Audio materials, interpreter, word processor, etc. • Extended time to complete assignments, differentiated assignments or assessments (e.g., draw a diagram, develop a model, perform the answer, shortened tests)

[1] Adopted from the Texas Education Agency (TEA) Division of IDEA Coordination

Step 4: Selecting Accommodations for Instruction and Assessment of Individual ELs

The process of making decisions about accommodations is one in which members of the EL committee attempt to provide equal access to grade-level content so that ELs can participate meaningfully in the general education curriculum. EL committee meetings that simply engage people in checking boxes on a state or local "compliance" document are not conducive to sound decision-making practices, nor do they advance equal opportunities for students to participate in the general education curriculum.

Gather and Review Student Information

Effective decision-making about the provision of appropriate accommodations is facilitated by gathering and reviewing a variety of information about the student's level of English language proficiency and current level of academic performance in relation to local and state academic standards.

In the weeks prior to the committee meeting during which the EL Plan will be completed and discussed, gather information on student achievement, including

- Student demographic information
- EL identification and placement information
- Student level of academic achievement
- Student instructional program

Provide the EL's teacher(s) with *Tool EL-1 Teacher Observation Checklist on Student Access Needs Requiring Accommodation* and *Tool EL-2 Accommodations from the Student Perspective.*

English Learner (EL) Plan

All ELs in Maryland must have a documented EL Plan, as required under federal law (Title III, Section 3302, No Child Left Behind Act of 2001). The goal of this plan is to facilitate student access to grade-level instruction and state assessments.

The EL Plan should be developed using a committee approach, rather than be developed by one educator at the school. The committee should involve ESOL staff, academic content staff, and the principal or other school administrator designee. School staff should make every effort to involve parents and the student (especially at the middle and high school levels) in the development and review of the EL Plan.

Each student's EL Plan must contain the following elements:

1. Student demographic information, including
   - Language first spoken
   - Language spoken at home
   - Additional language(s) spoken

- Date of entry in U.S.
  - ◊ Local School System enrollment status (date)
  - ◊ Schooling background, including
  - ◊ Instances of interrupted schooling
    - º Short-term: In the past 6 months
    - º Long-term: Over the long run which results in the student having little or no literacy in his or her native language. (This information can be obtained from parent reporting or on registration forms.)

2. EL identification and placement information, including
   - Reason for identification of student as recipients of ESOL services;
   - Level of English proficiency (using the English Language Proficiency (ELP) Assessment as approved by the Maryland State Board of Education);
   - Program exit/expected rate of transition for EL students
3. Student level of academic achievement
   - State test scores
   - Classroom test scores and, if available, informal assessments
4. Student instructional program
   - Method of instruction (content, instructional goals, use of English and native language) in the student's program and in other available programs
   - How the instructional program will address the student's educational strengths and individual needs
   - How the program will address English language learning and acquisition (placement in a language instruction educational program)
   - How the student will meet age appropriate academic achievement standards and demonstrate adequate yearly progress
   - Specific accommodations permitted for instruction and for the state-required assessments, based on ELP assessment results
5. Parental notification elements
   - The right to remove the child from the instructional program upon request;
   - The right to decline enrollment in the program or the method of instruction;
   - Separate parent notification within 30 days if the LEA fails to meet the objectives described to the parents for their child;
   - Whether or not the student will participate and/or be included in accountability in the state-required assessment and accountability system this year, based on whether this is the student's first year of enrollment in a U.S. school

6. EL Committee signatures
    - A list of the names of persons who reviewed the documentation and made the decisions;
    - Signatures of parents/guardians or documented attempts to obtain those signatures (however, the implementation of the EL accommodations plan is not dependent upon receipt of the parental signatures);
    - Signature of the principal of the appropriate school as an indication of approval for the described accommodations.

The information above may be contained in various documents in the student file, or may be summarized in a format similar to the samples provided in Section 9, Tool-6A and Tool-6B.

General Eligibility Requirements for Receiving Accommodations

Who is eligible for EL accommodations on state assessments?

- An EL who has been assessed with an English language proficiency assessment, meets the criteria as an EL student, has evaluation data in the EL Plan that demonstrates a need for accommodations, and is participating in instructional programs and services to meet the language and academic content needs of the student
- A Refused ESOL Services EL who has been assessed with an English language proficiency assessment, meets the criteria as an EL student, and has evaluation data in the EL Plan that demonstrates a need for accommodations, but whose family has refused ESOL instructional programs and/or services for their child
- Reclassified EL (REL), also known as "Reclassified Limited English Proficient" (RLEP) who has attained English language proficiency within the previous two school years (See U.S. Department of Education's *Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, Non-Regulatory Guidance, May 2007,* page 10).

In each example above, EL accommodations documentation must be prepared and implemented.

Rationale for Providing RELs with EL Accommodations

g. Current research indicates that, to acquire the academic language commensurate with grade-level academic education, students of English as a new/second language require a minimum of 5 to 7 or even as many as 10 years. This is especially challenging for students who are learning a new language as secondary students, have not had the benefit of rigorous schooling, and are continuing their education in an English-speaking environment.

h. ESOL services include intensive English language development instruction for students in the ESOL program until such time as students are able to comprehend and access grade-level course work in English. Due to the time it actually takes to attain academic English proficiency, students may exit from ESOL programs prior to the time they have reached grade-level English reading and vocabulary levels across the curriculum. The RELs require scaffolded and differentiated instruction in the classroom. Consequently, RELs require accommodations primarily for additional processing time and use of a bilingual dictionary.

i. No matter how proficient one becomes in another language, one is still a non-native speaker of that language and therefore requires a certain amount of extra processing time in order to level the playing field as compared with a native English speaker. Since Maryland includes the RELs in the LEP subgroup and is mandated by Title III of NCLB to monitor the progress of these students, Maryland schools must provide RELs with the essential differentiation in the classroom that is linked with the coordinated accommodations that provide both access and opportunity for these students to demonstrate what they know and are able to do.

Reminders:

- For state content assessments, an EL who also has either an Individual Educational Plan (IEP) or a 504 Plan may receive additional accommodations as identified in that plan. Please note that they are also eligible for EL accommodations that may not be included in the IEP or 504 Plan.
- For the English language proficiency assessment (ELPA), accommodations in the EL plan are not allowed.
- For ELs with disabilities, not all accommodations in the IEP or 504 Plan are allowed for the ELPA. Refer to Appendix P for listed allowed accommodations.
- Section 2 of this Manual contains EL participation requirements for Maryland state assessments.

Recommended Procedure for Selecting Accommodations for ELs

The EL committee may use the following guidance to select accommodations for ELs (and to record these in the student's EL Plan).

General Principles for Accommodating ELs

It is important to remember there is no one-size-fits-all approach to EL accommodations (Abedi, Mirocha, Leon, & Goldberg, 2005). Rather than ask what accommodation was found to be most effective for *all* ELs, it is important to focus on the effectiveness of each accommodation based on the individual EL's English language proficiency and other student background factors which influence a student's achievement of English language proficiency. More is not always better; in fact, too much of the wrong type of support can actually hinder student performance.

While the main characteristic by which ELs are defined is the fact that they are in the process of acquiring the English language, ELs are not, by any means, a homogeneous group. The group is quite heterogeneous in nature. That is to say, EL achievement is influenced by many factors in addition to the shared feature of being in the process of learning English.

Thus, it is important to select accommodations based on specific EL needs. Research indicates that ELs with selected accommodations matched to their linguistic and cultural needs scored higher than (a) ELs with "incomplete" accommodations — i.e., selection done without matching accommodations to EL-responsive criteria, and (b) ELs who were not provided any accommodations at all (Kopriva, Emick, Hipolito-Delgado, & Cameron, 2007). Remember: the primary purpose of EL assessment accommodations is *not* to improve ELs' rate of passing the state assessments but to allow ELs to *more accurately* demonstrate their knowledge of the content being assessed.

Guidance for Individualizing EL Accommodation Selection

When selecting accommodations for ELs, **the EL committee should refer to the criteria in FACT SHEET EL-1 and the evidence of student achievement.** (For example, use the information and data found in the EL Plan, Tool EL-1, and Tool EL-2).

***When more guidance is needed*,** use the following three considerations to inform the criteria in FACT SHEET EL-1. These considerations are derived from EL accommodation research and based on the recommendations found in the *The descriptive study of state assessment policies for accommodating English learners* (Shafer Willner, Rivera, and Acosta, 2008), available at http://ells.ceee.gwu.edu/context.aspx.

Considerations When Selecting Accommodations for ELs:

A. Level of English language proficiency (ELP) as measured by the state's ELP assessment

◊ Beginning, intermediate, or advanced ELP

B. Literacy development in English and/or the native language

◊ Native language literacy

◊ Interrupted schooling/literacy background

C. Factors that impact effective usage of accommodations

◊ Grade/age

◊ Affective needs

◊ Time in U. S. schools

A. Consider the student's level of English language proficiency (ELP) as measured by the state's ELP assessment

The English Language Proficiency (ELP) level for each EL is determined by the student's *ACCESS for ELLs® overall composite* score. Schools have the option to choose accommodations appropriate for their students within the suggested/permitted accommodations for their ELP level. The *ACCESS for ELLs®* performance levels (and how they map to the research base on EL accommodations most appropriate for particular levels of ELP) are as follows:

ACCESS for ELLs® **English Language Proficiency Levels**		**ELP Levels by Which EL Accommodations Described in Research Base**
Level 1	Entering	Beginning
Level 2	Emerging	
Level 3	Developing	Intermediate
Level 4	Expanding	
Level 5	Bridging	Advanced
Level 6	Reaching	

◊ **ELs with Beginning ELP**

ELs at the lowest levels of English language proficiency [levels 1 and 2] tend to experience the greatest need for accommodations but are the least able to use them. In general, the use of oral supports is recommended over written accommodations in English; however, most of these would not be expected to produce much of an effect for the lowest proficiency levels.

◊ **ELs with Intermediate ELP**

ELs at the intermediate level of ELP [levels 3 and 4] have usually developed some literacy in English and are expected to benefit from a wider variety of both written and oral accommodation options.

Decision makers should note that the need for accommodations at this level varies considerably depending upon the unique background characteristics of the student as well as the literacy demands of the test. Similar to ELs with beginning ELP levels, the existing research suggests that native language accommodations such as bilingual word-to-word dictionaries (and extra time to use them) as well as English language accommodations are useful at the intermediate level. It may be more useful for these students to request selected portions of the text be read aloud rather than to have to sit through a read-aloud of the entire test.

◊ **ELs with Advanced ELP**

For students at advanced ELP levels [levels 5 and 6] the need for most kinds of accommodations is expected to decrease. Native language support in the form of bilingual word-to-word dictionaries (and extra time to use them) can be helpful if the EL has literacy skills in his/her native language.

B. Consider the student's literacy development in English and/or the native language

Adjust the list of accommodations selected in A above based on student background factors concerning the student's literacy development in English and the native language.

◊ **Interrupted Schooling/Literacy Development in English and Native languages**

If the EL has experienced interrupted formal education during his/her schooling career and as a result, has weaker literacy skills in his/her native language and English, it is highly probable that the EL is more oral-dominant in his/her developing English language proficiency. In this case, provide the EL with **oral language support** accommodations that are generally offered to ELs with beginning ELP (such as **scribe** and **verbatim reading of the entire test** rather than selected sections of the test.)

◊ **Native Language Literacy**

If the student has developed literacy in his or her native language after receiving instruction in the specific content area being assessed either in his/her home country or the U.S., provide the student a **word-to-word bilingual dictionary** (along with **extended time** to use it).

C. Consider factors that impact effective usage of accommodations

Adjust the list of accommodations selected in A and B above based on student background factors which can help ensure accommodations are useful to the student. Grade/age, time in U.S. Schools, and affective needs may all impact student ability to use EL accommodations. (For example, older students sometimes refuse accommodations due to the embarrassment of receiving additional support in front of classmates. Students who have just arrived in the U.S. need to gain familiarity with U.S. testing practices and expectations. Anxiety can raise an EL's affective filter and impact test performance.)

1. **Include the student in the process of assigning accommodations** to ensure use of the accommodation and student understanding of its use. (Refer to Tool EL-2 *Accommodations from the Student's Perspective*.)
2. If the student is unfamiliar with standardized testing or computer-based testing, provide **test preparation activities** prior to the assessment.
3. Offer opportunities to **use the accommodations prior to the assessment** during instruction and assessment.
4. Administering tests in **special settings, with specialized personnel, in small groups or individually**, while not accommodations, are test administration adjustments that might be helpful for increasing students' level of comfort, facilitating test administration, and ensuring more accurate test results and should be used when appropriate.

Review your decision

- Document your decision in the **Accommodations Documentation Forms in Section 9** Accommodations Documentation for ELs and RELs and include in the student's EL Plan.
- Verify that accommodation(s) are being used on a regular basis during classroom instruction and assessment.
- Review the decision both at the end of the initial EL committee meeting and throughout the school year. It is also recommended that the EL committee meet prior to the state-required assessment to examine any feedback provided by the student's teacher concerning the effectiveness and appropriateness of the accommodation provided.

  You may wish to use the questions below as a guide:

- What accommodation(s) is/are regularly used by the student during classroom instruction and assessment?
- What are the results for assignments and assessments when accommodation(s) are used (or not used)?
- What difficulties did the student experience in using the accommodation(s)?
- What is the student's perception of how well the accommodation(s) worked?
- What are the perceptions of parents, teachers, and specialists about how the accommodation(s) worked?
- Should the student use accommodation(s) or are changes needed?

Remember: there is no one-size-fits-all set of accommodations for ELs because ELs are not a homogenous group. Testing accommodations and test administration practices need to be customized to the different strengths and needs these students have as they develop English language proficiency.

Step 5: Administering Accommodations During Instruction and Assessment of ELs

Provision of Accommodations During Instruction

The student must be provided the selected accommodations during instructional periods that necessitate their use. An accommodation may not be used solely during assessments. (Refer to Section 7/Step 4: Guidance for Individualizing EL Accommodation Selection.)

Provision of Accommodations During Assessment

Planning for Test Day

Once decisions have been made about providing accommodations to meet individual student needs, the logistics of providing the actual accommodations during state and district assessments must be mapped out. It is essential for all EL committee members to know and understand the requirements and consequences of district and state assessments, including the use of accommodations. It is important to engage the appropriate personnel to plan the logistics and provisions of assessment accommodations on the test day.

Prior to the day of a test, be certain test administrators and accommodators know what accommodations each student will be using and how to administer them properly. For example, test administrators and accommodators need to know whether a student will be allowed extra time to complete the test when the testing time is ended and what plan exists for the student to continue working. Staff administering accommodations, such as reading to a student or scribing student responses, must adhere to specific guidelines so that student scores are valid.

Administering Assessments and Accommodations

State laws, regulations, and policies specify practices to ensure test security and the standardized and ethical administration of assessments. In Maryland, testing regulations and policies are contained in the following documents: the Code of Maryland Regulations (COMAR), this manual, and the Test Administration and Coordination and Examiner's manuals for each State testing program. Test examiners, accommodators, proctors, and all staff involved in test administration in any way are required to adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that test administrators and others involved in assessments must:

- take appropriate security precautions before, during, and after the administration of the assessment;
- understand the procedures needed to administer the assessment prior to administration;
- administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur;
- avoid any conditions in the conduct of the assessment that might invalidate the results;

- provide for and document all reasonable and allowable accommodations for the administration of the assessment; and
- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.

Failure to adhere to these practices may constitute a test irregularity or a breach of test security and must be reported and investigated according to state and local testing policies.

Ethical Testing Practices

Ethical testing practices must be maintained during the administration of a test. Unethical testing practices relate to inappropriate interactions between test administrators and students taking the test. Unethical practices include allowing a student to answer fewer questions, changing the content by paraphrasing or offering additional information, coaching students during testing, editing student responses, or giving clues in any way. All Maryland educators must be familiar with COMAR and receive training regarding test administration, accommodations, and security procedures. Staff should check with their LAC for more detailed information regarding test security policies.

Standardization

Standardization refers to adherence to uniform administration procedures and conditions during an assessment. Standardization is an essential feature of educational assessments and is necessary to produce comparable information about student learning. Strict adherence to guidelines detailing instructions and procedures for the administration of accommodations is necessary to ensure test results reflect actual student learning.

Test Security

Test security involves maintaining the confidentiality of test questions and answers and is critical in ensuring the integrity and validity of a test. Test security can become a particular concern when accessible test formats are used (e.g., braille or large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, or scribe). In order to ensure test security and confidentiality, test administrators must (1) provide proper training in both specific test administration procedures for each testing program as well as training in specific test security procedures for each test, (2) keep testing materials in a secure place to prevent unauthorized access, (3) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (4) return and account for all materials as instructed.

Refer to Fact Sheet EL-1 in Section 8 for detailed rules for the administration of specific accommodations permited on State content assessments.

Refer to Tool EL-5 (Section 9) for an example of Accommodations Documentation for an EL student.

Refer to Appendices I, J, and K for detailed rules for the administration of specific accommodations.

Some of the same considerations for test security apply when students are taking a technology-based assessment. For example, ensuring that only authorized personnel have access to the test and that test materials are kept confidential are critical in technology-based assessments. In addition, it is important to guarantee that students are seated in such a manner that they cannot see each other's work stations, are not able to access any additional programs or the Internet when completing the assessment, and that students are not able to access any saved data or computer shortcuts.

In the event that a student was provided a test accommodation that was not listed in his or her EL Plan, or if a student was **not** provided a test accommodation listed in his or her EL Plan, the school must notify the LAC, who in turn will complete the necessary documents. All or part of the student's score may be invalidated for Maryland's Accountability Program purposes.

As noted previously, all staff involved in any way with State testing are required to become familiar with and comply with the State regulation governing Test Administration and Data Reporting Policies and Procedures (Code of Maryland Regulations [COMAR] 13A.03.04). In addition, all staff are required to comply with procedures for each testing program as outlined in the Test Administration and Coordination Manual (TACM) and Examiner's Manual and any other ancillary materials produced by the State for each assessment. In addition, local district assessments require compliance with general State procedures as well as any district-specific procedures. Check with your LAC for more information. The following code of ethics conforms to the Standards for Educational and Psychological Testing developed by the American Education Research Association, the American Psychological Association, and the National Council on Measurement in Education:

IT IS A BREACH OF PROFESSIONAL ETHICS FOR SCHOOL PERSONNEL TO PROVIDE VERBAL OR NONVERBAL CLUES OR ANSWERS, TEACH ITEMS ON THE TEST, SHARE WRITING PROMPTS, COACH, HINT, OR IN ANY WAY INFLUENCE A STUDENT'S PERFORMANCE DURING THE TESTING SITUATION. A BREACH OF ETHICS MAY RESULT IN INVALIDATION OF TEST RESULTS AND LOCAL EDUCATION AGENCY (LEA) OR MSDE DISCIPLINARY ACTION.

VIOLATION OF TEST SECURITY CAN RESULT IN PROSECUTION AND/OR PENALTIES AS IMPOSED BY THE MARYLAND STATE BOARD OF EDUCATION AND/OR THE STATE SUPERINTENDENT OF SCHOOLS IN ACCORDANCE WITH COMAR 13A.03.04 AND 13A.12.05.

Accommodations Monitoring by MSDE

MSDE will send representatives to schools throughout the state to monitor and observe the use of accommodations during instruction and assessment. During testing, the monitor will ensure that standardized testing procedures are being followed. Schools will not be notified in advance of a monitor's visit. All monitors will follow local procedures for reporting to the school's main office and signing the school's visitor log. Monitors will also sign Non-Disclosure forms as requested by the school and provide a copy of a memorandum from the Assistant Superintendent for Accountability and Assessment and Data Systems giving authorization to monitor instruction and testing relating to the use of accommodations testing. LEAs who permit central office personnel to make observations during Maryland State testing must train personnel on how to administer accommodations during instruction and assessment.

Step 6: Evaluating and Improving Accommodations Used in Instruction and Assessment of ELs

After the assessment there should be a debriefing among the members of the EL committee on how well accommodations worked at the district, school and individual student level. Accommodations must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment. Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure the meaningful participation of EL students in statewide and districtwide assessments. Data on the use and impact of accommodations during assessments may reveal questionable patterns of accommodation use, as well as support the continued use of some accommodations or the rethinking of others. Examination of the data may also indicate areas in which the EL committee and test administrators need additional training and support.

In addition to information about the use of accommodations within the classroom, information on the implementation of accommodations during assessment needs to be gathered. Observations conducted during test administration, interviews with test administrators, and talking with students after testing sessions will likely yield data that can be used to guide the formative evaluation process at the school or district level and at the student level. Information on the use of accommodations can be feasible to collect when it is coded on the test form with other student information. Accommodation information can be analyzed in different ways. Here are some questions to guide data analysis at the school, district, and student levels.

Questions to Guide Evaluation of Accommodation Use at the School and District Levels

1. Are there policies to ensure that testing practices are ethical, that administration of assessments is standardized, and that test security practices are followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?
3. Are students receiving accommodations as documented in their EL plans?
4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?
5. How many EL students are receiving accommodations?
6. Are students using the accommodations provided to them? If not, why not?
7. What types of accommodations are provided, and are some used more than others?
8. How do students who receive accommodations perform on state and local assessments? How many students are being accommodated?

Possible explanations to explore: If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodation, or using accommodations that were not effective?

Questions to Guide Evaluation at the Student Level

1. What accommodations are used by the student during instruction and assessments?
2. Are students using the accommodations provided to them? If not, why not?
3. What are the results of classroom assignments and assessments when accommodations are used versus when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations, or using accommodations that were ineffective?
4. What is the student's perception of how well the accommodation worked?
5. What combinations of accommodations seem to be effective?
6. What are the difficulties encountered in the use of accommodations?
7. What are the perceptions of teachers and others about how the accommodation appears to be working?

Refer to Tool EL-2 in Section 9 for further information.

These questions can be used to formatively evaluate the accommodations used at the student level, as well as the school or district levels. School- and district-level questions can be addressed by a committee responsible for continuous improvement efforts, while the student-level questions need to be considered by the EL committee. It is critical to stress that formative evaluation is not the responsibility of just one individual. The entire EL committee should contribute to the information gathering and decision-making processes.

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Section 8: Accommodations Fact Sheets for English Learners (ELs)

Fact Sheet EL-1

Detailed Documentation for EL Accommodations Permitted on State Content Assessments

This Fact Sheet should be used by the EL committee when selecting and documenting accommodations on each English learner's EL Plan. It contains detailed information on each accommodation allowed for ELs during instruction and assessment, the ELs for which the accommodation is appropriate, and the administration directions and/or requirements for testing.

Accommodations Conditions

Notations in the columns on the following pages indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:

1. Instruction: Use in Instruction (I) — the accommodation is applicable to instructional situations;
2. Assessment: Standard Administration (A) — the accommodation described is permitted for assessment and results in a standard administration of the assessment; or
3. Not Applicable (N/A) — the accommodation is not applicable to a testing situation.

Accommodations Code

Each accommodation is assigned a code for use in data capture and analysis. The code will be listed with a number followed by a letter and then the title of the accommodation. For example, 1-F: Human Reader or Audio Recording for Verbatim Reading of Entire Test. The current coding system used for EL accommodations has been updated; however, to ensure continuity with data collecting in previous years, the older coding system is used. Thus, the accommodations codes for ELs in Section 8 are not always sequential and/or may contain gaps.

Table Key

❍	Accommodation may be appropriate for use by ELs at this English language proficiency level.
●	Accommodation is recommended for use by ELs at this English language proficiency level.
	Not allowed for students at this ELP level.

Refer to Section 7/Step 4: *Guidance for Individualizing EL Accommodation Selection* for an in-depth explanation of accommodations appropriate for ELs based on their English language proficiency.

Accommodation	Accommodations based on Overall English Language Proficiency Levels				Guidance for Selecting Accommodation	Administration Directions/Requirements	Conditions for Use in Instruction and Assessment
	1 and 2	3 and 4	5	RELs			
1-F: Human Reader or Audio Recording for Verbatim Reading of Entire Test Permitted for EL only *Accommodation 1-F was previously labeled with the term, "Human Reader, Audio, or Compact Disk-Recording for Verbatim Reading of the Entire Test."*	◯	●			This accommodation is intended for ELs who are unable to decode or fluently read English text due to lack of exposure to the English language. It may be appropriate for those ELs who meet one or more of the following criteria. 1. A student may receive this accommodation if his/her ELPA proficiency level is 2 or lower on the reading **and** writing subtests. 2. Students (above the age of 7) who have missed six (6) months or more of formal schooling prior to enrollment in a US school can be counted as having experienced interrupted schooling as documented via parent reporting or on registration forms. 3. The student has little or no literacy in his or her native language. Use of the verbatim reading accommodation is permitted on all assessments as a standard accommodation, with the exception of: • **The Maryland School Assessment (MSA) in reading, grade 3 ONLY.** The grade 3 reading MSA assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a sub-score for standard 1, general reading processes.	**Human Reader**: A qualified person (as defined by the Coordination TACM[1])may be provided to read orally to students who require the 1-F accommodation. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for human readers to read test items/questions and text word-for-word exactly as written. Human readers may not clarify, elaborate, or provide assistance to students. Human readers need to be familiar with the terminology and symbols specific to the content. This is especially important for mathematics and science. Graphic materials must be read according to the guidelines indicated in the TACM or Examiner's Manual for the specific assessment to ensure standardization of the assessment. Only print labels on graphics can be read, as other features of the graphic would require description and would lend to interpretation on the part of the reader and invalidate the skills being assessed. In addition, the human reader must follow the scripting rules indicated in the verbatim reading style guide. A student should have the option of asking a reader to slow down or repeat text. This is difficult when a person is reading to an entire group of students. However, verbatim reading to a group of students is permitted in testing if the accommodation is provided on that basis during regular ongoing instruction. **No more than five students** may be grouped together for reading tests aloud by a human reader, since students typically proceed through the test at different rates. Students grouped together must be assigned the same test form. **1-F Human Reader:** For current online assessments, this type of verbatim reading accommodation may be implemented by having the accommodator read either from the paper and pencil test edition or from the computerized online test. **1-F Audio Recording:** For current online assessments, this type of verbatim reading accommodation may be implemented by using the "audio test," in which digital audio files of a recorded human reader are embedded in the computer-delivered test. Each student taking the **Audio Test** will need headphones. **Refer to Appendix J for additional requirements and procedures for providing the verbatim reading accommodation. In addition, human readers must refer to the Verbatim Reading Style Guide, which is posted in the LAC and STC folders on DocuShare in each assessment folder.**	I, A

[1] Additional information is available in the Test Administration Coordination Manual provided to each school test coordinator by the Maryland State Department of Education for each State assessment.

Accommodation	Accommodations based on Overall English Language Proficiency Levels				Guidance for Selecting Accommodation	Administration Directions/Requirements	Conditions for Use in Instruction and Assessment
	1 and 2	3 and 4	5	RELs			
1-G: Human Reader or Audio Recording for Verbatim Reading of Selected Sections of Test Permitted for EL only *Accommodation 1-G was previously labeled with the term, "Human Reader, Audio, or Compact Disk-Recording for Verbatim Reading of Selected Sections of Test."*	◑	●	●		This accommodation is appropriate for ELs with overall English proficiency level of intermediate or above. While the EL may not need assistance with the entire test (as given in 1-F), the EL is allowed to request that specific words, phrases, or sections of the test be read aloud. Use of the verbatim reading accommodation is permitted on all assessments as a standard accommodation, with the exception of: • **The Maryland School Assessment (MSA) in reading, grade 3 ONLY.** The grade 3 reading MSA assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a sub-score for standard 1, general reading processes.	Currently, if students are testing online and using the audio test version of State assessments, the 1-G accommodation cannot be implemented because the student does not have sufficient control over which portions of the test are read aloud. **A test examiner or an accommodator may not read the entire test to a student who receives this accommodation** **Refer to Appendix J for additional requirements and procedures for providing the verbatim reading accommodation. In addition, human readers must refer to the Verbatim Reading Style Guide, which is posted in the LAC and STC folders on DocuShare in each assessment folder.**	I, A

Accommodation	Accommodations based on Overall English Language Proficiency Levels				Guidance for Selecting Accommodation	Administration Directions/Requirements	Conditions for Use in Instruction and Assessment
	1 and 2	3 and 4	5	RELS			
1-L: Text to Speech Software for Verbatim Reading of Entire Test Computer literacy is essential for text to speech software application use. Text to speech software allows students to listen to text as it is displayed on a computer screen. Permitted for EL only *Accommodation 1-L was previously labeled 1-M with the term "Screen Reader for Verbatim Reading of the Entire Test."*	◑	●			Text to speech is a software application that converts text to synthesized speech. The software allows for adjustable voice, speech, volume, and speed of the speech output. Text displayed can be enlarged and highlighted as it is read. Most text to speech software allows for reading and study skills support as well, such as voice/sticky notes, study skill toolbars, notes extraction, word prediction, etc. Some will read web pages and other digital formats. This accommodation is intended for ELs who are unable to decode or fluently read English text due to lack of exposure to the English language. It may be appropriate for those ELs who meet one or more of the following criteria. 1. A student may receive this accommodation if his/her ELPA proficiency level is 2 or lower on the reading **and** writing subtests. 2. Students (above the age of 7) who have missed six (6) months or more of formal schooling prior to enrollment in a US school can be counted as having experienced interrupted schooling as documented via parent reporting or on registration forms. 3. The student has little or no literacy in his or her native language. Use of the verbatim reading accommodation is permitted on all assessments as a standard accommodation, with the exception of: • **The Maryland School Assessment (MSA) in reading, grade 3 ONLY.** The grade 3 reading MSA assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a sub-score for standard 1, general reading processes.	Any text to speech software may be used for instruction, but the only text to speech software currently allowed and supported by the State for assessment is the Kurzweil™ 3000. In order for students to use the Kurzweil™ 3000 text to speech software for testing, students must have used this text to speech software in instruction and have had an opportunity to become familiar with the operation of the Kurzweil™ 3000 interface. Although a human reader is always permissible to deliver a verbatim reading accommodation, the State encourages the use of text to speech software on state testing to promote standardization of the verbatim reading accommodation. Please note that the online audio tests are classified as 1-F because the computerized online test edition does not currently have text to speech functionality and simply provides an audio recording of a standardized reading by a human reader. For State testing, Kurzweil CDs must be signed out, collected, and kept in a secure location as indicated in the TACM for each assessment.	I, A

Accommodation	Accommodations based on Overall English Language Proficiency Levels				Guidance for Selecting Accommodation	Administration Directions/Requirements	Conditions for Use in Instruction and Assessment
	1 and 2	3 and 4	5	RELs			
1-M: Text to Speech Software for Verbatim Reading of Selected Sections of Test Computer literacy is essential for text to speech software application use. Text to speech software allows students to listen to text as it is displayed on a computer screen. Permitted for EL only *Accommodation 1-M was previously labeled 1-N with the term "Screen Reader for Verbatim Reading for Selected Sections of the Test."*	○	●	●		This accommodation is appropriate for ELs with overall English proficiency level of intermediate or above. While the EL may not need assistance with the entire test (as given in 1-F and 1-L), the EL is allowed to request that specific words, phrases, or sections of the test be read aloud.	For current State assessments, if students are testing online and using the Kurzweil test version, the 1-M accommodation cannot be implemented because the student does not have sufficient control over which portions of the test are read aloud; therefore, the 1-G accommodation will need to be used.	I, N/A
2-A: Scribe Permitted for EL only	○	●			This accommodation is intended for ELs who are unable to write in English due to lack of exposure to the English language. It may be appropriate for those ELs who meet one or more of the following criteria. 1. A student may receive this accommodation if his/her ELPA proficiency level is 2 or lower on the reading **and** writing subtests. 2. Students (above the age of 7) who have missed six (6) months or more of formal schooling prior to enrollment in a US school can be counted as having experienced interrupted schooling as documented via parent reporting or on registration forms. 3. The student has little or no literacy in his or her native language. The scribe for a student should be someone who is familiar with the student's accent or means of expressive language and will recognize the words a student is saying without writing down unusual phonetic spellings.	Much skill is involved in being a scribe, a skill that requires extensive practice. A scribe may not edit or alter student work in any way and must record word-for-word exactly what the student has dictated. Scribes must allow the student to review and edit what the scribe has written. Individuals who serve as a scribe must assure that he or she knows the vocabulary involved and understands the boundaries of the assistance to be provided. The role of the scribe is to write what is dictated — no more and no less. The scribe accommodation must be administered in a one-to-one setting so that other students are not able to hear the accommodated student's response. **Refer to Appendix I for additional requirements and procedures for a scribe.** For students taking a paper test, the student dictates each response directly to the scribe, who in turn records the response directly into the student's test book/answer sheet. For the online assessments, the scribe accommodation may be implemented in one of two ways, depending on which way best meets the needs of the particular student: (1) the scribe may write in the paper-and-pencil test edition test book/answer sheet, or (2) the scribe may enter student responses directly into the computer using the online test edition. For both paper and online testing, a student may or may not require a scribe to mark/select his or her selected response choices.	I, A

Accommodation	Accommodations based on Overall English Language Proficiency Levels				Guidance for Selecting Accommodation	Administration Directions/Requirements	Conditions for Use in Instruction and Assessment
	1 and 2	3 and 4	5	RELs			
2-G: Respond on Test Book Permitted for EL only *Accommodation 2-G was previously labeled with the term "Respond on Test Booklet."*	❍	❍	❍		This accommodation allows a student to write directly in a test book rather than on an answer sheet (e.g., scannable "bubble" sheet). Students who do not have much experience with test-taking (and filling in circles) may need the option of writing their responses in another format.	For State assessments, an eligible test examiner or a staff member working under the direct supervision of an eligible test examiner must transcribe the student's responses into a regular answer book. This accommodation allows the test-taker to indicate responses directly in the test book and have a certified test examiner transfer the responses to the regular answer document after the student has completed the test. Many paper-based State tests now include a combined test/answer book on which all students will record their responses. For students taking the MSA and/or MSA Science, those tests no longer have a separate answer document. Only HSA/Mod-HSA has a separate answer sheet. This accommodation does not apply to online testing.	I, A
2-H: Monitor Test Response Permitted for EL only	●	●	●		This accommodation is to ensure that the student is marking the answer for the problem the student intends to answer. For example, a student may accidentally put two answers for one problem on the same line or accidentally skip a question. Students who are able to use bubbled answer sheets may benefit from having an adult simply monitor the placement of their responses to ensure that they are actually responding to the intended question.	For State assessments, the test examiner or assigned accommodator monitors proper placement of student responses on a test book/answer sheet. The test examiner or assigned accommodator cannot assist the student with changing a response to the correct answer. This accommodation does not apply to online testing.	I, A
2-M: Graphic Organizer Permitted for EL only	❍	❍	❍		Graphic organizers help students arrange information into patterns in order to organize their work and stay focused on the content. Graphic organizers are especially helpful for writing reports and essays, sequencing information, and recalling or retrieving information. Semantic mapping software is now available to enable students to understand a narrative story or writing elements through graphics. Graphic organizers are visual representations of a text or a topic. Organizers provide steps or frames for students to identify pertinent facts, to organize information, and to record relationships between facts and ideas within a learning task. Organizers offer an entry point into complex material for visual learners to increase comprehension and retention. Graphic organizers have many names	For State assessments, graphic organizers must be in the form of a hand-out for a particular student's use only; it may not be accessible to other students. Graphic organizers should be generic without labels, cues, or instructions. If labels or cues are used, they should not compromise content knowledge based on assessment limits or be a teaching tool, but should offer an entry point into complex material for learners.	I, A

Accommodation	Accommodations based on Overall English Language Proficiency Levels				Guidance for Selecting Accommodation	Administration Directions/Requirements	Conditions for Use in Instruction and Assessment
	1 and 2	3 and 4	5	RELs			
					including visual maps, mind mapping, knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams. The purpose is to aid memory/retrieval when higher thought processes are involved (e.g., retrieval cues to make a data instrument, such as a box and whisker plot, on a graphic calculator in a data problem that requires answering questions around central tendency). The cues used should be dependent on prior content knowledge or prior calculator use and should not be a teaching tool, but a retrieving accommodation.	When students test online, only hard-copy graphic organizers may be used since the online testing platform system does not provide electronic graphic organizers.	I, A
2-Q: Use of published word-to-word bilingual dictionary Permitted for EL and REL	◑	●	●	●	Most appropriate for students who have an intermediate or more advanced level of English language proficiency and have literacy skills in the native language.	For State Assessments, electronic bilingual dictionaries are not allowed; however, they can be used during instruction.	I, A
3-A: Extended time Permitted for EL and REL	●	●	●	●	ELs may require extended time beyond what is allotted to their native English-speaking classmates. Extended time may require a student's EL committee to determine a fairly specific amount of extra time to complete assignments, projects, and tests. For example, a particular student may customarily receive time and one half. This means that a student is allowed 90 minutes to take a test that normally has a 60-minute limit. Decisions regarding extended time must be made on a case-by-case basis, keeping in mind the type of accommodations being provided and the type of assignments, tests, and activities. Usually "unlimited" time is not appropriate or feasible. Sometimes students who require extended time end up not needing it because of the reduction in anxiety just knowing that plenty of time is available. Students who have too much time may lose interest and motivation to do their best work.	The extended time accommodation must be given in one continuous block of time. The student with extended time cannot be told to close the book at the end of the standard session testing time and then be brought back to that session at a later time to complete the extended time accommodation. Special attention must be considered when arranging testing groups to ensure that students without the extended time accommodation do not receive more than the specified testing time stated in the Examiner's Manual for each assessment. Extended time is used for each session/part of an administrated test. Test examiners may not extend a testing session over multiple days. If a student is unable to complete multiple test sessions/parts in one day due to the amount extended time required, then the multiple-day accommodation may be appropriate for the student. If a student has extended time documented on his/her EL Plan and the "extended time" exceeds the testing session, once the student completes the "session/part" the test examiner can move on to the next session/	I, A

Accommodation	Accommodations based on Overall English Language Proficiency Levels				Guidance for Selecting Accommodation	Administration Directions/Requirements	Conditions for Use in Instruction and Assessment
	1 and 2	3 and 4	5	RELs			
					Teacher and test examiners must make certain that the extended time accommodation is selected when other accommodations such as human reader, text to speech software, or scribe, which may increase the time needed for the student to respond are chosen.	part/break etc., or move on to the next phase in the testing process (i.e., take break, proceed with end of test day procedures, etc.). Each student's EL Plan must document the amount of extended time typically required for assessments. EL committee should determine the routine for providing extended time to students. If a student's EL Plan does not specify the amount of extended time given to a student during an assessment, then the test examiner should work with the school test coordinator to ensure that parameters are established ahead of testing. For example, once the student closes the test book, this is the test examiner's cue that the student has completed the session. When administering the extended time during state assessments, it is imperative for the school test coordinator to carefully plan ahead of time in order to be prepared to administer the assessment. **Refer to Appendix K: Guidance for Selecting, Training, and Administering the Extended Time Accommodation for additional information regarding the 3-A accommodation.**	
3-B: Multiple or Frequent Breaks Permitted for EL and REL	❍	❍	❍	❍	ELs may require more breaks beyond what is provided to their native English-speaking classmates. Breaks are allowed and may be given at predetermined intervals or after completion of assignments, tests, or activities.	Sometimes test books are divided into shorter sections so that students can take a break between sections of a test (sometimes referred to as “short segment test books”). If the length of a break is predetermined, a timer might be used to signal the end of the break. Breaks during testing must be supervised in order to maintain test security.	I, A
3-C: Change Schedule or Order of Activities – Extended Over Multiple Days Permitted for EL only	❍	❍	❍		If possible, schedule tests and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. Students are allowed to complete activities and take tests over multiple days—completing a portion each day. This is usually done to reduce fatigue.	When implementing this accommodation for testing, test examiners, STCs, and LACs must take appropriate precautions to ensure that security of test items is not compromised and that students are not permitted to return to a test section which was completed on a previous day. State assessments are usually composed of several blocks of items called “sessions or parts.” If a test extends over multiple days, the student is not allowed to extend a single session over multiple days. The test, therefore, must be distributed such that any given session is completed within one day.	I, A

Accommodation	Accommodations based on Overall English Language Proficiency Levels				Guidance for Selecting Accommodation	Administration Directions/Requirements	Conditions for Use in Instruction and Assessment
	1 and 2	3 and 4	5	RELs			
						Accommodation 3-C is not permitted for the High School Assessments unless justified in writing by the school and specifically approved by both the Local School System and the MSDE. *Refer to Tool SWD-7 in Section 6 for more information.*	
3-D: Change Schedule or Order of Activities – Within One Day Permitted for EL and REL	❍	❍	❍	❍	If possible, schedule tests and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance.	When implementing this accommodation for testing, test examiners, STCs, and LACs must take appropriate precautions to ensure that security of test items is not compromised and that students are not permitted to return to a test session/part which was completed during a previous portion of the testing day. Students who require accommodation 3-D must take the paper-and-pencil test edition, as this accommodation is not feasible using the current online test delivery system.	I, A
4-A: Reduce Distractions to the Student Permitted for EL and REL	❍	❍	❍	❍	A setting accommodation to reduce distractions would allow a student to do individual work or take tests in a different location, usually in a place with few or no other students. Changes may also be made to a student's location within a room.	A student who is easily distracted may not want to sit near windows, doors, or pencil sharpeners. Sitting near the teacher's desk or in the front of a classroom may be helpful for some students. Sitting close to the speaker and away from background noises may be helpful. Physically enclosed classrooms (classrooms with four walls) may be more appropriate than open classrooms, and study carrels might also be helpful for students who are easily distracted. Some students concentrate best while wearing noise buffers such as earphones, earplugs, or headphones. ELs may need to have assessments administered by their regular ESOL teacher in order to maximize language comprehensibility.	I, A
4-B: Reduce Distractions to Other Students Permitted for EL only	❍	❍	❍		A setting accommodation should be considered for students receiving human reader, scribe, or other accommodations that may distract other students in the classroom or testing situation.		I, A

Accommodation	Accommodations based on Overall English Language Proficiency Levels				Guidance for Selecting Accommodation	Administration Directions/Requirements	Conditions for Use in Instruction and Assessment
	1 and 2	3 and 4	5	RELs			
5-A: Unique *Accommodation 5-A was previously labeled 1-R, 2-O, 3-E, and 4-E with the term "Other."*					Unique accommodations not specifically mentioned above may be used for instruction.	Unique accommodations used for state assessments must be approved by the MSDE's Division of Accountability, Assessment and Data Systems and the MSDE's Division of Instruction, Instructional Programs/EL Title III staff, or other appropriate State staff. The unique accommodation must be submitted to the MSDE by the LAC at least **six weeks** prior to testing to ensure a final MSDE response is received before testing begins. **Refer to Appendix E for the form.**	Determined on a case-by-case basis in consultation with the MSDE.

Table Key

○	Accommodation may be appropriate for use by ELs at this English language proficiency level.
●	Accommodation is recommended for use by ELs at this English language proficiency level.
	Not allowed for students at this ELP level.

Refer to Section 7/Step 4: *Guidance for Individualizing EL Accommodation Selection* for an in-depth explanation of accommodations appropriate for ELs based on their English language proficiency.

Fact Sheet EL-2

Sample Strategies for Differentiated Instruction and Accommodations Permitted on State Content Assessments

The purpose of this chart is to demonstrate the parallel between differentiated instructional strategies for English learners and allowable state content assessment accommodations for ELs. The chart includes a sample of essential strategies recommended for providing differentiated instruction for English learners across all content areas. This document may be useful in guiding the discussions of the EL committee to determine the instructional differentiation that relates to the applicable accommodations for school-based and county- and state-mandated assessments.

Category	Strategies for Differentiated Instruction	State Testing Permitted Accommodations*
Direct Linguistic Support in English: Oral/Written	• Provide ample repetition of language and tasks: repeat, restate, rephrase, review, and reread • Keep explanations and directions brief and concise—focus on key concepts and vocabulary • Highlight and explicitly teach key vocabulary needed to accomplish the assigned task • Enhance oral presentations with nonverbal (e.g., visual) and written support, graphic organizers, and modeling • Allow students time to check and discuss understanding of directions and material with peers • Present material through multiple,diverse modes, using audiovisual and other technology (e.g., audio-books) • Introduce and develop new vocabulary by using visual aids • Use of electronic devices to present content to students • Allow ongoing use of bilingual dictionaries during reading and writing assignments in order to clarify meaning when possible • Use leveled texts or adapt texts by shortening or simplifying language to make the content more accessible • Use technology and multimedia (e.g., software such as Inspiration, books on tape, etc.) and graphic organizers	• Human reader or audio recording for verbatim reading of entire test • Human reader or audio recording for verbatim reading of selected sections of test • Text to speech software for verbatim reading of entire test • Scribe • Published word-to-word bilingual dictionary

*Additional accommodations may be provided for ELs with IEPs or 504 Plans.

Category	Strategies for Differentiated Instruction	State Testing Permitted Accommodations*
Direct Linguistic Support in English: Oral/Written (continued)	• Encourage and allow for nonverbal responses such as pointing, nodding, pictures, manipulatives, and graphic organizers • Adjust expectations for language output (e.g., student speaks in isolated words and phrases, simple present tense statements) • Allow shortened responses • Require fewer assignments (focus on the quality of a reduced number of instructional objectives) • Pair ELs with strong speakers and writers (buddies) • Encourage "buddies" to take a dictated response during pair work • Request oral explanations of concepts that ELs can better express orally than in writing • Allow ELs to dictate responses into a tape player as evidence of completion of assigned written work	
Indirect Linguistic Support/Test Administration Practices	• Chunk instruction into shorter segments to allow for monitored breaks • Expand assignments over a longer period • Extend wait time for oral and written participation and responses • Plan most challenging tasks and subjects earlier in the day or period — or other best time for student • Seat EL close to speaker, screen, or reader • Dedicate support staff to work with EL in addition to classroom teacher • Provide small-group instruction • Pair or group EL with "buddies" who will assist with modeling and explaining tasks • Work one-on-one with student	• Respond on test book • Monitor test response • Graphic organizer • Multiple or frequent breaks • Change schedule or order of activities — extend over multiple days **(with LAC and MSDE approval for the HSA/Mod-HSA only)** • Extended Time • Change schedule or order of activities — within one day • Reduce distractions to student • Reduce distractions to other students

*Additional accommodations may be provided for ELs with IEPs or 504 Plans.

Section 9: Accommodations Tools for ELs

Tool EL-1

Teacher Observation Checklist on Student Access Needs Requiring Accommodations

School staff might use this form prior to the EL committee meeting during which the student EL Plan is completed. Ask the student's teacher(s) to complete this questionnaire.

Directions: Use this checklist to identify accommodations that might be effective for the EL and/or indicate instances in which the EL may need additional support from the teacher to use the accommodation effectively. The list is not exhaustive—its purpose is to prompt members of the EL committee to consider a wide range of accommodation needs. Does the accommodation offer the EL appropriate linguistic scaffolding so that the student can demonstrate his/her content knowledge and/or skills?

Indicate **Y** (yes), **Y/S*** (Yes with support), **N** (Not at this time), or **DK/NA** (Don't know or not applicable).

*Y/S is an important category because it helps track the *emergence* of content knowledge and skills (per Vygotsky's Zones of Proximal Development, Shafer, 1999). If the student can do the task with support, he/she may soon be able to complete it on his/her own.

	Y	Y/S	N	DK/NA	Corresponding Accommodation(s) and Test Administration Practice
Direct Linguistic Support: Oral Accommodations					
1. Is the student able to read and understand directions in English?					During testing, reading and re-reading the directions are available for all students.
2. Does the student need directions in English repeated frequently?					
3. Does the student have low/poor English reading skills that may require the reading of tests that do not measure reading comprehension in order to demonstrate knowledge of subject areas? (Does the student need all the text read to him/her?)					1-F: Human Reader or Audio Recording for Verbatim Reading of Entire Test 1-L: Text to Speech Software for Verbatim Reading of Entire Test
4. Does the student need just selected words read to him/her?					1-G: Human Reader or Audio Recording for Verbatim Reading of Selected Sections of Test 1-M: Text to Speech Software for Verbatim Reading of Selected Sections of Test
5. Does the student need support in writing down his/her spoken English?					2-A: Scribe
6. Other:					
Direct Linguistic Support: Written Accommodations					
7. Has the student used a bilingual word-to-word dictionary during classroom instruction or assessments or with homework assignments?					2-Q:Use of Published Word-to-Word Bilingual Dictionary
8. Does the student receive scribing support?					2-A: Scribe
9. Does the student come from a low-literacy background and require the use of tape recorder when responding to homework assignments?					2-A: Scribe
10. Other:					
Indirect Linguistic Support					
11. Can the student work continuously for the length of time allocated for standard test administration?					3-B: Multiple or Frequent Breaks
12. Does the student use other accommodations or equipment which requires more time to complete test items (e.g., scribe, use of bilingual dictionary, etc.)?					3-A: Extended time
13. Do others easily distract the student and/or does he/she have difficulty remaining on task?					4-A: Reduce Distractions to the Student
14. Does the student have little experience with test-taking?					2-G: Respond on Test Book 2-H: Monitor Test Response
15. Other:					

Next Steps: After completing this checklist, write a few notes to remind yourself how you would like to use these accommodations in your classroom. Use the following questions as a guide for the Next Steps you might plan:

- What accommodation(s) would you suggest be regularly used by the student during classroom instruction and assessment?
- What are the results for assignments and assessments when accommodation(s) are used (or not used)?
- What difficulties did the student experience in using the accommodation(s)?
- What is the student's perception of how well the accommodation(s) "worked?"
- What are the perceptions of parents, teachers, and specialists about how the accommodation(s) worked?
- Should the student use accommodation(s), or are changes needed?

Tool EL-2

Accommodations from the Student's Perspective

It is critical for ELs to learn self-advocacy strategies for success in school and throughout life. Some students may come to the learning environment having had limited experience expressing personal preferences and advocating for themselves. Speaking out about preferences, particularly in the presence of "authority figures," may be a new role for students, one for which they need guidance and feedback. Teachers and other EL committee members can play a key role in working with students to advocate for themselves in the context of selecting, using, and evaluating accommodations.

Use this questionnaire to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used, however, make sure that the student understands the concept of an "accommodation," providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

1. Think about all the classes you are taking now. Which is your best class?
2. Explain what you do well in this class.

The things you said you can do well above are your strengths. For example, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, and doing your homework as some things you can do well. Also, if you said, for example, you really like the subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, what class is hardest?
4. What's the hardest part of this class for you?

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, reading the book, taking tests, listening, remembering new information, doing homework, or doing work in groups. These are all things in which an accommodation may be helpful for you.

5. In the "Class" box below, write down all of the classes you are taking now. Then look at a list of accommodations. Next to each class, write down what accommodation(s) you think might be helpful for you.

Classes	Accommodations

Tool EL-3

Student Assessment Accommodations Agreement

Here is an example of a form a student could carry on test day to the test administrator or teacher. This type of format puts the student in charge (building self-advocacy skills) and sets the expectation that, with these accommodations, the student can show what he/she knows on the test. Some accommodations (e.g., large print test book) need to be arranged long before test day, but should still be included on this list to make sure the student receives the correct test book. A similar form could be carried to class to remind teachers of daily accommodations.

I, _____

(Student Name)

need the following accommodations to take this test:

If you need more information about these accommodations, you can talk to:

_____

(Name of ESOL teacher, parent, principal, and/or related service provider)

Thank you for helping me to do my best on this test!

_____

(Student Signature) (Date)

_____

(Parent/Guardian Signature) (Date)

Tool EL-4

School Accommodations Logistics Planning Checklist

Directions: The checklist can be used in the planning and implementation of assessment accommodations for an individual student. Use the checklist by indicating **Y** (Yes), **N** (No), or **DK/NA** (Don't Know or Not Applicable). School staff might print, complete this form, and keep it with the student's EL Plan in the student's cumulative folder.

	Y	N	DK/NA
Accommodations Throughout the Academic Year			
1. Accommodations are documented on student's EL plan.			
2. Student uses accommodations regularly and evaluates use.			
3. A master accommodations plan/database listing assessment accommodation needs for all students tested is updated regularly.			
Preparation for Test Day			
4. Test administrators/accommodators receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/ database).			
5. Adult supervision is arranged, and test administrators receive training for each student receiving accommodations in small-group or individual settings, including extended time (with substitutes available).			
6. Trained human readers and/or scribes are arranged for individual students (with back-up personnel identified and available in case of absence on the part of the accommodators).			
7. Special equipment (e.g., word processor) is arranged and checked for correct operation.			
Accommodations on the Day of the Test			
8. All eligible students receive accommodations as determined by their EL Plans.			
9. Provision of accommodations is recorded by test administrator.			
Considerations After the Day of the Test			
10. Does the student use other accommodations or equipment which requires more time to complete test items (e.g., scribe, use of published word-to-word bilingual dictionary, etc.)?			
11. Responses are transferred to scannable answer sheets for students using special equipment and adapted test forms and response documents.			
12. All equipment is returned to appropriate locations.			
13. Students who take make-up tests receive needed accommodations.			
14. Effectiveness of accommodations use is evaluated by test administrators, and students and plans are made for improvement.			

Tool EL-5A

Accommodations Documentation for English Learners (ELs)

Active and Refused ESOL Services ELs

This form must be completed or updated within 45 calendar days from start of school year or student date of enrollment.

Student _____ School _____ Grade _____
Last name First name MI

Assessment(s) for which accommodation(s) is/are being proposed _____

Entry date: _____ MSA Reading Exemption: Yes ❑ No ❑ Math scores to be excluded: Yes ❑ No ❑
(Date first enrolled in a school in US school system)

Last English Language Proficiency (ELP) assessment date _____

Proficiency level: **Speaking**_____ **Listening**_____ **Reading** _____ **Writing** _____

Overall_____

Assessment Accommodations below also reflect accommodations used in daily instruction.

ACCOMMODATION(S) PROVIDED (Check where appropriate):

Direct Linguistic Support in English: Oral/Written ❑ **None**	**Indirect Linguistic Support/ Test Administration Practices** ❑ **None**
❑ 1-F. Human reader or audio recording for verbatim reading of entire test	❑ 2-G. Respond on test book
❑ 1-G. Human reader or audio recording for verbatim reading of selected sections of the test	❑ 2-H. Monitor test response
❑ 1-L. Text to speech software for verbatim reading of entire test	❑ 2-M. Graphic organizers
❑ 1-M. Text to speech software for verbatim reading of selected sections of test	❑ 3-A. Extended time
❑ 2-A. Scribe	❑ 3-B. Multiple or frequent breaks
❑ 2-Q. Use of published word-to-word bilingual dictionary	❑ 3-C. Change schedule or order of activities—Extend over multiple days
❑ 5-A. Unique—proposed by Local Accountability Coordinator or EL staff and approved by MSDE Assessment Office and EL staff	❑ 3-D. Change schedule or order of activities—Within one day
	❑ 4-A. Reduce distractions to the student
	❑ 4-B. Reduce distractions to other students
	❑ 5-A. Unique—proposed by Local Accountability Coordinator or EL staff and approved by MSDE Assessment Office and EL staff

Additional accommodations currently used in the classroom (e.g., notes, outlines and instructions, recorded books, etc):

_____

_____

Recommended by the following members of the EL Committee (Check where appropriate) Date _____

_____ ESOL Teacher _____ Classroom Teacher _____ Reading Specialist _____ESOL Contact Personnel

_____ Other (Please describe)_____

Committee Chair's Signature_____ Name printed _____ Date_____

Principal's Signature _____ Name printed _____ Date_____

Parent/Guardian's Signature _____ Name printed _____ Date_____

MSDE recommends that an attempt be made to involve parents and have their signatures on file. However, if parent signatures are not available, then this form should be mailed to them and an explanation provided if requested.

Tool EL-5B

Accommodations Documentation for Reclassified English Learners (RELs)

This form must be completed or updated within 45 calendar days from start of school year or student date of enrollment.

Student _____ School _____ Grade _____
Last name First name MI

Assessment(s) for which accommodation(s) is/are being proposed _____

Exit date: _____ ❑ REL 1* ❑ REL 2**
(Date exited from ESOL services)

Last English Language Proficiency (ELP) assessment date _____

Proficiency level: **Speaking**_____ **Listening**_____ **Reading** _____ **Writing** _____
Overall_____

Assessment Accommodations below also reflect accommodations used in daily instruction.
ACCOMMODATION(S) PROVIDED (Check where appropriate):

Direct Linguistic Support in English: Oral/Written ❑ **None**	**Indirect Linguistic Support/ Test Administration Practices** ❑ **None**
❑ 2-Q. Use of published word-to-word bilingual dictionary	❑ 3-A. Extended time
❑ 5-A. Unique—proposed by Local Accountability Coordinator or EL staff and approved by MSDE Assessment Office and EL staff	❑ 3-B. Multiple or frequent breaks
	❑ 3-D. Change schedule or order of activities—Within one day
	❑ 4-A. Reduce distractions to the student
	❑ 5-A. Unique—proposed by Local Accountability Coordinator or EL staff and approved by MSDE Assessment Office and EL staff

Additional accommodations currently used in the classroom (e.g., notes, outlines and instructions, recorded books, etc):

_____

_____

Recommended by the following members of the EL Committee (Check where appropriate) Date _____

_____ ESOL Teacher _____ Classroom Teacher _____ Reading Specialist _____ESOL Contact Personnel

_____ Other (Please describe)_____

Committee Chair's Signature_____ Name printed _____ Date_____

Principal's Signature _____ Name printed _____ Date_____

Parent/Guardian's Signature _____ Name printed _____ Date_____

MSDE recommends that an attempt be made to involve parents and have their signatures on file. However, if parent signatures are not available, then this form should be mailed to them and an explanation provided if requested.

*REL 1 is a student exited from ESOL in the late spring or early fall of the previous year and is in year 1 of monitoring.
**REL 2 is a student exited from ESOL in the late spring or early fall of the year prior to the previous year and is in year 2 of monitoring.

Tool EL-5C

Accommodations Documentation Update for English Learners (ELs)

including Refused ESOL Services ELs and RELs

The accommodations plan may be updated if needed based on documented student progress within a school year. This form should be used as an addendum to Tool 9-5A and 5B to document any changes to an existing EL accommodation plan in a given school year.

Recommended by the following members of the EL Committee (Check where appropriate) Date _____

_____ ESOL Teacher _____ Classroom Teacher _____ Reading Specialist _____ESOL Contact Personnel

_____ Other (Please describe)_____

The following **changes** will be applied to the accommodation plan for school year

Action (added or deleted)	Accommodation	Rationale

Committee Chair's Signature_____ Name printed _____ Date_____

Principal's Signature _____ Name printed _____ Date_____

Parent/Guardian's Signature _____ Name printed _____ Date_____

MSDE recommends that an attempt be made to involve parents and have their signatures on file. However, if parent signatures are not available, then this form should be mailed to them and an explanation provided if requested.

Tool EL-6A

Sample Plan for Elementary School Students Designated as English Learners

Information in this plan required under Federal Law (Title III, Sec. 3302, No Child Left Behind Act of 2001). **NOTE:** This information may be contained in various documents in the student file, or may be summarized in a format similar to this one.

Date _____ Interviewer _____

General Data

Local School System _____ School _____

Grade Placement _____ School Year _____

Student Name _____
Last name First name MI

Student ID _____ Country of Birth _____

Date of Birth _____ Age _____ Gender: ❑ Male ❑ Female

Residency Status: ❑ Immigrant ❑ Refugee

Current Address _____

Language First Spoken _____

Language Spoken at Home _____

Additional Language(s) Spoken _____

Date of Entry in US _____ Local School System Enrollment Date _____

Full Name of Parent/Guardian/Sponsor:

_____
Last name First name MI

Home Phone _____ Work Phone _____

Cell Phone _____

Other Contact Person/Agency _____

Work Phone _____ Cell Phone _____

School/home communication to parent/guardian requested in:

❑ English ❑ Native Language ❑ Oral ❑ Written

Section 9

Academic History

Age Started School _____ Years in Preschool/K _____

Years in (1-5) _____ Retained in Grade(s) _____

Last Grade Completed _____

Interrupted Schooling: ❑ Yes ❑ No ❑ Limited Schooling ❑ No Formal Schooling

Schools Attended	City/Country	School Year	Grade	Age	Language of Instruction

Has student received or been referred for special education? ❑ Yes ❑ No

Are there any concerns about your child's health or has your child had personal experiences that might have an impact on school performance? ❑ Yes ❑ No

Remarks

_____

_____

English Language Proficiency Assessment (ELPA) Information

Test Name	Score	P Level	Category
ELPA — Speaking			
ELPA — Listening			
ELPA — Reading			
ELPA — Writing			
ELPA — Overall			

ESOL Eligibility: ❑ Yes ❑ No Test Date _____

Level of Academic Achievement (Prior to enrollment to in LSS)

(e.g., previous academic records, previous grade completed in native country, informal assessments in native language, etc.)

Subject	Below Level	On/Above Level	Method Used to Determine Level	Information Not Available
Mathematics				
Reading				
Writing				

Program Options Available:

_____

_____

_____

School Placement _____

Participation in the State-Required Assessment and Accountability System

Date of Entry to an English Speaking School _____

Student will participate in

Annual English Language Proficiency Assessment: Year

State-Required Assessment and Accountability Programs: Year

Accommodations will be provided (Complete EL Accommodations Form)

Program Exit/Expected Rate of Transition

With regular school attendance and parental support, it is anticipated that the student will transition to full participation in classrooms that are not tailored for students with Limited English proficiency in _____ years.

Signatures of individuals approving the EL Program Service Plan

_____

Principal or Designee Date

_____

ESOL and/or Classroom teacher Date

_____

ESOL Resource Teacher Date

_____

Parent/Guardian Date

Tool EL-6B

Sample Plan for Secondary School Students Designated as English Learners

Information in this plan required under Federal Law (Title III, Sec. 3302, No Child Left Behind Act of 2001). **NOTE:** This information may be contained in various documents in the student file, or may be summarized in a format similar to this one.

Date _____ Interviewer _____

General Data

Local School System _____ School _____

Grade Placement _____ School Year _____

Student Name _____
Last name First name MI

Student ID _____ Country of Birth _____

Date of Birth _____ Age _____ Gender: ❑ Male ❑ Female

Residency Status: ❑ Immigrant ❑ Refugee

Current Address _____

Language First Spoken _____

Language Spoken at Home _____

Additional Language(s) Spoken _____

Date of Entry in US _____ Local School System Enrollment Date _____

Full Name of Parent/Guardian/Sponsor:

_____
Last name First name MI

Home Phone _____ Work Phone _____

Cell Phone _____

Other Contact Person/Agency _____

Work Phone _____ Cell Phone _____

School/home communication to parent/guardian requested in:

❑ English ❑ Native Language ❑ Oral ❑ Written

Academic History

Age Started School _____ Years in Preschool/K _____

Years in (1-5) _____ Retained in Grade(s) _____

Last Grade Completed _____

Interrupted Schooling: ❑ Yes ❑ No ❑ Limited Schooling ❑ No Formal Schooling

Schools Attended	City/Country	School Year	Grade	Age	Language of Instruction

Has student received or been referred for special education? ❑ Yes ❑ No

Are there any concerns about your child's health or has your child had personal experiences that might have an impact on school performance? ❑ Yes ❑ No

Remarks

_____

_____

English Language Proficiency Assessment (ELPA) Information

Test Name	Score	P Level	Category
ELPA — Speaking			
ELPA — Listening			
ELPA — Reading			
ELPA — Writing			
ELPA — Overall			

ESOL Eligibility: ❑ Yes ❑ No Test Date _____

Level of Academic Achievement (Prior to enrollment to in LSS)

(e.g., previous academic records, previous grade completed in native country, informal assessments in native language, etc.)

Subject	Below Level	On/Above Level	Method Used to Determine Level	Information Not Available
Mathematics				
Reading				
Writing				

Transcript/Grades (For grades 9-12):

❏ Transcript/grades from previous school evaluated

❏ Transcript/grades not available

Maryland High School Graduation Standards

Expected Date of Graduation: _____

Program Options Available:

_____

_____

_____

School Placement _____

Participation in the State-Required Assessment and Accountability System

Date of Entry to an English Speaking School _____

Student will participate in

Annual English Language Proficiency Assessment: Year
State-Required Assessment and Accountability Programs: Year

Accommodations will be provided (Complete EL Accommodations Form)

Program Exit/Expected Rate of Transition

With regular school attendance and parental support, it is anticipated that the student will transition to full participation in classrooms that are not tailored for students with Limited English proficiency in _____ years.

Signatures of individuals approving the EL Program Service Plan

_____
Principal or Designee Date

_____
ESOL and/or Classroom teacher Date

_____
ESOL Resource Teacher Date

_____
Parent/Guardian Date

Appendix A is no longer in use since the Mod-MSA has been eliminated.

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Mod-HSA

Appendix B: IEP Team Decision-Making Process Eligibility Tool

This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Modified High School Assessment (Mod-HSA) for each relevant content area.

Date: _____ **LEA#:** _____

School: _____ **Grade:** _____

Student Name: _____ **Local ID#:** _____

D.O.B.: _____ **SASID#:** _____

Disability Code: _____

Content Area: ❑ **Algebra/Data Analysis** ❑ **Biology** ❑ **English** ❑ **Government**

IEP Team Chair: _____
(Team Chair signature verifies that all established criteria were considered.)

Team Members: Each participant should print name, provide title, and sign/date

Title	Signature	Date
Special Education Teacher(s)		
General Education Teacher(s)		
Team Member(s) (Individual(s) who is/are qualified to interpret assessment results)		
Parent(s)/Guardian		
Others		

*If the parent does not attend the meeting and sign this form, attach documentation of parent notification and informed consent for the meeting along with notification of the decision of the IEP Team that was provided to the parent. This eligibility tool may be used by the IEP Team in the process of identifying students, for each relevant content area, who may be eligible to participate in the Mod-HSA.

Appendix B: IEP Team Decision-Making Process Eligibility Tool

This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-HSA for each relevant content area.

The student is learning based on the State's approved Academic Content Standards/Core Learning Goals in the appropriate content area being considered: Algebra/Data Analysis, Biology, English and/or Government. There must be sufficient objective evidence demonstrating that the student is not likely to achieve course level proficiency within the school year covered by his/her IEP.	**Algebra/ Data Analysis**	❑ Yes	❑ No
	Biology	❑ Yes	❑ No
	English	❑ Yes	❑ No
	Government	❑ Yes	❑ No
The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards/ Core Learning Goals in the relevant content area(s) for the student's course-level during instruction and assessments. In addition, specific accommodations implemented in instructional and assessment settings should be included. Modifications may include less complex, fewer and shorter reading passages, shorter or less complex questions, and test items with fewer answer choices.	**Algebra/ Data Analysis**	❑ Yes	❑ No
	Biology	❑ Yes	❑ No
	English	❑ Yes	❑ No
	Government	❑ Yes	❑ No
The student has had consecutive years of individualized intensive academic instruction intervention in the relevant content area(s) consistent with his/her IEP, and although progress toward course-level standards was made, he/she is not making progress at course level.	**Algebra/ Data Analysis**	❑ Yes	❑ No
	Biology	❑ Yes	❑ No
	English	❑ Yes	❑ No
	Government	❑ Yes	❑ No
The student demonstrates that he/she cannot attain proficiency on the Algebra/Data Analysis, Biology, English and/or Government HSA tests, even with the provision of accommodations based on documented multiple valid and objective measures of the student's progress (or lack of progress). Examples include the end-of-course assessments, other State assessments, district assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.	**Algebra/ Data Analysis**	❑ Yes	❑ No
	Biology	❑ Yes	❑ No
	English	❑ Yes	❑ No
	Government	❑ Yes	❑ No

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Documented MSA Performance: Complete for relevant content area(s).	
This student was proficient on the Grade 8 MSA Reading.	❑ Yes ❑ No
This student was proficient on the Grade 8 MSA Mathematics.	❑ Yes ❑ No
This student was proficient on the Grade 8 MSA Science.	❑ Yes ❑ No
This student was proficient on the local measure of Grade 8 Social Studies.	❑ Yes ❑ No
Documented HSA Performance: Complete for relevant content area(s).	
Algebra/Data Analysis: This student passed the Algebra/Data Analysis HSA.	❑ Yes ❑ No
Biology: This student passed the Biology HSA.	❑ Yes ❑ No
English: This student passed the English HSA.	❑ Yes ❑ No
Government: This student passed the Government HSA.	❑ Yes ❑ No

Course-Level Academic Content Standards: The goals and objectives on the student's IEP are based on course-level Academic Content Standards to support the student's involvement and progress in the general curriculum. The goals may address a student's mathematics and/or reading disability which impacts learning. The goals address skills specified in the Academic Content Standard for the course in which the student is enrolled and are designed to monitor the student's progress in achieving the standard-based goals.

❑ **Reading:** List specific page(s) of the IEP that reflect modifications: _____

❑ **Mathematics:** List specific page(s) of the IEP that reflect modifications: _____

❑ **Social Studies:** List specific page(s) of the IEP that reflect modifications: _____

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Course-Level Proficiency: The instructional performance in the relevant content area(s) is identified in the IEP, as measured by documented multiple valid and objective measures of the student's performance over time on a State's general assessment and other assessments to include end-of-course assessments, State assessments, district assessments, data gathered from classroom assessments or other formative assessments is substantially below grade level. ❑ Yes ❑ No

If yes, specify the instructional performance skill level(s) in the relevant content areas identified on the IEP, using objective evidence as measured by documented valid and objective measures (e.g., State assessment instruments, end-of-course assessments, district assessments, and data gathered from classroom assessments) designed for assessment of achievement, that are substantially below skill level.

Area (Measure)	Score	Date
HSA Algebra/Data Analysis		
Other Mathematics Measure Used (Specify)		
Other Mathematics Measure Used (Specify)		
HSA Biology		
Other Science Measure Used (Specify)		
Other Science Measure Used (Specify)		
HSA English		
Other Reading Measure Used (Specify)		
Other Reading Measure Used (Specify)		
HSA Government		
Other Social Studies Measure Used (Specify)		
Other Social Studies Measure Used (Specify)		

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Content Standards: The goals on the student's IEP are aligned with the Maryland Content Standards/Core Learning Goals.

❑ **Algebra/Data Analysis:** List specific page(s) of the IEP that reflect these goals: _____

❑ **Biology:** List specific page(s) of the IEP that reflect these goals: _____

❑ **English:** List specific page(s) of the IEP that reflect these goals: _____

❑ **Government:** List specific page(s) of the IEP that reflect these goals: _____

Educational Interventions: The following instruction, general education interventions, and special education and related services for reading and/or mathematics have been provided to the student:

Reading/ English:

❑ Instruction in reading in the general education curriculum for _____ years.

List specific school years _____

❑ Intensive research-based and/or evidenced-based reading interventions have been provided for _____ years.

List specific school years _____

❑ List the specific research-based and/or evidenced-based reading interventions that are individual to the student.

_____

_____

❑ Course-level reading academic goals and objectives have been included in the student's IEP for _____ years.

Mathematics/ Algebra/ Data Analysis:

❑ Instruction in mathematics in the general education curriculum for _____ years.

List specific school years _____

❑ Intensive research-based and/or evidenced-based mathematics interventions have been provided for _____ years.

List specific school years _____

❑ List the specific research-based mathematics interventions that are individual to the student.

_____

_____

❑ Course-level mathematics academic goals and objectives have been included in the student's IEP for _____ years.

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Science/ Biology:

❑ Instruction in science in the general education curriculum for _____ years.

List specific school years _____

❑ List the specific research-based and/or evidenced-based reading and/or mathematics interventions that are individual to the student, which have been used in Science/Biology instruction to support the student's progress in the general education curriculum.

_____

_____

_____

_____

Social Studies:

❑ Instruction in social studies in the general education curriculum for _____ years.

List specific school years _____

❑ List the specific research-based and/or evidenced-based reading and/or mathematics interventions that are individual to the student, which have been used in Social Studies instruction to support the student's progress in the general education curriculum.

_____

_____

_____

_____

Related Services Provided:

Service _____ Years_____ Frequency _____

Service _____ Years_____ Frequency _____

Service _____ Years_____ Frequency _____

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Special Education Instruction

❑ Student has received special education instruction provided by qualified special education personnel outside the regular classroom for _____ number of years and _____ hours per day.

❑ Student has received special education instruction with qualified general and special education personnel in a co-taught model for _____ number of years and _____ hours per day.

❑ Student has received other research-based and/or evidence-based interventions. Describe/list all the interventions.

_____

_____

Academic Course Content: The student's progress toward achieving academic course content in response to appropriate instruction, designed to address the student's individual needs, is such that, even if significant growth occurs, the student will not achieve proficiency within the year covered by the student's IEP in the following area(s):

Documented MSA Performance: Complete for relevant content area(s).	
Algebra/Data Analysis	❑ Yes ❑ No
Biology	❑ Yes ❑ No
English	❑ Yes ❑ No
Government	❑ Yes ❑ No

Instruction: The student has had consecutive years of individualized, intensive academic instruction/ interventions consistent with the IEP in the following area(s):

❑ **Mathematics/Algebra/Data Analysis** ❑ **Science/Biology**

❑ **Reading/English** ❑ **Government**

List the most recent consecutive years that academic goals are included in the IEP for:

Reading _____

Mathematics _____

Social Studies _____

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Accommodations: During instruction and assessment, the student receives accommodations in the IEP in the area(s) of:

❑ **Mathematics/Algebra/Data Analysis** ❑ **Science/Biology**

❑ **Reading/English** ❑ **Government**

List page(s) of the IEP that reflect accommodations:_____

Supplementary Aids and Services: The student has been provided with supplementary aids , services, program modifications and supports and services that are necessary for the student to advance towards attaining his/her annual goals, to be involved and make progress in the general curriculum, and to be educated in the general education environment with his or her nondisabled peers as indicated on the IEP in the areas of:

❑ **Mathematics/Algebra/Data Analysis** ❑ **Science/Biology**

❑ **Reading/English** ❑ **Government**

List page(s) of the IEP that reflect accommodations:

_____

Based on the consideration of the Decision-Making Process Eligibility Tool, the IEP Team finds the following:

	N/A	Eligible	Not Eligible
Mod-Algebra/Data Analysis	❑	❑	❑
Mod-Biology	❑	❑	❑
Mod-English	❑	❑	❑
Mod-Government	❑	❑	❑

Appendix C: IEP Team Decision-Making Process Eligibility Tool

IEP Teams are encouraged to use this eligibility tool when identifying students with the **most** significant cognitive disablities for participation in the Alt-MSA.

Date: _____ **Local ID#:** _____

School: _____ **Grade:** _____

Student Name: _____ **SASID#:** _____

D.O.B.: _____ **Disability Code:** _____

LEA#: _____

IEP Team Chairperson: _____
(Team Chair signature verifies that all established criteria were considered.)

Team Members: Each participant should print name, provide title, and sign/date

Title	Signature	Date
Special Education Teacher(s)		
General Education Teacher(s)		
Team Member(s) (Individual(s) who is/are qualified to interpret assessment results)		
Parent(s)/Guardian*		
Student		
Others		

*If the parent does not attend the meeting and does not sign this form, attach documentation of parent notification and informed consent for the meeting to occur, along with notification of the decisions of the IEP Team that were provided to the parent.

Parent Understanding:

I have been informed that if my child is determined eligible to participate in the Alt-MSA through the IEP Team Decision-Making Process my child will be:

1. *Progressing toward obtaining a Maryland Certificate of Program Completion. If my child continues to participate in the Alt-MSA, he/she may not be eligible to obtain a Maryland High School Diploma. His/her continued participation in the Alt-MSA will not prepare him/her to meet the high school diploma requirements.* _____ ***(Parent/Guardian Initials)***
2. *The decision for my child to participate in the Alt-MSA must be made annually.* _____ ***(Parent/Guardian Initials)***

Appendix C: IEP Team Decision-Making Process Eligibility Tool

In order for the student to be eligible to participate in the Alt-MSA, the IEP Team must answer **Agree** to **ALL** of the criteria items below. **If the IEP Team disagrees with one or more statements, then the IEP Team should stop using this form and consider the student eligible for participation in the regular MSA/HSA with accommodations, or use the IEP Team Decision-Making Process Eligibility Tool for Mod-HSA**. The IEP Team must use multiple sources of information, such as the current IEP, results from formal and informal assessments, data gathered from classroom assessments and information from parent/student, that document academic achievement, to guide the decision-making process for participation in the appropriate State assessment. A student's educational placement in a self contained classroom/program must not drive the decision when determining if a student is eligible to participate in the Alt-MSA.

Eligibility Criteria	Eligibility Criteria Descriptors	Agree Disagree
The student has an Individualized Education Program (IEP).		❑ **Agree** ❑ **Disagree**
The student has a significant cognitive disability.	Review of student's school records indicates that he/she has a significant cognitive disability that significantly impacts cognitive function and behavior or multiple disabilities that significantly impact cognitive function and adaptive behavior. *Complete the information below*.*	❑ **Agree** ❑ **Disagree**

Complete the following Evaluation Review of Cognitive/Adaptive Ability:

Individual Cognitive Ability Test: _____ Name and Title of Examiner _____
Most Recent Test Date: _____
Cognitive Test Score(s): _____

Adaptive Behavior Skills Assessment: _____ Name and Title of Examiner _____
Most Recent Test Date: _____
Adaptive Test Score(s): _____

Please use this space to include any additional assessment data/scores that guide the IEP Team discussion (optional): ❑

_____

_____

* All Standard and Composite Scores shall be considered when reviewing multiple sources of data. **If documentation in one of the requested areas is not availables, a detailed explanation is required below.** Please include any medical or other information that may have prevented administration of the assessment in the requested areas.

_____

_____

STOP here if the IEP Team disagreed with any of the above criteria statements. The IEP Team should stop using this form and consider the student eligible for participation in the regular MSA/HSA with accommodations or use the IEP Team Decision-Making Process Eligibility Tool for determining participation in the Modified HSA.

Eligibility Criteria	Eligibility Criteria Descriptors	Agree Disagree
1. The student is learning at emerging, readiness, and/or functional literacy levels Maryland reading and Maryland mathematics, and Maryland science content standards objectives.*	All students access the Maryland State Curriculum (SC) or Core Learning Goals (CLG). There are no separate extended content standards in Maryland. The content learning objectives and expected outcomes for the student are extended to focus on the emerging, readiness (prerequisite) and/or functional (real life) application of the general curriculum. The student is substantially below grade level expectations even with documented participation in research-based and/or evidence-based interventions over multiple years in all content standard areas.	❑ **Agree** ❑ **Disagree**
2. The student requires explicit and ongoing instruction in functional skills.	The student has substantial deficits in adaptive behavior*, such that the student has difficulty demonstrating independence in everyday living skills, including interpersonal and social interactions across multiple settings. **Adaptive Behavior is defined as essential for someone to live independently and to function safely in daily life. Adaptive behaviors include "real" life skills such as grooming, dressing, safety, ability to work, and social and personal responsibility.*	❑ **Agree** ❑ **Disagree**
3. The student requires extensive and substantial modification (e.g., reduced complexity of objectives and learning materials, and more time to learn) of general education curriculum. Curriculum **activities** differ significantly from that of their non-disabled peers. They may learn different objectives, use different materials, and may participate in different learning activities.	The modifications needed by the student to participate in the regular assessment would compromise the validity of the test. The objectives written for the student in the designated content area(s) are significantly less complex than the grade level expectation. The curriculum is significantly modified, and instructional pacing is significantly reduced, making participation in the regular MSA/HSA or Modified HSA, even with accommodations, inappropriate for the student.	❑ **Agree** ❑ **Disagree**

How has the student been provided access to the general education curriculum?

_____

_____

_____

_____

_____

Appendix C

Eligibility Criteria	Eligibility Criteria Descriptors	Agree Disagree
4. The student requires intensive instruction and may require extensive supports, including physical prompts, to learn, apply, and transfer or generalize knowledge and skills across multiple settings.	The student requires substantial, repeated, individualized instruction with extensive supports such as substantially adapted and modified materials, instructional prompting systems, individualized methods of accessing information in alternative ways such as tactile, visual, auditory, and multi-sensory, across multiple settings to acquire, maintain, generalize and demonstrate performance of skills.	❑ **Agree** ❑ **Disagree**
5. The student requires extensive support to perform and participate meaningfully and productively in daily activities in school, home, community, and work environments.	The student requires intensive systematic instruction across multiple settings with tasks broken into small steps for all learning outcomes. The student is dependent on others, for some or all daily activities with the expectation that the student will require extensive ongoing support in adulthood.	❑ **Agree** ❑ **Disagree**

If the IEP Team has agreed to ALL the criteria listed above, then the team must continue with the additional requirements listed below. In order for the student to be eligible to participate in the Alt-MSA, the IEP Team must also **agree** to **ALL** of the items listed below. If the IEP Team disagreed with one or both of the criteria listed above, then the IEP Team should stop using this form and consider the student eligible for participation in the regular MSA/HSA with accommodations or use the IEP Team Decision-Making Process Eligibility Tool for determining participation in the Modified MSA/HSA.

Additional Requirements	Agree Disagree
The decision for participating in the Alt-MSA is not based on a specific categorical label and/or educational placement.	❑ **Agree** ❑ **Disagree**
The decision for participating in the Alt-MSA is an IEP Team decision, and the decision is NOT being made for administrative purposes and/or anticipated impact on local school system and/or school performance scores.	❑ **Agree** ❑ **Disagree**
The decision for participating in the Alt-MSA is NOT based on deafness/blindness, visual, auditory, physical and/or emotional behavioral disabilities.	❑ **Agree** ❑ **Disagree**
The decision for participating in the Alt-MSA is NOT based on language, social, cultural, or economic differences.	❑ **Agree** ❑ **Disagree**
The decision for participating in the Alt-MSA is NOT based solely on the fact that the student's instructional reading level is below the grade level of the regular MSA/HSA or Modified HSA to be administered.	❑ **Agree** ❑ **Disagree**

Additional Requirements	Agree Disagree
The decision for participation in the Alt-MSA is NOT based on the fact that the student is expected to perform poorly on the regular MSA/HSA or Modified HSA.	❑ **Agree** ❑ **Disagree**
The decision for participating in the Alt-MSA is NOT based on the fact that the student is exprected to experience significant test anxiety under regular testing conditions, even with the provision of accomodations or based on the high probability that the student will demonstrate disruptive behaviors during the regular MSA/HSA or Modified HSA as a result of this significant test anxiety.	❑ **Agree** ❑ **Disagree**

If the IEP Team disagreed with one or more of the additional requirement(s), then the IEP Team should stop using this form and consider the student eligible for participation in the regular MSA/HSA with accommodations or use the IEP Team Decision-Making Process Eligibility Tool for determining participation in the Modified HSA.

If the student meets or exceeds the standards on previous alternate assessments, the IEP Team should consider participation in the MSA or HSA/Mod-HSA with accomodations.

6. ELIGIBILITY CRITERIA: As documented through the eligibility criteria and additional requirements listed above, it has been determined that the student is learning a sample of content that is linked to grade-level content standards, which does not fully represent grade level content as assessed on the MSA or HSA/Mod-HSA. Therefore, the student cannot participate in regular and/or modified assessments even with the provision of accommodations.

❑ Agree

❑ Disagree

***NOTE**: If the IEP Team checked Disagree above, the student **does not meet the eligibility criteria for Alt-MSA** as listed above and, therefore, the student will participate in the MSA or HSA/Mod-HSA, with or without accommodations, as appropriate, based on his/her IEP. Refer to the Maryland Accomodations Manual for more information about accommodations and Maryland's assessments.

ASSESSMENT PARTICIPATION: The IEP Team agreed that the student met all criteria listed on this eligibility tool; therefore, the IEP Team determined the student **eligible** to participate in the Alt-MSA.

❑ **YES**/Agree

❑ **NO**/Disagree

Do the historical data (current and longitudinal across multiple settings) justify the IEP Team's decision for the student to participate in the Alt-MSA?

❑ **YES** ❑ **NO**

If **YES**, please use the space below to provide justifications of the IEP Team's decision.

_____

_____

_____

Please use the space below to document any disagreement with this decision by any IEP Team member.

_____

_____

_____

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Appendix D: Unique Accommodation Request Form for State Assessments for Students with an IEP or 504 Plan

Directions: The unique accommodation request must be submitted to the MSDE by the Local Accountability Coordinator (LAC) at least **six** weeks prior to testing to ensure a final MSDE response is received before testing begins. Responses from the MSDE for requests received by the LAC for unique accommodations will occur at least one week prior to the test administration.

This form **must** be completed and submitted to the MSDE for approval. A copy of this form must be filed in the student's IEP and assessment record and a copy must be retained by the LAC at the central office.

Local School System: _____ **LEA#:** _____ **School Name:** _____

Student Name: _____ **D.O.B.:** _____ **Disability Code:** _____

Local ID#: _____ **Grade:** _____ **SASID#** _____

IEP ❑ **504 Plan** ❑

Please select the appropriate assessment:

❑ **HSA** ❑ **Mod-HSA** ❑ **Mod-HSA Plus** ❑ **MSA**

Please select the appropriate content area(s):

❑ **Algebra/Data Analysis** ❑ **English** ❑ **Reading** ❑ **Science**

❑ **Biology** ❑ **Government** ❑ **Mathematics**

Date of Approved IEP or 504 Plan: _____

Test Administration Date(s): _____

1. Provide a brief description of accommodation: _____

_____

_____

2. What objective evidence supports the need for this accommodation?

_____

_____

_____

3. Is the accommodation being implemented during instruction, classroom assessments, benchmark assessments, and/or other district assessments? ❑ Yes or ❑ No; If yes, please describe how it is being implemented.

_____

_____

_____

4. How will the school administer this accommodation on test day? (for example, who will administer the accommodation, in what setting, etc.)?

_____

_____

_____

_____

5. Has the school team established previous parameters around administering this accommodation during classroom instruction and assessment? If so, what are they?

_____

_____

_____

_____

Assurances

In submitting this form to the MSDE, the school team has agreed to the following assurances:

1. This accommodation will be documented in the student's IEP or 504 Plan.
2. The school team has met and has considered all standard (allowable) accommodations prior to proposing this unique accommodation.
3. Parent(s)/guardian(s) were provided an opportunity to participate in the decision-making process for this accommodation.
4. The proposed accommodation will be used for routine class instruction and assessment.

Preparer's Name/Title:

_____ _____

Print Name/Title *Signature*

_____ _____

Date *Phone Number*

Local Director of Special Education/504 Specialist Approval and Signature/Date

_____ _____

Print Name/Title *Signature*

_____ _____

Date *Phone Number*

Local Accountability Coordinator Acknowledgement Signature/Date

_____ _____

Print Name/Title *Signature*

_____ _____

Date *Phone Number*

Local Explanation of Approval or Denial:

(MSDE Use Only)

MSDE Action and Signature/Date: ❑ Yes ❑ No

Print Name/Title

Signature

Date

Phone Number

MSDE Explanation of Approval or Denial:

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Appendix E: Unique Accommodation Request Form for State Assessments for Students with an EL Plan

Directions: The unique accommodation request must be submitted to the MSDE by the Local Accountability Coordinator (LAC) at least **six** weeks prior to testing to ensure a final MSDE response is received before testing begins. Responses from the MSDE for requests received by the LAC for unique accommodations will occur at least one week prior to the test administration.

This form **must** be completed and submitted to the MSDE for approval. A copy of this form must be filed in the student's EL Plan and assessment record, and a copy must be retained by the LAC at the central office.

Local School System: _____ **LEA#:** _____ **School Name:** _____

Student Name: _____ **D.O.B.:** _____ **English Proficiency Level:** _____

Local ID#: _____ **Grade:** _____ **SASID#** _____

Please select the appropriate assessment:

❑ **HSA** ❑ **MSA**

Please select the appropriate content area(s):

❑ **Algebra/Data Analysis** ❑ **English** ❑ **Reading** ❑ **Science**

❑ **Biology** ❑ **Government** ❑ **Mathematics**

Date of Approved EL Plan: _____

Test Administration Date(s): _____

Date student entered a Maryland Public School: _____

How many years has student been in Maryland?

_____

Did the student have a break in Maryland education? ❑ **Yes** ❑ **No**
If so, how long?

_____

_____

Where did the student go during this break?

_____

Was the student schooled during this break? ❑ **Yes** ❑ **No**

1. Provide a brief description of accommodation: _____

_____

_____

2. What objective evidence supports the need for this accommodation?

3. Is the accommodation being implemented during instruction, classroom assessments, benchmark assessments, and other district assessments? ❑ Yes or ❑ No; If yes, please describe how it is being implemented.

4. How will the school administer this accommodation on test day? (For example, who will administer the accommodation, in what setting, etc.?)

5. Has the school team established previous parameters around administering this accommodation during classroom instruction and assessment? If so, what are they?

Assurances

In submitting this form to the MSDE, the school team has agreed to the following assurances:

1. This accommodation will be documented in the student's EL Plan.
2. The school team has met and has considered all standard (allowable) accommodations prior to proposing this unique accommodation.
3. Parent(s)/guardian(s) were provided an opportunity to participate in the decision-making process for this unique accommodation(s).
4. The proposed accommodation will be used for routine class instruction and assessment.

Preparer's Name/Title:

_____ _____

Print Name/Title *Signature*

_____ _____

Date *Phone Number*

Local ESOL Manager/Supervisor Approval and Signature/Date

_____ _____

Print Name/Title *Signature*

_____ _____

Date *Phone Number*

Local Accountability Coordinator Acknowledgement Signature/Date

_____ _____

Print Name/Title *Signature*

_____ _____

Date *Phone Number*

Local Explanation of Approval or Denial

(MSDE Use Only)

MSDE Action and Signature/Date: ❑ Yes ❑ No

_____ _____

Print Name/Title *Signature*

_____ _____

Date *Phone Number*

MSDE Explanation of Approval or Denial:

Appendix F: Emergency Accommodation Form for State Assessments

Directions: If prior to or during testing, the school principal (or principal's designee) determines that a student requires an emergency accommodation, this form must be completed and submitted to the Local Accountability Coordinator (LAC) for approval. A copy of this form must be filed in the testing archives and a copy must be retained by the LAC at the central office.

Local School System: _____ **LEA#:** _____ **School Name:** _____

Student Name: _____ **D.O.B.:** _____ **Local ID#:** _____

Grade: _____ **SASID#** _____

Name(s) and Title of Person(s) Completing this Form:

_____ _____
Staff Member's Name *Title/Position*

_____ _____
Staff Member's Name *Title/Position*

_____ _____
Staff Member's Name *Title/Position*

Reason for requesting an emergency testing accommodation *(attach documentation if requested by LAC)*:

_____

_____

_____

_____

Describe what the testing accommodation will be:

_____

_____

_____

_____

Who will administer the accommodation? _____

_____ _____
Staff Member's Name *Title/Position*

_____ _____
Principal Signature *Date*

_____ _____
Local Accountability Coordinator Signature *Date*

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Appendix G: Quick Reference Guide to Accommodations for Students with Disabilities (SWD)

NOTE: Users of this Appendix must have the complete text of the Maryland Accommodations Manual available for reference.

1. SWD Presentation Accommodations

Visual Presentation Accommodations	Conditions for Use In Instruction and Assessment
1-A: Large Print	I, A
1-B: Magnification Devices	I, A
1-C: Interpretation/Transliteration for the Deaf or Hard of Hearing	I, A
Tactile Presentation Accommodations	
1-D: Braille	I, A
1-E: Tactile Graphics NOTE: For State assessments, tactile graphics are provided with the braille tests.	I, A
Auditory Presentation Accommodations	
1-F: Human Reader or Audio Recording for Verbatim Reading of Entire Test	I, A*
1-G: Human Reader or Audio Recording for Verbatim Reading of Selected Sections of Test	I, A*
1-H: Audio Amplification Devices	I, A
1-J: Audio Materials	I, N/A

* Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of

(1) the Maryland School Assessment (MSA) in Reading, grade 3 ONLY which assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a score for standard 1, general reading processes

1. SWD Presentation Accommodations (continued)

Multi-Sensory Presentation Accommodations	Conditions for Use In Instruction and Assessment
1-K: Descriptive Captioned Video NOTE: Currently, no Maryland assessments incorporate video-taped stimulus materials. However, if video is used during instruction, students must have access to captioning and audio description, as appropriate.	I, N/A
1-L: Text to Speech Software for Verbatim Reading of Entire Test NOTE: Any text to speech software may be used for instruction, but the only text to speech software currently supported by the State for assessment is the Kurzweil™ 3000. In order for students to use the Kurzweil™ 3000 text to speech software for testing, students must have used text to speech software in instruction and have had an opportunity to become familiar with the operation of the Kurzweil™ 3000 interface. Although a human reader is always permissible to deliver a verbatim reading accommodation, the State encourages the use of text to speech software on state testing, to promote standardization of the verbatim Reading accommodation.	I, A*
1-M: Text to Speech Software for Selected Sections of the Test	I, A*
1-N: Screen Reading Software	I, N/A
1-O: Visual Cues	I, A
1-P: Notes and Outlines	I, N/A
Other Presentation Accommodations	
1-Q: Unique	Determined on a case-by-case basis in consultation with the MSDE

* Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of

(1) the Maryland School Assessment (MSA) in Reading, grade 3 ONLY which assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a score for standard 1, general reading processes

2. SWD Response Accommodations

Response Accommodations	Conditions for Use In Instruction and Assessment
2-A: Scribe	I, A
2-B: Augmentative Communication System and Speech-Generating Devices	I, A
2-C: Braillewriter	I, A
2-D: Electronic Word Processors	I, A
2-E: Electronic Braille Notetakers	I, A
2-F: Recording Devices	I, A
2-G: Respond on Test Book	I, A
2-H: Monitor Test Response	I, A
Materials or Devices Used to Solve or Organize Responses	
2-J: Mathematics Tools and Calculation Devices	I, A
2-K: Spelling and Grammar Devices	I, A*
2-L: Visual Organizers	I, A**
2-M: Graphic Organizers	I, A
2-N: Computer Access Tools/Devices/Software	I, N/A
2-O: Writing Tools/Implements	I, A
Response Accommodations	
2-P: Unique	Determined on a case-by-case basis in consultation with the MSDE

* Spelling and grammar devices are not permitted to be used on the English High School Assessment.

** Photocopying of secure test materials requires approval and must be done under the supervision of the LAC. Photocopied materials must be securely destroyed under the supervision of the LAC. Use of highlighters may be limited on certain machine-scored test forms, as highlighting may obscure test responses. Check with the Test Administration and Coordination Manual (TACM) for each test or consult with the LAC before allowing the use of highlighters on any State assessment.

3. SWD Timing and Scheduling Accommodations

Timing and Scheduling Accommodations	Conditions for Use In Instruction and Assessment
3-A: Extended Time	I, A
3-B: Multiple or Frequent Breaks	I, A
3-C: Change Schedule – Extend Over Multiple Days	I, A
3-D: Change Schedule or Order of Activities – Within One Day	I, A
Other Timing and Scheduling Accommodations	
3-E: Unique	Determined on a case-by-case basis in consultation with the MSDE

4. SWD Setting Accommodations

Setting Accommodations	Conditions for Use In Instruction and Assessment
4-A: Reduce Distractions to the Student	I, A
4-B: Reduce Distractions to Other Students	I, A
4-C: Change Location to Increase Physical Access or to Use Special Equipment – Within School Building	I, A
4-D: Change Location to Increase Physical Access or to Use Special Equipment – Outside School Building	I, A
Setting Accommodations	
4-E: Unique	Determined on a case-by-case basis in consultation with the MSDE

Appendix H: Quick Reference Guide to Accommodations for English Learners (ELs)

The following table lists the accommodations allowed on Maryland State Content Assessments. Refer to Section 7/ Step 4 guidance **in combination with the detailed guidance in Fact Sheet EL-1 in Section 8** to individualize accommodation support for ELs on the State content assessments.

<table>
<tr><th>Code</th><th>Accommodations</th><th>Grades 3-8 Maryland State Assessments in Mathematics, Science, and Reading</th><th>High School Assessments in Algebra Data Analysis, Biology, English, and Government</th></tr>
<tr><td colspan="4">Direct linguistic support in English: Oral / Written</td></tr>
<tr><td>1-F</td><td>Human Reader or Audio Recording for Verbatim Reading of Entire Test</td><td rowspan="3">1-F, 1-G, and 1-M are allowed in mathematics, science, and reading assessments.
However, for the Grade 3 MSA Reading Assessment, if accommodations 1-F, 1-G, and 1-M are provided to the student, there are items on the MSA reading assessment that will not count as being correctly answered in the student's score.</td><td rowspan="3">Allowed in algebra/data analysis, biology, English, and government assessments</td></tr>
<tr><td>1-G</td><td>Human Reader or Audio Recording for Selected Sections of Test</td></tr>
<tr><td>1-M</td><td>Text to Speech Software for Verbatim Reading of Entire Test</td></tr>
<tr><td>1-N</td><td>Text to Speech Software for Verbatim Reading of Selected Sections of Test</td><td colspan="2">Not allowed in State assessments; the Kurzweil™ 3000 does not allow selected sections to be read aloud.</td></tr>
<tr><td>2-A</td><td>Scribe</td><td>Allowed in mathematics, science, and reading assessments.</td><td>Allowed in algebra/data analysis, biology, English, and government assessments</td></tr>
<tr><td colspan="4">Direct linguistic support in native language: Written</td></tr>
<tr><td>2-Q</td><td>Use of Published Word-to-Word Bilingual Dictionary (+extended time)</td><td>Allowed in mathematics, science, and reading assessments</td><td>Allowed in algebra/data analysis, biology, English, and government assessments</td></tr>
<tr><td colspan="4">Indirect Linguistic Support / Test Administration Practices</td></tr>
<tr><td>2-G</td><td>Respond on Test Book</td><td rowspan="10">Allowed in mathematics, science, and reading assessments</td><td rowspan="10">Allowed in algebra/data analysis, biology, English, and government assessments</td></tr>
<tr><td>2-H</td><td>Monitor Test Response in Answer Sheet /Test Book</td></tr>
<tr><td>2-M</td><td>Graphic Organizers</td></tr>
<tr><td>3-A</td><td>Extended Time</td></tr>
<tr><td>3-B</td><td>Multiple or Frequent Breaks</td></tr>
<tr><td>3-C</td><td>Change Schedule or Order of Activities – Extend Over Multiple Days</td></tr>
<tr><td>3-D</td><td>Change Schedule or Order of Activities – Within One Day</td></tr>
<tr><td>4-A</td><td>Reduce Distraction to the Student</td></tr>
<tr><td>4-B</td><td>Reduce Distractions to Other Students</td></tr>
<tr><td colspan="4">Direct and Indirect Linguistic Support / Test Administration Practices</td></tr>
<tr><td>5-A</td><td>Unique</td><td colspan="2">Determined on a case-by-case basis in consultation with the MSDE</td></tr>
</table>

Reminder: Refer to **Section 8 Accommodations Fact Sheet EL-1** for selection criteria and administration guidance for these accommodations.

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Appendix I: Protocol for the Use of the 2-A: Scribe Accommodation

Individuals who provide the scribe accommodation to a student ("accommodators") must comply with the following procedures when working with students in a testing situation.

Scribe: A qualified person who writes down what a student dictates by an assistive communication device, pointing, communication by the student via interpretation/transliteration (examples include American Sign Language, signed English, and Cued Speech), or speech.

All accommodators must be trained by the local school system as indicated in each assessment Test Administration Coordination Manual (TACM). Accommodators must sign a Test Administration and Certification of Training Form and a Non-Disclosure Agreement.

Qualifications for the Scribe

- It is preferable for the scribe to be a familiar person such as the teacher or paraprofessional who is typically responsible for scribing during regular instruction. If it is a new scribe to the student, give them time to work together during instruction prior to the assessment day.

- For students who are deaf, the scribe must be fluent in receptive and expressive American Sign Language (ASL) and/or signed English.

Process for Scribe Accommodator

- **A scribe accommodator may only administer the scribe accommodation to one student at a time during a test session.** This accommodation must be administered so that other students are not able to hear the accommodated student's response.

- Before the administration of the test, the School Test Coordinator (STC) should provide the scribe a copy of the test and the examiner's directions prior to the start of testing to become familiar with the directions and format of the test.

- The student is responsible for punctuation and may indicate punctuation in several ways. The student may punctuate as he/she dictates. For example, when stating the sentence "The cat ran." the student will say, "The cat ran period." The student may dictate more than one sentence at a time and add punctuation after the fact when given the scribed sentences to proofread.

- The scribe can automatically capitalize in these cases:

    1. The scribe should capitalize the first letter in the beginning of a sentence if the student has indicated punctuation ending the previous sentence. For example, if the student said, "The cat ran period. The cat jumped period." The scribe would write "The cat ran. The cat jumped."

    2. The first word in any paragraph.

- The student must specify capitalization in these cases:

    1. The first letter in the beginning of a sentence, if the student has not indicated punctuation ending the previous sentence. For example, if the student said, “The cat ran. The cat jumped.” The scribe would write “The cat ran the cat jumped.”

    2. Other capitalization (e.g., capitalization of proper nouns, acronyms, etc).

- The scribe may hand write, or type, to record the student’s work. For the online tests, the scribe accommodation may be implemented in one of two ways, depending on which way best meets the needs of the particular student: (1) the scribe may write in the paper and pencil test edition test book/answer sheet or (2) the scribe may enter student responses directly onto the computer using the online test edition.

- The scribe must produce legible text.

- The student will dictate sentences or paragraphs in the same manner used during instruction and assessment. The scribe should have the student proofread the dictation and the scribe may also read it aloud at student request. The student may dictate changes to the scribe, and the scribe will make those changes exactly as dictated by student. Students may proofread to add punctuation, and may change any capitalization or spelling they wish even if it is incorrect.

- The scribe may not question or correct student choices.

- The scribe may ask the student to restate (or sign) words or parts as needed.

- A student using a scribe must be given the same opportunity as other students to plan and draft a constructed response. This means that the scribe may write an outline or other plan as directed by the student. The scribe shall write the words of the student exactly as dictated, no more and no less, during the entire test session/part. The scribe may record the session for accuracy.

- For Brief Constructed-Response (BCR) or Extended Constructed Response (ECR) test items (writing tasks), the scribe should be told by the STC the preferred mode of recording the student’s response before the date of the test. During testing, the student may then dictate the constructed response using any one of the three listed methods:

    1. Into an audio recording device

    2. Into a speech-to-text converter (e.g., voice recognition software, etc.)

    3. Directly to a scribe

- The scribe may record the session for accuracy.

The Scribe Should Adhere to the Following Parameters During a Test Session/Part:

The following are a list of **acceptable parameters:**

1. The scribe may ask “Are you finished?” or “Is there anything you want to add or delete?”

2. 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 can indicate “no”.

The following are a list of **unacceptable parameters:**

1. The scribe cannot give the student specific directions, e.g. “First, set the equations equal to one another”, or “make sure that the equation is set equal to Zero.”

2. The scribe cannot tell the student if his/her answer is correct or incorrect.

3. The scribe cannot answer questions related to the content posed by the student, e.g., “Is this the right way to set up the problem?” “Can you tell me what this word means?”

4. The scribe cannot alert the student to mistakes made during testing.

5. The scribe cannot prompt the student in any way that would result in a better response or essay.

6. The scribe cannot influence the student’s response in any way.

Special Considerations When Scribing for a Student Who Uses ASL or Cued Speech

- When ASL is being used during scribing, the scribe may ask clarifying questions regarding the use of classifiers.

- The scribe will make conceptual translations from ASL to English.

- The scribe will write exactly what is heard. Probing or clarifying questions are not allowed. For students using ASL, classifiers are permitted. Classifiers give descriptive information about a noun or verb such as: location, kind of action, size, shape and manner.

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Appendix J: Protocol for Individuals Providing Verbatim Reading Test Accommodations

An individual (accommodator) who provides the verbatim reading accommodation to a student must comply with the following procedures when working with a student in a testing situation.

Human Reader: A qualified person (accommodator) who reads orally to a student.

All accommodators must be trained by the local school system as indicated in each assessment Test Adminstration Coordination Manual (TACM) for all assessments. Accommodators must sign the Test Administration and Certification of Training Form and a Non-Disclosure Agreement forms.

Verbatim Reading Procedures for Human Reader Accommodators

To ensure uniformity in presentation of standardized tests in Maryland, the Kurzweil™ 3000 text to speech software should be used whenever possible. If circumstances preclude the use of the audio (digital audio files of a recorded human reader) reader, then, a human reader may be used. Human readers must follow the procedures outlined below:

1. Human readers must read, verbatim (word for word), only the words in the test book or on the computer screen, without changing or adding words, or otherwise assisting the test-taker in any way to influence the test taker's selection of a response.

2. Human readers must speak in a clear and consistent voice throughout the test administration, using correct pronunciation. Readers should be provided a copy of the test and the examiner's directions, no more than one day prior to the start of testing, to become familiar with the content being tested in order to correctly read words, terms, symbols, signs or graphics that are part of the test.

3. Human readers may not clarify, elaborate, or provide assistance to students.

4. Human readers must refer to the Verbatim Reading Style Guide, which is posted in the LAC and STC folders on DocuShare in each assessment folder to ensure that verbatim reading rules are being followed.

5. Human readers must give special emphasis only to words printed in boldface, italics, or capitals and tell the test-taker that the words are printed in that way. No other emphasis or special vocal inflection is permissible. Readers should use even inflection so that the student does not receive any cues by the way the information is read.

6. Human readers must be patient and understand that the test-taker may need to have test items repeated several times.

7. Human readers must not attempt to solve problems or determine the correct answer to an item while reading as this may result in an unconscious pause or change in inflection which could be misleading to the test-taker.

8. Human readers must maintain a neutral facial expression and must not smile or frown which may be interpreted by the test-taker as approval or disapproval of the student's answers.

9. Human readers must recognize that test-takers who are blind or who have low vision may also have additional special tools or equipment (e.g., abacus, brailler, slate, stylus) that have been approved for use during the test.

10. Human readers must be familiar with the student's IEP, 504 Plan or EL Plan and know in advance the exact type of verbatim reading accommodation required by the student. The test-taker may require all or portions of the test to be read aloud, depending on his or her particular set of accommodations.

11. If a human reader finds an unfamiliar word or one that he or she is not sure how to pronounce, advise the test-taker of the uncertainty about the word and spell the word.

12. When reading a word that is pronounced like another word with a different spelling, if there is any doubt about which word is intended, readers must spell the word after pronouncing it.

13. Human readers must spell any words requested by the test-taker.

14. When reading passages, readers must be alert to all punctuation marks. Human readers may read the passage through once so that the test-taker can grasp the content of the passage. Some test-takers may ask for the passage to be read through a second time with punctuation marks indicated. When required or asked to read, with punctuation, specific lines within a passage, indicate all punctuation found within those lines.

15. When test items refer to particular lines of a passage, reread the lines before reading the question and answer choices. For example, a human reader might say, "Question X refers to the following lines…". Reading the lines referred to would then be followed by reading question X and its response options.

16. When reading selected response items, readers must be particularly careful to give equal stress to each response option and to read all of them before waiting for a response. The test-taker will record the answer or provide the answer to the test scribe, who will record it for the test-taker.

17. If a human reader is also serving as a scribe, and if the test-taker designates a response choice by letter only ("D", for example), the human reader must ask the test-taker if he/she would like the complete response be reread before the answer is recorded.

18. If the test-taker chooses an answer before the reader has read all the answer choices, the human reader must ask if the test taker wants the other response options to be read.

19. After a human reader finishes reading a test item, the human reader must allow the test-taker to pause before responding. However, if the test-taker pauses for a considerable time following the reading of the answer choices, say: "Do you want me to read the question again...or any part of it?" In rereading questions, readers must be careful to avoid any special emphasis on words not emphasized in the printed copy by italics or capital letters.

Special Guidelines When Reading Mathematics, Science and Biology Content

Mathematical expressions must be read precisely and with care to avoid misrepresentation. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the entire question before reading it aloud to the test-taker. Use technically correct yet simple terms, and be consistent in the treatment of similar expressions.

Please review the MSDE Examiner's Manuals for specific verbatim reading instructions for each assessment. In addition, readers must refer to the Verbatim Reading Style Guide, which is posted in the LAC and STC folders on DocuShare in each assessment folder to ensure that verbatim reading rules are being followed.

Interpretation/Transliteration Interpreters

Test takers who are deaf or hard of hearing may require the services of an Interpreter/transliterator. The Interpreter/transliterator typically provides support to the student in understanding test instructions which would normally be read aloud to all students.

1. Discussions with the interpreter on testing procedures should be conducted with the test-taker present before (and not during) the test session.

2. Before the session, the interpreter must become familiar with the test instructions and the terminology used in the test that he or she will be interpreting.

3. An interpreter always lags a few words or phrases behind the person who is speaking. Allow short pauses for the test-taker to respond or to ask questions.

4. As the test examiner, remember to speak directly to the test-taker even when an interpreter is present.

5. Courtesy requires that test examiners not say things to the interpreter that they do not want repeated to the test taker. (For example, do not ask the interpreter's opinion about the test taker or the situation.)

6. An interpreter/transliterator may also provide a verbatim reading accommodation for students who need this accommodation.

Procedures for Providing Test Accommodation 1-F: Human Reader or Audio Recording for Verbatim Reading of Entire Test to a Small Group of Students

The human reader may read the test aloud to a small group of students, provided that each student has an IEP, 504 Plan, or EL Plan that includes verbatim reading. These students must also have accommodation 4-B: Reduce Distracters to Other Students documented in their IEP, 504 Plan or EL Plan. **The following procedures must be followed:**

- **No more than five students** may be grouped together for reading tests aloud, since students typically proceed through the test at different rates.
- If students are taking the paper test, the students grouped together must have the **same paper test form designation**, since all questions in a given test form are identical. Test form designation numbers or letters appear in the upper right-hand corner of each student's test book or answer sheet. If students are testing online, they must be put in an audio test session.
- Students without the verbatim reading accommodation should not be tested in the same location as students with the verbatim reading accommodation.

Administering Verbatim Reading for Online Testing

Two options are available to schools when the assessment is administered to students with verbatim reading accommodations. Only students with 1-F: Human Reader or Audio Recording for Verbatim Reading of Entire Test documented in their IEP, 504 Plan, or EL Plan are allowed these online accommodations. Each option is summarized below.

1. Read-Aloud Sessions

- Used when a group of students, all of whom have verbatim reading accommodations via a human reader, are testing online;
- When creating the online test session in PearsonAccess, select "Yes" next to "Read-Aloud";
- All students in the session will automatically be assigned to the same form of the test;
- A ***Proctor Authorization Ticket*** will be generated for each Read-Aloud session, allowing the test examiner to access the same test form to which the students are assigned;
- The test examiner then reads the test aloud to the students;
- This feature is available in both the PearsonAccess Training Center and the operational Test Nav site; and
- All students assigned to a Read-Aloud session **MUST** have the verbatim reading of the entire test accommodation documented in their accommodations plans.

2. Audio Tests

- Used with individual students in place of a human reader when appropriate;
- All students taking audio tests must use headphones;
- Students taking audio tests can be placed into separate sessions or included in sessions with non-accommodated students;
- When assigning the test for each student in PearsonAccess, select "Audio" under "Form/Group Type";
- A human voice will read each test item;
- When an item appears on the screen, the audio for that item will play automatically, via .wav files embedded in TestNav;
- The student scan rewind, fast-forward, stop, and play the audio, but cannot highlight individual words or phrases to have them read as in the Kurzweil™ software;
- This feature is available in both the PearsonAccess Training Center and the operational Test Nav site; and
- All students taking Audio Tests **MUST** have the verbatim reading of the entire test accommodation documented in their accommodations plans.

Administering Verbatim Reading with Kurzweil™ 3000 text to speech software

- Each Kurzweil CD comes packaged with a standard-size paper test book/answer sheet;
- Students view the test on computer via Kurzweil™ and enter their responses into the paper test book/answer sheet;
- Students cannot enter their responses online while viewing the Kurzweil™ test; and
- All students using Kurzweil™ **MUST** have the verbatim reading of the entire test accommodation documented in their accommodations plans.

Verbatim Reading Accommodation: Selected Text (1-G: Human Reader or Audio Recording for Verbatim Reading of Selected Sections of Test)

- Online Read-Aloud Sessions, online Audio tests and Kurzweil Tests are not available for the verbatim reading of selected portions of text **(1-G: Human Reader or Audio Recording for Verbatim Reading of Selected Sections of Test)** because the student does not have sufficient control over which portions of the test are read aloud. Therefore, a human reader must be used for this accommodation during State assessments.

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Appendix K: Guidance for Selection, Training and Administering the 3A: Extended Time Accommodation

What are Timing Accommodations?

The Extended Time Accommodation is considered a Timing accommodation which changes the allowable length of time to complete assignments, tests, and activities, and may also change the way the time is organized. Timing accommodations give students the time and the breaks they need to complete activities, assignments, and tests. Other changes may include the particular time of day, day of the week, or number of days over which a particular activity, assignment, or test takes place. This accommodation must be documented in the student's IEP, 504 Plan or EL Plan. The accommodation must be provided for instruction and assessment as specified in the IEP, 504 Plan or EL Plan.

Who Can Benefit from the Extended Time Accommodation (3-A)?

Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio materials, scribe).

Extended time may require a student's IEP, 504 or EL Team to determine a fairly specific amount of extra time to complete assignments, projects, and tests. For example, a particular student may customarily receive time and one half. This means that a student is allowed 90 minutes to take a test that normally has a 60 minute limit.

Decisions regarding Extended Time must be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of assignments, tests, and activities. Usually "unlimited" time is not appropriate or feasible. Sometimes students who request extended time end up not needing it because of the reduction in anxiety just knowing that plenty of time is available to complete the task. Students who have too much time may lose interest and motivation to do their best work. Teachers and test examiners must make certain that the extended time accommodation is selected when other accommodations, which may increase the time needed for the student to respond, are chosen for the student. These accommodations may include human reader, text reader, or dictated response scribe.

Extended time is used for each session/part of an administerated test. Test Examiners may not extend a single test session/part over multiple days. If a student is unable to complete multiple test sessions/parts in one day due to the amount of extended time required, then the multiple day accommodation may be appropriate for the student. Refer to Tool SWD-7 for more details regarding the Multiple Day Accommodation.

Documenting the Extended Time Accommodation in a Student's IEP, 504 Plan or EL Plan

Each student's IEP, 504 Plan or EL Plan must document the amount of extended time typically required for assessments. IEP Teams should determine the routine for providing extended time to students.

For example:

1. The student cues the teacher that he or she needs more time. The teacher permits the student to continue working on the test.
2. The teacher asks the student whether he or she needs more time. The teacher provides more time if the student requests it.
3. Predetermine the time period. Students should be informed (ahead of time) of the time frame for the subtest or test (i.e. time and half for each session, so if the session time is 60 minutes, a student receiving the extended time accommodation may receive 90 minutes).

Some students may require extended time to complete an assessment or a portion of an assessment (a session/part). The additional time may be required due to frequent breaks, or simply because the student needs more time to complete the test. Or, another accommodation may necessitate a time extension (e.g., generally a scribe takes longer to write). In all cases, this must be specified in the student's IEP, 504 Plan or EL Plan and not determined at the time of the test.

Some students may require only a brief extension to finish their work. In these cases, students generally keep working until finished. When students need extensive time to finish, the test is usually scheduled over several sessions to avoid student fatigue.

Logistics Planning for the Extended Time Accommodation

Students who require this accommodation may need to take the test in another room for the following reasons:

- Providing the student with additional time may distract other students.
- Students may become distracted by their classmates who are at different places in the assessment. For example, directions given to other students may interfere with the student's concentration.
- Older students may be embarrassed about needing an accommodation and would prefer to keep it private.

Procedure for Ending the Extended Time Accommodation with Students

If a student has extended time documented on his/her IEP, 504 Plan and EL Plan and the "extended time" exceeds the testing session, once the student completes a particular "session/part", the test examiner can move on to the next session/part, or move on to the next phase in the testing process (i.e., take break, proceed with end of test day procedures etc.). The extended time accommodation must be given in one continuous block of time. The extended time student cannot be told to close the book at the end of the standard session testing time and then be brought back to that session at a later time to complete the extended time accommodation. Special attention must be considered when arranging testing groups to ensure that students without the extended time accommodation do not receive more than the specified testing time stated in the Examiner's Manual for each assessment.

If a student's IEP, 504 Plan, or EL Plan does not specify the amount of extended time given to a student during an assessment, then the test examiner should work with the School Test Coordinator (STC) to ensure that parameters are established ahead of testing. For example, once the student closes the test book this is the test examiner's cue that the student has completed the session. When administering the extended time during State assessments it is imperative for the STC to carefully plan ahead of time in order to be prepared to administer the assessment.

Determine the routine for ending the extending time accommodation. For example:

1. The student cues the teacher, with a predetermined cue, indicating that he or she is finished.
2. The teacher asks the student whether he or she needs more time. The teacher provides more time if the student requests it.
3. Predetermine the time period. Inform the student of the time frame for the session/part or test prior to the administration of the assessment.

NOTE: When a student has too much time to finish an assessment, he/she may engage in nonproductive guessing or change answers when they should not be changed.

Appendix L: Academic and Learning Aids Instructional/Assessment Toolkit

The purpose of this toolkit is to provide a list of a variety of tools that may assist students with disabilities to access the general education curriculum. The charts provide tools for Reading, Writing and Spelling, Mathematics, Study and Organization, Communication and Access. The tools are listed from top to bottom in each category from low to high- tech, with items listed first being more readily available, less expensive, and requiring less knowledge and training to use. All of these tools can be used for instruction and should be selected based upon the individual needs of the students with input from all members of the IEP Team. The toolkit is not meant to be a comprehensive list, but to provide examples of tools that may be used with students. The selection of the tools a student may use should be based upon the results of the student's evaluations, the observations, and success of the student using the tools that correspond to the student's Individualized Education Program (IEP). The first column lists the Type of Tool. The second column lists the Type of Accommodation. This category corresponds to the those listed in the Maryland Accommodations Manual. The final column "Conditions for Use for Assessment" lists whether the tool is allowed for use during State assessments.

Writing and Spelling		
Type of Tool	**Type of Accommodation**	**Conditions for Use for Assessment (A) indicates tools are permitted (N/A) indicates tools are not permitted or accessible**
Pencil grips/holders	Response: 2-O Writing Tools/Implements	A
Adaptive paper (dark-lined, raised)	Response: 2-O Writing Tools/Implements	A
Clipboards/dycem to stabilize paper	Response: 2-O Writing Tools/Implements	A
Personal vocabulary/ spelling dictionary	Response: 2-K Spelling/Grammar Device	A
Writing guide	Response: 2-L Visual Organizer	A
Graphic organizer	Response: 2-M Graphic Organizer	A
Highlighter (markers, tape)	Response: 2-L Visual Organizer	A (Note: Must Confer with LAC)
Hand-held electronic spellchecker and/or thesaurus	Response: 2-K Spelling/Grammar Device	A
Recorders (tape, digital)	Response: 2-F Recording Devices	A
Portable word processor	Response: 2-E Electronic Braille Notetaker	A
Braillewriter (manual or electric)	Response: 2-C Braillewriter	A
Braille slate and stylus	Response: 2-C Braillewriter	A
Slantboard	Response: 2-O Writing Tools/Implements	A

Writing and Spelling (continued)		
Type of Tool	**Type of Accommodation**	**Conditions for Use for Assessment (A) indicates tools are permitted (N/A) indicates tools are not permitted or accessible**
Large print keyboard labels	Response: 2-N Computer Access Tools/ Devices/Software	N/A
Adaptive keyboard	Response: 2-N Computer Access Tools/ Devices/Software	N/A
Concept/webbing software	Response: 2-M Graphic Organizer	N/A
Talking word processing software	Response: 2-D Electronic Word Processor	N/A
Word prediction software	Response: 2-D Electronic Word Processor	N/A
Voice recognition software	Response: 2-B Augmentative Communication System and Speech Generating Devices	A
Reading		
Type of Tool	**Type of Accommodation**	**Conditions for Use for Assessment (A) indicates tools are permitted (N/A) indicates tools are not permitted or accessible**
Line guide/reading window frame	Presentation: 1-O Visual Cues	A
Slantboard/reading stand	Presentation: 1-B Magnification Devices	A
Colored overlays	Presentation: 1-O Visual Cues	A
Hand-held electronic dictionary	Response: 2-K Spelling/ Grammar Device	N/A
Large print	Presentation: 1-A Large Print	A (Note: For online assessments, large print can only be provided through the use of Kurzweil 3000)
Electronic magnification systems (CCTVs)	Presentation: 1-B Magnification Devices	A
Screen enlargement software	Presentation: 1-A Large Print	N/A
Braille	Presentation: 1-D: Braille and 1-E: Tactile Graphics	A

Mathematics		
Type of Tool	**Type of Accommodation**	**Conditions for Use for Assessment (A) indicates tools are permitted (N/A) indicates tools are not permitted or accessible**
Adapted Graph paper	Response: 2-L Visual Organizer	A
Line guide/reading window frame	Presentation: 1-O Visual Cues	A
Hand-held magnifier	Presentation: 1-B Magnification Devices	A
Electronic magnification systems (CCTVs)	Presentation: 1-B Magnification Devices	A
Colored overlays	Response: 2-L Visual Organizers	A
Graphic Organizer	Response: 2-M Graphic Organizers	A (without labels)
Talking Calculator	Response: 2-J Mathematics Tools and Calculation Devices	A
Large print ruler	Response: 2-J Mathematics Tools and Calculation Devices	A
Braille ruler	Response: 2-J Mathematics Tools and Calculation Devices	A
Tactile compass	Response: 2-J Mathematics Tools and Calculation Devices	A
Abacus	Response: 2-J Mathematics Tools and Calculation Devices	A
Braille Math Window	Response: 2-J Mathematics Tools and Calculation Devices	A
Braille Brannan Cubarithm	Response: 2-J Mathematics Tools and Calculation Devices	A
Calculator software	Response: 2-J Mathematics Tools and Calculation Devices	N/A
Electronic math worksheet software	Response: 2-M Graphic Organizers	N/A
Study and Organization		
Type of Tool	**Type of Accommodation**	**Conditions for Use for Assessment (A) indicates tools are permitted (N/A) indicates tools are not permitted or accessible**
Print or picture schedule	Presentation: 1-O Visual Cues	A
Recording device	Presentation: 1-F Verbatim Reading Response: 2-A Scribe	A
Timers	3-B Multiple or Frequent Breaks	A

Communication and Access		
Type of Tool	**Type of Accommodation**	**Conditions for Use for Assessment (A) indicates tools are permitted (N/A) indicates tools are not permitted or accessible**
Communication Boards/ Books	Presentation: 2-B Augmentative Communication System and Speech-Generating Devices	A
Eye Gaze Frames	Presentation: 2-B Augmentative Communication System and Speech-Generating Devices	A
Descriptive/Captioned Video	Presentation: 1-K Descriptive/Captioned Video	N/A
Adaptive writing tools	Response: 2-O Writing Tools/Implements	A
Slantboard	Presentation: 2-O Writing Tools/ Implements	A
Audio Amplification Devices	Presentation: 1-H Audio Amplification Devices	N/A
Text to Speech Software	Presentation: 1-L Text to Speech Software of the Entire Test	A

Appendix M: Student Accommodation Refusal Form

If a student refuses an accommodation listed in his or her IEP, 504 Plan or EL Plan, the school should document in writing that the student refused the accommodation, and the accommodation must be offered and remain available to the student during testing. This form must be placed in the student's file and a copy must be sent to the parent on the day of refusal. School Test Coordinators (STCs) should work with Test Examiners (TEs) to determine who else should be informed when a student refuses an accommodation.

Local School System: _____ **LEA#**_____ **School Name:**_____

Student's Name: _____ **D.O.B.:** _____

Disability Code or English Proficiency Level for ELs: _____

Local ID# _____ **Grade:** _____ **SASID#:** _____

Name of Assessment:_____**Content Area:** _____

Time Student Refused the Accommodation(s): _____

Accommodation(s) Refused: _____

_____

_____

_____

Reason(s) for Refusal: _____

_____

_____

_____

Date: _____

Student's Signature: *(optional)* _____

Signature of Test Examiner: _____

NOTE: A copy of this form **must** be sent home to the parent, and a copy placed in the student's file for use at the student's next IEP meeting.

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Appendix N: Maryland State Assessment/NAEP Accommodations Crosswalk: Students with Disabilities

Accommodations	Maryland	NAEP
Presentation		
1-A Large Print	Yes	Yes
1-B Magnification Devices	Yes	Yes
1-C Interpretation/Transliteration for the Deaf or Hard of Hearing	Yes	Yes*
1-D Braille	Yes	Yes
1-E Tactile Graphics	Yes	Yes
1-F Human Reader or Audio Recording for Verbatim Reading of Entire Test	Yes	Yes*
1-G Human Reader or Audio Recording for Verbatim Reading of Selected Sections of Test	Yes	Yes*
1-H Audio Amplification Devices	Yes	
1-J Audio Materials	Yes	
1-K Descriptive/ Captioned Video	Yes	
1-L Text to Speech Software for Verbatim Reading of Entire Test	Yes	
1-M Text to Speech Software for Verbatim Reading of Selected Section of Test	Yes	
1-N Screen Reading Software of the Entire Test	Yes	
1-O Visual Cues	Yes	
1-P Notes and Outlines	No	
Explanation of Directions	No	Yes
Response		
2-A Scribe	Yes	
2-B Augmentative Communication System and Speech-Generating Device	Yes	
2-C Braillewriter	Yes	Yes
2-D Electronic Word Processor	Yes	Yes
2-E Electronic Braille Notetakers	Yes	Yes
2-F Recording Devices	Yes	
2-G Response on Test Book	Yes	
2-H Monitor Test Response	Yes	
2-J Mathematical Tools and Calculation Devices	Yes	No
2-K Spelling and Grammar Devices	Yes	No
2-L Visual Organizers	Yes	
2-M Graphic Organizers	Yes	
2-N Computer Access Tools/Devices/ Software	No	No
2-O Writing Tools/Implements	Yes	
Points to answers or responds orally to a scribe	**Yes**	**Yes**
Uses a template to respond	**Yes**	**Yes**
Uses large marking pen or special writing tool	**Yes**	**Yes**

Accommodations	Maryland	NAEP
Timing and Scheduling		
3-A Extended Time	Yes	Yes
3-B Multiple or Frequent Breaks	Yes	Yes
3-C Change Schedule or Order of Activities—Extend Over Multiple Days	Yes	No
3-D Change Schedule or Order of Activities—Within One Day	Yes	
Timing and Scheduling		
4-A Reduce Distractions to the Student	Yes	Yes
4-B Reduce Distractions to Other Students	Yes	Yes
4-C Change Location to Increase Physical Access or to Use Special Equipment—Within School Building	Yes	Yes
4-D Change Location to Increase Physical Access or to Use Special Equipment—Outside School Building	Yes	Yes

Appendix O: Maryland State Assessment/ NAEP Accommodations Crosswalk: English Learners

(Note: Shaded cells' topics are not included in NAEP accommodations.)

Accommodations	Maryland	NAEP
Direct Linguistic Support in English: Oral / Written		
1-F Human Reader or Audio Recording for Verbatim Reading of Entire Test	Yes	Yes*
1-G Human Reader or Audio Recording for Verbatim Reading of Selected Sections of Test	Yes	Yes*
1-L Text to Speech Software for Verbatim Reading of Entire Test	Yes	Yes*
1-M Text to Speech Software for Verbatim Reading of Selected Section of Test	Yes	Yes*
2-A Scribe	Yes	
Explanation of directions	No	Yes
Direct Linguistic Support in Native Language: Oral / Written		
Directions only read aloud in native language	No	Yes
Test materials read aloud in native language	No	Yes*
Bilingual version of the booklet (Spanish/English only)	No	Yes*
2-Q Use of Published Word-to-Word Bilingual Dictionary (no definitions in native language)	Yes	Yes
Indirect Linguistic Support / Test Administration Practices		
2-G Respond on Test Book	Yes	
2-H Monitor Test Response	Yes	
2-M Graphic Organizer	Yes	
3-A Extended Time	Yes	Yes
3-B Multiple or Frequent Breaks	Yes	Yes
3-C Change Schedule or Order of Activities – Extend Over Multiple Days	Yes	No
3-D Change Schedule or Order of Activities – Within One Day	Yes	
4-A Reduce Distraction to the Student	Yes	Yes
4-B Reduce Distractions to Other Students	Yes	Yes

*Except for reading

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Appendix P: Maryland State Content Assessment/ *ACCESS for ELLs*® Accommodations Crosswalk: English Learners with Disabilities ONLY

ACCESS for ELLs® is an English language proficiency test; as such, it is a tool used to assess the construct of ELs' receptive (listening and reading) and productive (speaking and writing) skills in English. Because it focuses on language rather than on content-area knowledge and skills, some accommodations that might be appropriate for the classroom or content-area tests should not be used with *ACCESS for ELLs*® as they will invalidate the construct being measured. In other words, students would be taking a test that is no longer measuring just their English language proficiency, making any interpretation or inferences from the scores invalid.

See IDEA (1997 and 2004) 34 CFR § 300.160 (b)(2)(i) and 34 CFR § 300.160 (b)(2)(ii) as excerpted below:

(2) The State's (or, in the case of a district-wide assessment, the LEA's) guidelines must—

(i) Identify only those accommodations for each assessment that do not invalidate the score; and

(ii) Instruct IEP Teams to select, for each assessment, only those accommodations that do not invalidate the score.

Please refer to Maryland Accommodations Manual (Issue Date: June 1, 2012) for detailed descriptions of each accommodation below.

Accommodations	MD Content Test	ACCESS L	ACCESS R	ACCESS W	ACCESS S
Presentation					
1-A: Large Print	Yes	Yes	Yes	Yes	Yes
1-B: Magnification Devices	Yes	Yes	Yes	Yes	Yes
1-C: Interpretation/Transliteration for the Deaf or Hard of Hearing	Yes	No	No	No	No
1-D: Braille[1]	Yes	N/A	N/A	N/A	N/A
1-E: Tactile Graphics[1]	Yes	N/A	N/A	N/A	N/A
1-F: Human Reader or Audio Recording for Verbatim Reading of Entire Test	Yes	No	No	Yes	No
1-G: Human Reader or Audio Recording for Verbatim Reading of Selected Sections of Test	Yes	No	No	Yes	No
1-H: Audio Amplification Devices	Yes	Yes	Yes	Yes	Yes
1-L: Text to Speech Software for Verbatim Reading of Entire Test	Yes	Not available			
1-O: Visual Cues	Yes	N/A	N/A	N/A	N/A

[1] WIDA strongly recommends that the assessment not be made available in braille. WIDA believes that to do so would change the nature of the test, seriously affecting the validity of *ACCESS for ELLs*® scores. One of the most important reasons for this is the fact that a student's proficiency in braille confounds the assessment of English language proficiency. Furthermore, many of the test items as they are currently written cannot be translated into braille because this changes the test. Therefore, the MSDE does not recommend that English learners who are braille readers participate in the *ACCESS for ELLs*® due to the visual nature of the test. The IEP Team and the EL committee must collaborate to jointly determine the student's English language proficiency.

Accommodations	MD Content Test	ACCESS L	ACCESS R	ACCESS W	ACCESS S
Response					
2-A: Scribe	Yes	Yes	Yes	Yes[2]	No
2-B: Augmentative Communication System and Speech-Generating Devices	Yes	N/A	N/A	N/A	N/A
2-C: Braillewriter	Yes	N/A	N/A	No	N/A
2-D: Electronic Word Processors	Yes	N/A	N/A	Yes[3]	N/A
2-E: Electronic Braille Notetakers	Yes	N/A	N/A	No	N/A
2-F: Recording Devices	Yes	N/A	N/A	No	No
2-G: Respond on Test Book	Yes	Yes	Yes	Yes	Yes
2-H: Monitor Test Response	Yes	Yes	Yes	Yes	Yes
2-J: Mathematics Tools and Calculation Devices	Yes	N/A	N/A	N/A	N/A
2-K: Spelling and Grammar Devices	Yes	N/A	N/A	No	N/A
2-L: Visual Organizers	Yes	Yes	Yes	Yes	N/A
2-M: Graphic Organizers	Yes	N/A	N/A	N/A	N/A
2-N: Computer Access Tools/Devices/Software	Yes	N/A	N/A	N/A	N/A
2-O: Writing Tools/Implements	Yes	N/A	N/A	N/A	N/A
2-Q: Use of Published Word-to-Word Bilingual Dictionary[4]	Yes	No	No	No	No
Timing/Scheduling					
3-A: Extended Time	Yes	Yes	Yes	Yes	Yes
3-B: Multiple or Frequent Breaks	Yes	Yes	Yes	Yes	Yes
3-C: Change Schedule or Order of Activities—Extend Over Multiple Days	Yes	Yes	Yes	Yes	No
3-D: Change Schedule or Order of Activities—Within One Day	Yes	Yes	Yes	Yes	Yes
Setting					
4-A: Reduce Distractions to the Student	Yes	Yes	Yes	Yes	Yes
4-B: Reduce Distractions to Other Students	Yes	Yes	Yes	Yes	Yes
4-C: Change Location to Increase Physical Access or to Use Special Equipment—Within School Building	Yes	Yes	Yes	Yes	Yes
4-D: Change Location to Increase Physical Access or to Use Special Equipment—Outside School Building	Yes	Yes	Yes	Yes	Yes

[2] All students' responses must be transcribed verbatim. Students need to spell the words and indicate where to provide punctuation and paragraph breaks. Once a word has been spelled, it does not have to be spelled again.

[3] Spell check, grammar check, and dictionary/thesaurus must be turned off.

[4] ELs with disabilities may also have this accommodation through ESOL services.

Appendix Q: Maryland State Department of Education Technical Assistance Bulletins and Frequently Asked Questions Regarding Assessments

The following publications, were produced by various Divisions from the Maryland State Department of Education to provide local school systems with access to current information on assessment and accommodations.

- **Technical Assistance Bulletin #15:** National Instructional Materials Accessibility Standard (NIMAS) and Access Center (NIMAC)
- **Technical Assistance Bulletin #17:** Understanding the Criteria and Eligibility Process for Students with the Most Significant Disability Participating in Maryland Assessment Program
- **Technical Assistance Bulletin #23:** Frequently Asked Questions Related to Statewide Assessment for Students with Visual Impairments
- **Technical Assistance Bulletin #25:** Alternate Maryland Assessment (Alt- MSA): A Fact Sheet

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Appendix R: References

Accommodations

Abedi, J., Courtney, M., Mirocha, J., Leon, S., and Goldberg, J. (2005). Language accommodations for English language learners in large-scale assessments: Bilingual dictionaries and linguistic modification (CSE Report 666). Los Angeles: CA: National Center for Research on Evaluation, Standards, and Student Testing, University of California. Retrieved October 1, 2008, from http://www.cse.ucla.edu/products/rsearch.asp

Acosta, B., Rivera, C., & Shafer Willner, L. (2008). *Best practices in state assessment policies for accommodating English language learners: A Delphi study*. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.

Kopriva, R. J., Emick, J. E., Hipolito-Delgado, C. P., & Cameron, C. A. (2007). Do proper accommodation assignments make a difference? Examining the impact of improved decision making on scores for English language learners. *Educational Measurement: Issues and Practice,* (Fall), 11-20.

Mazzeo, J., Carlson, J. E., Voelkl, K. E., & Lutkus, A. D. (2000), *Increasing the participation of special needs students in NAEP: A report on 1996 NAEP research activities* (NCES Publication No, 2000-473), Washington, DC: National Center for Education Statistics.

Rivera, C., Acosta, B., & Shafer Willner, L. (2008). *Guide for the refinement of state assessment policies for accommodating English language learners.* Prepared for the LEP Partnership, U.S. Department of Education. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.

Shafer Willner, L., Rivera, C. and Acosta, B. (2007). *Decision-making practices of urban districts for including and accommodating English language learners in NAEP — School-based perspectives.* Prepared for the National Center for Educational Statistics, U.S. Department of Education. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.

Shafer Willner, L., Rivera, C., & Acosta, B. (2008). *Descriptive analysis of state 2006–2007 content area accommodations policies for English language learners.* Prepared for the LEP Partnership, U.S. Department of Education. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.

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Shafer Willner, L., Rivera, C., & Acosta, B. (2010). *Examination of peer review and Title I monitoring feedback regarding the inclusion and accommodation of English language learners in state content assessments.* Arlington, VA: GW-CEEE. Available: http://ceee.gwu.edu.

Ysseldyke, J. E., Thurlow, M. L., McGrew, K. S., & Shriner, J. G. (1994). Recommendations for making decisions about the participation of students with disabilities in statewide assessment programs (Synthesis Report 15). Minneapolis, MN: National Center on Educational Outcomes.

Alternate Maryland School Assessment

Alt-MSA Handbook published annually by the Division of Accountability, Assessment and Data Systems, MSDE.

Data Procedures for Maryland School Performance Report

Maryland School Performance Program Accountability Data published each administration by the Division of Accountability, Assessment and Data Systems, MSDE.

English Learners

Code of Maryland Regulations (COMAR) 13A.05.07.

Civil Rights Act of 1964, P.L. 88-352 Title VI Section 601.

Equal Educational Opportunity Act of 1974, 94 S. Ct. 786.788.

Genesee, F., Paradis, J., & Crago, M. (2004). *Dual language development and disorders: A handbook on bilingualism and second language learning.* Baltimore, MD: Brookes.

Shakrani, S. M., & Roeber, E. (2009). Suggested model rules for uniform national criteria for NAEP testing in national and state samples. Washington, DC: National Assessment Governing Board. Retrieved May 5, 2011, from http://www.nagb.org/publications/shakrani-roeber-uniform-naep.doc.

1974 United States Supreme Court Ruling Lau vs. Nichols.

High School Assessments

Test Administration and Coordination Manual published for each administration by the Division of Accountability, Assessment and Data Systems, MSDE.

Individualized Education Program (IEP) Committee Responsibilities

Each school system's Public Agency's Policies and Procedures document. Copies of this document are available in each school system's Special Education Office and in the Division of Special Education/Early Intervention, MSDE.

IDEA: Code of Federal Regulations: 34 CFR Part 300

IDEA97: 20 USC 1412 (a) (17)

Maryland School Assessment

Test Administration and Coordination Manual published annually by the Division of Accountability, Assessment and Data Systems and the Division of Special Education/Early Intervention, MSDE.

Modified High School Assessments

Test Administration and Coordination Manual published for each adminstration by the Division of Accountability, Assessment and Data Systems, MSDE.

No Child Left Behind Act of 2001

Public Law 107-110, January 8, 2002.

United States Office of Civil Rights Reference

The Use of Tests When Making High-Stakes Decisions for Students: A Resource Guide for Educators and Policymakers. (Draft Guide, June 2000)

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