2006-2007 Maryland Accommodations Manual

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

Issue Date: October 1, 2006

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

2006-2007 Maryland Accommodations Manual

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Issue Date: October 1, 2006

Adapted for use in Maryland by
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Table of Contents

Page

Section 1: Introduction 1-1
2006-2007 Maryland Accommodations Manual: A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for Instruction and Assessment 1-1

Section 2: Maryland Accommodations Policy Overview 2-1
General Principals for All Maryland Assessment Programs 2-1
Participation 2-1
Accommodated Students 2-2
Accommodations Not Specified In This Document 2-2
Test Modifications 2-2
Excused Students 2-2
Exempted Students 2-3
Definitions 2-3

Section 3: Maryland Assessment Summary 3-1
Overview 3-1
Maryland School Assessment in Reading and Mathematics (MSA) 3-3
Maryland School Assessment in Science (MSA/Science) 3-5
Alternate Maryland School Assessment (Alt-MSA) 3-7
High School Assessment (HSA) 3-9
English Language Proficiency Test (ELPT) 3-10
Modified Maryland School Assessment (Mod-MSA) 3-11
Modified High School Assessment (Mod-HSA) 3-17
Modified High School Assessment (Mod-algebra/data analysis) 3-18
Modified High School Assessment (Mod-English) 3-23
Maryland Functional Testing Program 3-30
Summary of Accommodating, Excusing, and Exempting Students 3-31

Section 4: The Five-Step Process for Accommodations for Students with Disabilities 4-1
Step 1: Setting Expectations – Expect Students with Disabilities to Achieve Grade-level 4-1
Step 2: Learning About Accommodations For Instruction and Assessment of Students with Disabilities 4-4
Step 3: Selecting Accommodations for Instruction and Assessment for Individual Students with Disabilities 4-6
Step 4: Administering Accommodations During Instruction and Assessment of Students with Disabilities 4-9
Step 5: Evaluating and Improving Accommodations Use in Instruction and Assessment of Students 4-11

Section 5: Accommodations Fact Sheets for Students with Disabilities 5-1
Accommodations Fact Sheet 1—Presentation Accommodations 5-1
Accommodations Fact Sheet 2—Response Accommodations 5-9
Accommodations Fact Sheet 3—Timing and Scheduling Accommodations 5-15
Accommodations Fact Sheet 4—Setting Accommodations 5-19
Accommodations Fact Sheet 5—Examples of Accommodations Based on Student Characteristics 5-23
Accommodations Fact Sheet 6—Dos and Don’ts When Selecting Accommodations 5-29
Accommodations Fact Sheet 7—Rules for Administering Specific Accommodations 5-31

Section 6: Accommodations Tools for Students with Disabilities 6-1
Tool 1: Access Needs That May Require Accommodations 6-1
Tool 2: Accommodations from the Student’s Perspective 6-3
Tool 3: Assessment Accommodations Plan 6-4
Tool 4: Assessment Accommodations Agreement 6-5
Tool 5: Logistics Planning Checklist 6-6
Tool 6: Accommodations Journal 6-7
Tool 7: Application for Approval to Administer the High School Assessments over Multiple Days 6-9

Page

Section 7: The Five-Step Process for Accommodations for English Language Learners (ELLs) 7-1
Step 1: Setting Expectations – Expect English Language Learners (ELLs) to Achieve Grade-level Academic Content Standards 7-1
Step 2: Learning About Accommodations for Instruction and Assessment of English language learners (ELLs) 7-4
Step 3: Selecting Accommodations for Instruction and Assessment of Individual English language learners (ELLs) 7-6
Step 4: Administering Accommodations During Instruction and Assessment of Individual English language learners (ELLs) 7-10
Step 5: Evaluating and Improving Accommodations Used in Instruction and Assessment of English language learners (ELLs) 7-12

Section 8: Accommodations Fact Sheets for English Language Learners (ELLs) 8-1
Accommodations Fact Sheet ELL-1—Presentation Accommodations. 8-1
Accommodations Fact Sheet ELL-2—Response Accommodations 8-5
Accommodations Fact Sheet ELL-3—Timing and Scheduling Accommodations 8-8
Accommodations Fact Sheet ELL-4—Setting Accommodations 8-11
Accommodations Fact Sheet ELL-5—Examples of Accommodations Based on Student Characteristics 8-13
Accommodations Fact Sheet ELL-6—Dos and Don'ts When Selecting Accommodations 8-16
Accommodations Fact Sheet ELL-7—Rules for Administering Specific Accommodations 8-17

Section 9: Accommodations Tools for English Language Learners (ELLs) 9-1
Accommodations Tool ELL-1: Access Needs That May Require Accommodations 9-1
Accommodations Tool ELL-2: Accommodations from the Student's Perspective 9-2
Accommodations Tool ELL-3: Assessment Accommodations Plan 9-3
Accommodations Tool ELL-4: Assessment Accommodations Agreement 9-4
Accommodations Tool ELL-5: Logistics Planning Checklist 9-5
Accommodations Tool ELL-6: Accommodations Journal 9-6
Accommodations Tool ELL-7: Sample Plan for Elementary School Students Designated as English Language Learners (ELLs) 9-7
Accommodations Tool ELL-8: Sample Plan for Secondary School Students Designated as English Language Learners (ELLs) 9-11
Accommodations Tool ELL-9A: Accommodations Documentation for English Language Learners (ELLs) 9-15
Accommodations Tool ELL-9B: Accommodations Documentation Update Form for English Language Learners (ELLs) 9-17
Accommodations Tool ELL-9C: Accommodations Documentation Form for Reclassified English Language Learners (RELLs) 9-19

Appendix A: Quick Reference Guide to Accommodations for Students with Disabilities (SWD)..... A-1

Appendix B: Quick Reference Guide to Accommodations for English Language Learners (ELLs) B-1

Appendix C: References C-1

Section 1: Introduction

2006-2007 Maryland Accommodations Manual: A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for Instruction and Assessment

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. The information in this manual is applicable to (1) students with disabilities (that is, students who have an Individualized Education Program [IEP] or Section 504 Plan) or (2) students who are English language learners. Sections 1 through 3 and Appendix C of MAM apply to all students requiring accommodations. Sections 4 through 6 and Appendix A of MAM apply specifically to students with disabilities, and Sections 7 through 9 and Appendix B of MAM apply specifically to English language learners. Please refer to the appropriate section of the manual, as the accommodations for students with disabilities do differ slightly from those for English language learners. Students who are English language learners who also have a disability resulting in their having both an ELL Plan and an IEP should follow the accommodations as outlined in their IEP (that is, the IEP takes precedence over the ELL Plan).

This manual also summarizes the statewide assessment programs required by the Maryland State Department of Education (MSDE) and supersedes all previous revisions 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 funding.

The Structure of this Manual

This publication consists of several sections, as follows:

Section 1: Introduction. This brief section presents an introduction and overview of the 2006-2007 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 and provides specific requirements for accommodating, excusing, and exempting students for each program.

Section 4: The Five-Step Process for Accommodations for Students with Disabilities. This section outlines a 5-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[1]. 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 Five-Step Process for Accommodations for English Language Learners (ELLs). This section outlines the 5-step process for implementing accommodations for instruction and assessment of students who are English language learners.

Section 8: Accommodations Fact Sheets for English Language Learners (ELLs). This section contains fact sheets with detailed descriptions of the specific accommodations available in Maryland for use in instruction and assessment of English language learners. The first four fact sheets (ELL-1 through ELL-4) are organized according to the four categories of accommodations, and mirror the fact sheets presented in Section 5 for students with disabilities. Fact sheets five through seven provide examples of and guidance for implementing accommodations for assessment and instruction.

Section 9: Accommodations Tools for English Language Learners (ELLs). Section 9 provides a variety of tools and worksheets (ELL Accommodations Tools ELL-1 through ELL-10) which may be used by teachers and other local staff in implementing ELL accommodations for instruction and assessment.

Appendix A: 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 A 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.

1 Prior to the 2004-2005 school year, Maryland accommodations were described in 5 categories rather than the current 4 categories. The fact sheets contain cross-references to the previous accommodation names and numbers to assist staff in making the transition to the new accommodations framework.

Appendix B: Quick Reference Guide to Accommodations for English Language Learners (ELLs). Appendix B includes a summary of the essential accommodations information for ELL students presented in abbreviated format for quick reference by teachers, administrators, and other users of this guide. 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 English language learners.

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

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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 statewide assessment programs and to 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 statewide assessment programs unless documented as described in this manual. The Maryland participation requirement is supported by federal legislation requiring the participation of students with disabilities 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 ELL) of MAM.

Accommodated Students

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 policies regarding accommodations during assessments.

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, level of instruction, time spent in general classroom, or program setting.
c. Accommodations for students with disabilities (SWD) 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 language learners (ELL), must be justified and documented in the ELL Plan (formerly known as Limited English Proficient or "LEP" Plan). Students who are both ELL and SWD have the IEP as the controlling document for accommodations.
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 ELL Plan for English language 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 (see Sections 3, 5, and 9).
g. 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 Local Accountability Coordinator (LAC) prior to testing to address issues caused by the need to provide multiple accommodations. The LAC will consult with MSDE as necessary to resolve accommodations issues.

Accommodations Not Specified in This Document

The LAC must submit to MSDE, for approval, an accommodation beyond those listed in this document. The process typically would involve local special education, Section 504, ELL, 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 MSDE to obtain approval for the accommodation. The decision to not allow an accommodation for testing does not necessarily imply that the accommodation (or modification, adaptation, or other strategy) cannot be used for instruction. As MSDE determines whether to approve a new type of accommodation for assessment, 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.

Test Modifications for Students

In accordance with federal policy, Maryland is in the process of developing a testing program to respond to the needs of students with disabilities having academic disabilities, and who, with access to the general education curriculum, participate in modified academic content and achievement standards.

The State test for students learning the modified content standards will be the Modified Maryland School Assessment (Mod-MSA) which is projected to be available to assess appropriately identified students not earlier than the 2007-2008 school year. Although the Mod-MSA is not yet available, students should be identified by their IEP teams as candidates for the Mod-MSA. The IEP team should use a decision-making model (see page 3-11 and following) and must ensure that students meet all of the relevant criteria for participation in the Mod-MSA. The student identification as appropriate for Mod-MSA in 2006-2007 will be used by the school systems in preparing appeals for the Adequate Yearly Progress (AYP) process.

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 or ELL team 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:

a. The student has demonstrated by past performance that he/she cannot function in a testing situation.
b. 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. Refer to the Maryland Assessment Summary (Section 3) for information on requirements and procedures for specific testing programs. Local school staff should always consult with their LAC if they have any questions about excusing a student from testing.

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 only excuse a student from an assessment when absolutely necessary.

Exempted Students

In general, no students are exempt from participation in the Maryland State Assessment Programs. Any rare exceptions to this (including, for example, exemptions related to medical emergencies) are noted on the pages relating to each assessment.

Definitions

a. Students with Disabilities. Students who are eligible for special education and who have current Individualized Education Programs (IEPs).
b. 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.
c. English language learners. 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. ELL 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.
d. Permitted Accommodation. An accommodation as described in this document or approved by the LAC (in writing) as justified in the student's IEP, Section 504 Plan, or ELL Plan and provided in the course of daily instruction is a permitted accommodation.

Note: Maryland's requirements for accommodating, excusing, and exempting students in specific Maryland assessment programs are found in the "Maryland Assessment Summary," Section 3 of MAM.

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Section 3: Maryland Assessment Summary

Overview

Maryland currently has 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) for students with significant cognitive disabilities
- Maryland High School Assessments (HSA)
- English Language Proficiency Test (ELPT) for assessment of English language learners

Maryland is currently developing modified assessments:

- Modified Maryland School Assessment (Mod-MSA) for students with academic disabilities. The Mod-MSA is scheduled for implementation not earlier than the 2007-2008 school year.
- Modified High School Assessments (Mod-HSA) for students with academic disabilities. The Mod-HSA will consist of modified assessments in algebra/data analysis (Mod-algebra/data analysis) and English (Mod-English), and is scheduled for implementation not earlier than the 2007-2008 school year.

In addition, Maryland formerly had a series of tests as high school graduation requirements known as the Maryland Functional Testing Program (MFTP). This testing program was in effect for students who had attained status as a high school senior no later than the opening of the 2003-2004 school year. This program is briefly described in this section, as a small number of students in Maryland are still under the graduation requirements of this program.

The charts on 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.

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Maryland School Assessment in Reading and Mathematics (MSA)

Program Summary

The Maryland School Assessment Program in Reading and Mathematics (MSA) measures higher order thinking processes in (1) reading (grades 3 through 8) or English/language arts (the end-of course High School Assessment [HSA] in English) and (2) mathematics (grades 3 through 8) or (algebra/data analysis the end-of-course HSA in mathematics). The MSA is a tool for school improvement and an overall measure of students' knowledge accumulated over several years of schooling. The MSA measures student, school, school system, and state performance and assesses the student's performance against state standards in reading and mathematics. The MSA (except for the English and algebra/data analysis end-of-course tests) includes norm-referenced test items, and the results from these items present student, school, and school system performance in comparison with national norms. The MSA tests are administered in March of each year, except for the end-of-course tests in English and algebra/data analysis, which are administered in January, May, and summer each year.

Accommodated, Excused, and Exempted Students

Accommodated Students

All accommodations are permissible unless otherwise noted on Accommodations Fact Sheets 1 through 4 for students with disabilities (MAM Section 5) or on Accommodations Fact Sheets ELL-1 through ELL-4 for English language learners (MAM Section 8).

1. Students with Disabilities. The student's IEP Team should decide on the appropriate accommodation(s) at the IEP development or review meeting for the year in which the student is scheduled to take the MSA and indicate the decision on the student's IEP. The student's IEP Team will forward recommended accommodations to the School Test Coordinator. Accommodations must be justified, used within the instructional setting, and documented in the student's IEP.

Note: Only accommodations that students receive during regular ongoing daily instruction may be used in the testing situation.

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 the students' records.

Note: Only accommodations that students receive during regular ongoing daily instruction may be used in the testing situation.

3. English language learners. Appropriate accommodations identified by the ELL Committee are permitted for students who meet the criteria for an ELL program. Accommodations must be justified and documented in the students' records.

Note: Only accommodations that students receive during regular ongoing daily instruction may be used in the testing situation.

Maryland School Assessment in Reading and Mathematics (MSA)
(continued)

Excused Students

1. Prior to 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, the student may be excused with the approval of the IEP team, 504 team, or ELL team. The reason for the excuse must be documented in the student's cumulative record, confidential record IEP, section 504 plan, or ELL plan. Examples of acceptable reasons are:
   a. Student has demonstrated by past performance that he/she cannot function in a testing situation.
   b. Student has had a recent traumatic experience that has made him/her unable to cope with the testing situation.
2. During testing, if a student demonstrates extreme frustration, disrupts others, becomes ill, etc., the teacher/test administrator may excuse the student from the test.
3. Excused students do not receive a score or proficiency level designation for the assessment and are treated as non-participants for accountability purposes.

Exempted Students

1. English language learners (ELLs) who are in their first year of enrollment in a U.S. school may substitute their IPT test results for the reading MSA 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 test.

2. Students may be exempted from the 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.

3. For ELL students, participation in MSA mathematics testing is defined as allowing the student to attempt the test for at least 20 minutes. 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/Answer Book **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 test.

Note: Students with 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) 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 Maryland School Assessment is administered, must be tested.

Maryland School Assessment in Science (MSA/Science)

Program Summary

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 measures student, school, school system, and state performance 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, except for the end-of-course test biology, which is administered in January, May, and summer each year. Students in grades 5 and 8 take the assessment either via a paper and pencil test form or via an online computerized administration.

Accommodated, Excused, and Exempted Students

Accommodated Students

All accommodations are permissible unless otherwise noted on Accommodations Fact Sheets 1 through 4 for students with disabilities (MAM Section 5) or on Accommodations Fact Sheets ELL-1 through ELL-4 for English language learners (MAM Section 8).

1. Students with Disabilities. The student's IEP Team should decide on the appropriate accommodation(s) at the IEP development or review meeting for the year in which the student is scheduled to take the MSA and indicate the decision on the student's IEP. The student's IEP Team will forward recommended accommodations to the School Test Coordinator. Accommodations must be justified, used within the instructional setting, and documented in the student's IEP.

Note: Only accommodations that students receive during regular ongoing daily instruction may be used in the testing situation.

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 the students' records.

Note: Only accommodations that students receive during regular ongoing daily instruction may be used in the testing situation.

3. English language learners. Appropriate accommodations identified by the ELL Committee are permitted for students who meet the criteria for an ELL program. Accommodations must be justified and documented in the students' records.

Note: Only accommodations that students receive during regular ongoing daily instruction may be used in the testing situation.

Maryland School Assessment in Science (MSA/Science) *(continued)*

Excused Students

1. Prior to 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, the student may be excused with the approval of the IEP team, 504 team, or ELL team. The reason for the excuse must be documented in the student's cumulative record, confidential record IEP, section 504 plan, or ELL plan. Examples of acceptable reasons are:
    - Student has demonstrated by past performance that he/she cannot function in a testing situation.
    - Student has had a recent traumatic experience that has made him/her unable to cope with the testing situation.
2. During testing, if a student demonstrates extreme frustration, disrupts others, becomes ill, etc., the teacher/test administrator may excuse the student from the test.
3. Excused students do not receive a score or proficiency level designation for the assessment and are treated as non-participants for accountability purposes.

Exempted Students

1. English language learners (ELLs) who are in their first year of enrollment in a U.S. school must participate in the MSA/Science test and cannot be exempted.

2. Students may be exempted from the 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.

3. For ELL students, participation in MSA science testing is defined as allowing the student to attempt the test for at least 20 minutes. 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/Answer Book **must** be returned to the vendor for scoring with all other scorable test materials to allow the student to receive a score for the science test.

Note: Students with 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) in place of the MSA/Science. All students in the tested grades in Maryland **must** participate in either MSA/Science 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 Maryland School Assessment is administered, must be tested. The science component of Alt-MSA will be implemented beginning in the 2007-2008 school year.

Alternate Maryland School Assessment (Alt-MSA)

Program Summary

The Alternate Maryland School Assessment (Alt-MSA) is the alternate assessment to the Maryland School Assessment Program (MSA). Students with significant cognitive disabilities participate in the Alt-MSA if through the IEP process it has been determined they cannot participate in the MSA even with accommodations (see participation guidelines below). The Alt-MSA assesses and reports student attainment of individually selected indicators and objectives from the reading and mathematics 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 and mathematics objectives. Students participate in the Alt-MSA in grades 3 through 8, and grade 10.

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 are aggregated with those from the MSA for accountability purposes and for measurement of AYP.

Selected schools in 2006-2007 will participate in pilot testing of Alt-MSA science items in grades 5, 8, and 10, though no scores for Alt-MSA science will be generated for 2006-2007. In 2007-2008, science will be measured in grades 5, 8, and 10 in the Alt-MSA and proficiency levels assigned as part of the State accountability program. Science measures, however, will not be a part of AYP calculations.

Alt-MSA Participation Criteria

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 a 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) extended Maryland reading and extended Maryland mathematics 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 even with accommodations.

Students not meeting the criteria above will participate in the MSA, with or without accommodations, as appropriate, based on their IEP.

Alternate Maryland School Assessment (Alt-MSA) *(continued)*

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 instruction of these students and to the Alt-MSA assessment:

- 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”).
- 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).

High School Assessments (HSA)

Program Summary

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 and currently consist of three core examinations: English, algebra/data analysis, and biology. All students taking a core learning goals course in one of these subject areas must take the relevant High School Assessment examination. Students entering grade 9 in the 2005-2006 school year or later must pass the HSA tests to obtain a high school diploma.

Accommodated Students

All accommodations are permissible unless otherwise noted on Accommodations Fact Sheets 1 through 4 for students with disabilities (MAM Section 5) or on Accommodations Fact Sheets ELL-1 through ELL-4 for English language learners (MAM Section 8).

1. Students with Disabilities. The student's IEP Team should decide on the appropriate accommodation(s) at the IEP development or review meeting for the year in which the student is scheduled to take the HSA and indicate the decision on the student's IEP. The student's IEP Team will forward recommended accommodations to the School Test Coordinator. Accommodations must be justified and documented in the student's IEP.
2. Students with Temporary or Long-Term Disabilities or Section 504 Students. General education students and students with a 504 Plan who have a temporary or long-term disabling condition that interferes with test performance should be offered appropriate accommodations to compensate for their disabling condition. Accommodations must be justified and documented in the students' records.
3. English language learners. Appropriate accommodations identified by the ELL Committee are permitted for students who meet the criteria for an ELL program. Accommodations must be justified and documented in the students' records.

Only accommodations that the student receives during instruction may be used in the testing situation.

English Language Proficiency Test (ELPT)

Program Summary

The English Language Proficiency Test (ELPT) is an assessment administered to English language learners upon their entry into the school system and annually during a testing window in the spring. The test measures a student's English language ability in the areas of listening, speaking, reading, writing, and comprehension. ELPT results are reported in four proficiency levels (Beginner, Intermediate, Advanced, and Proficient).

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 ELPT assessment results when reporting information related to the English Language Proficiency Performance Targets/Annual Measurable Achievement Objectives (AMAOs), the AMAO for attainment of English proficiency, and the AMAO for progress in learning English.

Accommodated and Excused Students

Accommodated Students

All accommodations are permissible unless otherwise noted on Accommodations Fact Sheets 1 through 4 for students with disabilities (MAM Section 5) or on Accommodations Fact Sheets ELL-1 through ELL-4 for English language learners (MAM Section 8).

1. Students with Disabilities. The student's IEP Team should decide on the appropriate accommodation(s) at the IEP development or review meeting for the year in which the student is scheduled to take the ELPT and indicate the decision on the student's IEP. The student's IEP Team will forward recommended accommodations to the School Test Coordinator. Accommodations must be justified and documented in the student's IEP.
2. Students with Temporary or Long-Term Disabilities or Section 504 Students. General education students and students with a 504 Plan who have a temporary or long-term disabling condition that interferes with test performance should be offered appropriate accommodations to compensate for their disabling condition. Accommodations must be justified and documented in the students' records.
3. English language learners. Appropriate accommodations are permitted on the ELPT only for those ELL students who also have disabilities. Accommodations must be justified and documented in the students' IEP or 504 Plan, as appropriate.

Excused Students

No students may be excused from testing. All ELL students must participate in the program. If a student is experiencing difficulty coping during the testing situation, testing may be stopped, but the student must complete testing on another occasion during the testing window.

Some students who are in Special Education, such as those who participate in the Alt-MSA, may be unable to demonstrate their English language proficiency on the ELPT, even with accommodations. In such cases, the IEP team and the ELL Team must collaborate to jointly determine English language proficiency test participation.

Modified Maryland School Assessment (Mod-MSA)

Program Summary

Maryland is currently developing the Modified Maryland School Assessment (Mod-MSA), an alternate assessment to the Maryland School Assessment Program (MSA) for students with disabilities having academic disabilities. These are students who are unable to participate in the MSA with accommodations as indicated in their IEP and whose access to the general education curriculum will be based on participation in modified academic content and achievement standards. Beginning not earlier than the 2007-2008 school year, the Mod-MSA will assess and report student attainment of modified indicators and objectives from the reading and/or mathematics content standards. The test will be administered concurrently with the MSA, and students will participate in the Mod-MSA in grades 3 through 8.

Mod-MSA results will be reported in three proficiency levels (Basic, Proficient, and Advanced) as part of the State Accountability program. Results from the Mod-MSA will be aggregated with those from the MSA for accountability purposes, but the number of Mod-MSA students reported as "proficient" or above will be capped at 2% of the total number of assessed students at each grade and content.

For the 2006-2007 school year, schools and IEP teams should identify (using the participation guidelines below) students for whom the Mod-MSA would be the appropriate assessment. This information will be used by the Local Education Agency in 2006-2007 to prepare AYP appeals information, but will lay the groundwork for appropriate student participation in the Mod-MSA not earlier than the 2007-2008 school year.

Mod-MSA Participation Guidelines

A student who would have been eligible for the Mod-MSA would be identified based on his/her individual evaluation information and the instructional and service information on his/her IEP. The student would be identified as appropriate for instruction and assessment using modified academic content standards. The student would have been identified as meeting each of the following criteria:

- The student is learning using modified academic content standards in Reading and/or Mathematics.

  AND
- The student requires and receives modifications during assessments and instruction, in addition to specific accommodations. These testing/assessment and instructional modifications may include: reduced complexity of language, paraphrasing of reading passages, reduced number of test items, reduced amount of content to learn, embedded scaffolding for a written response such as sentence stems, guided response outline, guided questioning to generate response, software such as Co-Writer and Write Outloud, use of a calculator, and spell check.

  AND
- The student requires the use of a modified general curriculum that is aligned with the Maryland Content Standards for the student's grade level but is modified (reduced amount to learn, reduced complexity, reduced output) so the student can access the content and demonstrate what he/she has learned.

  AND
- The student must have had at least three consecutive years of individualized intensive instruction in reading and/or mathematics consistent with his/her IEP (beginning with the most recent year), and although progress toward grade level standards was made, he/she is not yet making progress at grade level.

  AND
- The student must demonstrate that he/she cannot attain proficiency in his/her actual grade level MSA, even with the provision of accommodations.

REMINDER: Students eligible for the Alt-MSA are <u>not</u> eligible for the Mod-MSA.

Modified Maryland School Assessment (Mod-MSA) *(continued)*

IEP Team Decision-Making Model for Determining Mod-MSA Participation

This decision-making model must be used by IEP Teams in schools that did not meet AYP (during the 2005-2006 administration of the MSA) based solely on special education as a subgroup, if the local education agency determines it will appeal AYP for individual schools. For students with IEPs enrolled in these schools, IEP Team meetings must be convened to make decisions based upon the 2005-2006 IEP in effect during the administration of the MSA. The purpose of this IEP Team meeting is to utilize the IEP Team Decision-Making Model to consider the student's eligibility and participation in the Mod-MSA. Beginning with the 2006-2007 school year, students who meet the criteria below may be eligible to participate in the Mod-MSA program, although the Mod-MSA assessment will be implemented not earlier than the 2007-2008 school year.

Date: _____

Jurisdiction: _____

School:_____ Grade: _____

Student Name: _____ ID#: _____

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

Check each content area(s) being appealed: _____ Reading _____Mathematics

IEP Team Chair: _____

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

Team Members (Original Signatures/Titles):

General Education Teacher: _____

Special Education Teacher: _____

Team Member (Individual Who Is Qualified to Interpret Assessment Results):

_____

*Parent/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 decisions of the IEP team that were provided to the parent.*

Modified Maryland School Assessment (Mod-MSA) *(continued)*

The IEP Team must convene and determine if:

- ✓ The Student is learning using modified academic content standards in:

  Reading _____ Yes _____ No

  Mathematics _____ Yes _____ No

- ✓ The student requires and receives modifications during instruction and assessments, in addition to accommodations. These instructional and testing/assessment modifications may include: reduced complexity of language, reduced number of test items, reduced amount of content to learn, paraphrasing of reading passages, embedded scaffolding for a written response such as sentence stems, guided response outline, guided questioning to generate response, software such as Co-Writer and Write Outloud, and spell check. _____ Yes _____ No

- ✓ The student requires the use of a modified general curriculum. The curriculum for the student is aligned with the Maryland Content Standards for the student's grade level, but is modified (reduced amount to learn, reduced complexity, reduced output) so the student can access the content and demonstrate what he/she has learned. _____ Yes _____ No

- ✓ The student must have had at least three consecutive years of individualized intensive academic instruction intervention in reading and/or mathematics consistent with his/her IEP, and although progress toward grade level standards was made, he/she is not making progress at grade level.

  _____ Yes _____ No

- ✓ The student must demonstrate that he/she cannot attain proficiency in his/her actual grade level MSA, even with the provision of accommodations. _____ Yes _____ No

In addition, the IEP Team is required to respond to the following:

- Alt-MSA: This student eligible to participate in the Alt-MSA? _____ Yes _____ No
- General Curriculum: How the student's disability affects involvement and progress in the general curriculum.

  _____ List page(s) of IEP that reflects this consideration _____
- Modified General Curriculum: The goals and objectives on the student's IEP require a modified general curriculum in:

  _____ Reading List page(s) of IEP that reflect modifications _____

  _____ Mathematics List page(s) of IEP that reflect modifications _____

Modified Maryland School Assessment (Mod-MSA) *(continued)*

Grade Level Proficiency: The instructional performance grade levels in reading and/or mathematics identified on the IEP, as measured by formalized assessment instruments or district-wide assessments that are designed for standardized assessment of achievement, are substantially below grade level.

Reading _____ Yes _____ No

Mathematics _____ Yes _____ No

If yes, specify the instructional performance grade levels in reading and/or mathematics identified on the IEP, as measured by formalized assessment instruments or district-wide assessments that are designed for standardized assessment of achievement, that are substantially below grade level.

Reading _____

Mathematics _____

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

_____ Reading List IEP page(s) that reflect these goals _____

_____ Mathematics List IEP page(s) 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

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

_____ List Years _____

_____ Intensive reading interventions have been provided for _____ years.

_____ List Years _____

_____ List specific school-based reading interventions that are individual to the student.

_____

_____

_____

_____

_____ Reading goals and objectives have been included in the student's IEP for _____ years.

Modified Maryland School Assessment (Mod-MSA) *(continued)*

Mathematics

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

_____ List Years _____

_____ Intensive mathematics interventions have been provided for _____ years.

_____ List Years _____

_____ List specific school-based mathematics interventions that are individual to the student.

_____

_____

_____

_____

Modified Maryland School Assessment (Mod-MSA) *(continued)*

_____ Mathematics goals and objectives have been included in the student's IEP for _____ years.

_____ List related services provided:

Service _____ Years _____ Frequency _____

Service _____ Years _____ Frequency _____

Service _____ Years _____ Frequency _____

_____ 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.

_____ Other research-based interventions provided to the student, including:

_____

_____

_____

_____

Grade Level Progress: The student made progress toward grade level standards and is not performing at grade level in the following area(s):

_____ Reading _____ Mathematics

Instruction: The student has had at least three consecutive years of individualized, intensive instruction consistent with the IEP in the following area(s):

_____ Reading _____ Mathematics

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

Reading _____

Mathematics _____

Accommodations: During instruction/assessment, the student receives accommodations as indicated on the IEP in the area(s) of:

_____ Reading List page(s) of IEP that reflect accommodations_____

_____ Mathematics List page(s) of IEP that reflect accommodations_____

Supplementary Aids and Services: The student has been provided with supplementary aids and services as indicated on the IEP in the area of:

_____ Reading List page(s) of IEP that reflect supplementary aids and services_____

_____ Mathematics List page(s) of IEP that reflect supplementary aids and services_____

Students not participating in the Alt-MSA who meet each of the above criteria (verified through the appeal process with submitted supporting documentation) are eligible to participate in the Mod-MSA.

Modified High School Assessment (Mod-HSA)

Program Summary

Maryland is currently developing the Modified High School Assessment (Mod-HSA), an alternate assessment to the High School Assessment Program (HSA) for students with disabilities having academic disabilities. These students may be unable to participate in the regular HSA with accommodations as indicated in their IEP because their access to the general education curriculum has been based on participation in modified academic content and achievement standards in prior years. Beginning not earlier than the 2007-2008 school year, the Mod-HSA will assess and report student attainment in algebra/data analysis (Mod-algebra/data analysis) and English (Mod-English). The Mod-HSA tests would be appropriate for those students who had been previously identified as participating in modified content standards and who would have been participants in the Mod-MSA testing.

Mod-HSA Participation Guidelines—Algebra/data analysis

A student who would have been eligible for the Mod-HSA would be identified based on their individual evaluation information and the instructional and service information on their IEPs. The student would be identified as appropriate for instruction and assessment using modified academic content standards. The student would have been identified as meeting each of the following criteria:

- The student is learning using modified academic content standards/core learning goals in mathematics.

AND

- The student requires modifications during assessments and instruction, in addition to specific accommodations. These testing/assessment and instructional modifications may include: reduced complexity of language, reduced number of test items, reduced amount of content to learn, embedded scaffolding for a written response such as sentence stems, guided response outline, guided questioning to generate response, software such as Co-Writer and Write Outloud, use of a calculator, and spell check.

AND

- The student requires the use of a modified general curriculum that is aligned with the Maryland Content Standards/Core Learning Goals for the student's grade level but is modified (reduced amount to learn, reduced complexity, reduced output) so the student can access the content and demonstrate what he/she has learned.

AND

- The student must have had at least three consecutive years of individualized intensive instruction in mathematics consistent with his/her IEP (beginning with the most recent year), and although progress toward grade level standards was made, he/she is not yet making progress at grade level.

AND

- The student must demonstrate that he/she cannot attain proficiency in actual grade level HSA, even with the provision of accommodations.

Modified High School Assessment (Mod-algebra/data analysis)
(continued)

IEP Team Decision-Making Model

The IEP Team must convene and determine if:

- ✓ The student is learning using modified academic content standards/core learning goals in mathematics.
  _____ Yes _____ No
- ✓ The student requires and receives modifications during instruction and assessments, in addition to accommodations. These instructional and testing/assessment modifications may include: reduced complexity of language, reduced number of test items, reduced amount of content to learn, embedded scaffolding for a written response such as sentence stems, guided response outline, guided questioning to generate response, software such as Co-Writer and Write Outloud, use of calculator, and spell check.
  _____ Yes _____ No
- ✓ The student requires the use of a modified general curriculum. The curriculum for the student is aligned with the Maryland Content Standards/Core Learning Goals for the student's grade level, but is modified (reduced amount to learn, reduced complexity, reduced output) so the student can access the content and demonstrate what he/she has learned.
  _____ Yes _____ No
- ✓ The student must have had at least three consecutive years of individualized intensive academic instruction intervention in mathematics consistent with his/her IEP, and although progress toward grade level standards was made, he/she is not making progress at grade level.
  _____ Yes _____ No
- ✓ The student must demonstrate that he/she cannot attain proficiency in his/her actual grade level HSA, even with the provision of accommodations.
  _____ Yes _____ No

In addition, the IEP Team is required to respond to the following:

- Alt-MSA: This student is not eligible to participate in the Alt-MSA.
  _____ Yes _____ No
- MSA: This student was not proficient in the Grade 8 MSA in mathematics.
  _____ Yes _____ No
- Algebra: This student passed the Algebra/Data Analysis HSA.
  _____ Yes _____ No
- General Curriculum: How the student's disability affects involvement and progress in the general curriculum.
  _____ List page(s) of IEP that reflects this consideration _____
- Modified General Curriculum: The goals and objectives on the student's IEP require a modified general curriculum in mathematics:
  _____ Yes _____ No

  List page(s) of IEP that reflect modifications_____

IEP Teams are required to complete the IEP Team Decision-Making Model for each student being considered for appeal.

Modified High School Assessment (Mod-algebra/data analysis)
(continued)

This decision-making model must be used by IEP Teams in schools that did not meet AYP (during the 2005-2006 administration of the HSA) based solely on special education as a subgroup, if the local school system determines it will appeal AYP for individual schools. For students with IEPs enrolled in these schools, IEP Team meetings must be convened to make decisions based upon the 2005-2006 IEP in effect during the administration of the HSA.

The purpose of this IEP Team meeting is to utilize the IEP Team Decision-Making Model to consider the student's eligibility and participation in the Mod-HSA. Beginning with the 2006-2007 school year, students who meet the criteria below may be eligible to participate in the Mod-HSA program.

COMPLETE FOR EACH STUDENT APPEAL IN THE SPECIAL EDUCATION SUBGROUP
(All items must be completed and submitted at the time of appeal or the appeal will not be reviewed*)

Date: _____

Jurisdiction: _____

School:_____ Grade: _____

Student Name: _____ ID#: _____

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

IEP Team Chair: _____

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

Team Members (Original Signatures/Titles):

General Education Teacher: _____

Special Education Teacher:_____

Team Member (Individual Who Is Qualified to Interpret Assessment Results):

_____

*Parent/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 decisions of the IEP team that were provided to the parent.*

Modified High School Assessment (Mod-algebra/data analysis)
(continued)

Grade Level Proficiency: The instructional performance grade levels identified on the IEP, as measured by formalized assessment instruments or district-wide assessments that are designed for standardized assessment of achievement, are substantially below grade level.

_____ Yes _____ No

If yes, specify the instructional performance grade levels in mathematics identified on the IEP, as measured by formalized assessment instruments or district-wide assessments that are designed for standardized assessment of achievement, that are substantially below grade level. _____

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

_____ Yes _____ No

List IEP page(s) that reflect these goals _____

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

_____ Instruction in the general education curriculum for _____ years.

_____ Intensive mathematics interventions have been provided for ____ years.

_____ List Years _____

_____ List specific school-based mathematics interventions that are individual to the student.

_____

_____

_____

_____

_____ Mathematics goals and objectives have been included in the student's IEP for _____ years.

_____ List related services provided:

Service _____ Years _____ Frequency _____
Service _____ Years _____ Frequency _____
Service _____ Years _____ Frequency _____

_____ 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.

Modified High School Assessment (Mod-algebra/data analysis)
(continued)

_____ Other research-based interventions provided to the student, including:

_____

_____

_____

Grade Level Progress: The student made progress toward grade level standards and is not performing at grade level in mathematics:

_____ Yes _____ No

_____ Student's course grade in algebra (enter letter or percent)

Modified High School Assessment (Mod-algebra/data analysis)
(continued)

Instruction: The student has had at least three consecutive years of individualized, intensive instruction consistent with the IEP in mathematics:

_____ Yes _____ No

List the most recent three consecutive years that mathematics goals are included in the IEP.

_____

Accommodations: During instruction/assessment the student receives accommodations as indicated on the IEP in mathematics:

_____ Yes _____ No

List page(s) of IEP that reflect accommodations _____

Supplementary Aids and Services: The student has been provided with supplementary aids and services as indicated on the IEP in mathematics:

_____ Yes _____ No

List page(s) of IEP that reflect supplementary aids and services _____

Students not participating in the Alt-MSA who meet each of the above criteria (verified through the appeal process with submitted supporting documentation) are eligible to participate in the Mod-HSA in Algebra/Data Analysis.

FOR EACH STUDENT APPEAL TO BE CONSIDERED, ATTACH TWO COPIES OF THE 2005-2006 SCHOOL YEAR IEP (IEP THAT WAS IN PLACE DURING THE ASSESSMENT WINDOW) AND ANY OTHER NEEDED DOCUMENTATION.

Modified High School Assessment (Mod-English)

Mod-HSA Participation Guidelines—English

A student who would have been eligible for the Mod-HSA would be identified based on his/her individual evaluation information and the instructional and service information on his/her IEPs. The student would be identified as appropriate for instruction and assessment using modified academic content standards. The student would have been identified as meeting each of the following criteria:

- The student is learning using modified academic content standards in Reading/English Language Arts.

AND

- The student requires modifications during assessments and instruction, in addition to specific accommodations. These testing/assessment and instructional modifications may include: reduced complexity of language, paraphrasing of reading passages reduced number of test items, reduced amount of content to learn, embedded scaffolding for a written response such as sentence stems, guided response outline, guided questioning to generate response, software such as Co-Writer and Write Outloud, and spell check.

AND

- The student requires the use of a modified general curriculum that is aligned with the Maryland Content Standards/Core Learning Goals for the student's grade level but is modified (reduced amount to learn, reduced complexity, reduced output) so the student can access the content and demonstrate what he/she has learned.

AND

- The student must have had at least three consecutive years of individualized intensive instruction in Reading/English Language Arts consistent with his/her IEP (beginning with the most recent year), and although progress toward grade level standards was made, he/she is not yet making progress at grade level.

AND

- The student must demonstrate that he/she cannot attain proficiency in the actual grade level HSA, even with the provision of accommodations.

Modified High School Assessment (Mod-English) *(continued)*

IEP Team Decision-Making Model

The IEP Team must convene and determine if:

- ✓ The student is learning using modified academic content standards in Reading/English Language Arts.
  _____ Yes _____ No
- ✓ The student requires and receives modifications during instruction and assessments, in addition to accommodations. These instructional and testing/assessment modifications may include: reduced complexity of language, reduced number of test items, reduced amount of content to learn, paraphrasing of reading passages, embedded scaffolding for a written response such as sentence stems, guided response outline, guided questioning to generate response, software such as Co-Writer and Write Outloud, and spell check.
  _____ Yes _____ No
- ✓ The student requires the use of a modified general curriculum. The curriculum for the student is aligned with the Maryland Content Standards/Core Learning Goals for the student's grade level, but is modified (reduced amount to learn, reduced complexity, reduced output) so the student can access the content and demonstrate what he/she has learned.
  _____ Yes _____ No
- ✓ The student must have had at least three consecutive years of individualized intensive academic instruction intervention in Reading/English Language Arts consistent with his/her IEP, and although progress toward grade level standards was made, he/she is not making progress at grade level.
  _____ Yes _____ No
- ✓ The student must demonstrate that he/she cannot attain proficiency in his/her actual grade level HSA, even with the provision of accommodations.
  _____ Yes _____ No

Modified High School Assessment (Mod-English) *(continued)*

In addition, the IEP Team is required to respond to the following:

- Alt-MSA: This student is not eligible to participate in the Alt-MSA.

  _____ Yes _____ No

- MSA: This student was not proficient in the Grade 8 MSA in Reading.

  _____ Yes _____ No

- General Curriculum: How the student's disability affects involvement and progress in the general curriculum.

  _____ List page(s) of IEP that reflects this consideration _____

- Modified General Curriculum: The goals and objectives on the student's IEP require a modified general curriculum in Reading/English Language Arts

  _____ List page(s) of IEP that reflect modifications_____

IEP Teams are required to complete the IEP Team Decision-Making Model for each student being considered for appeal.

This decision-making model must be used by IEP Teams in schools that did not meet AYP (during the 2005-2006 administration of the HSA) based solely on special education as a subgroup, if the local school system determines it will appeal AYP for individual schools. For students with IEPs enrolled in these schools, IEP Team meetings must be convened to make decisions based upon the 2005-2006 IEP in effect during the administration of the HSA. The purpose of this IEP Team meeting is to utilize the IEP Team Decision-Making Model to consider the student's eligibility and participation in the Mod-HSA. Beginning with the 2006-2007 school year, students who meet the criteria on the following pages may be eligible to participate in the Mod-HSA program.

Modified High School Assessment (Mod-English) *(continued)*

COMPLETE FOR EACH STUDENT APPEAL IN THE SPECIAL EDUCATION SUBGROUP
(All items must be completed and submitted at the time of appeal or the appeal will not be reviewed*)

Date: _____

Jurisdiction: _____

School:_____ Grade: _____

Student Name: _____ ID#: _____

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

IEP Team Chair: _____

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

Team Members (Original Signatures/Titles):

General Education Teacher: _____

Special Education Teacher:_____

Team Member (Individual Who Is Qualified to Interpret Assessment Results):

_____

*Parent/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 decisions of the IEP team that were provided to the parent.*

Modified High School Assessment (Mod-English) *(continued)*

Grade Level Proficiency: The instructional performance grade levels in Reading/English Language Arts identified on the IEP, as measured by formalized assessment instruments or district-wide assessments that are designed for standardized assessment of achievement, are substantially below grade level.

_____ Yes _____ No

If yes, specify the instructional performance grade levels in Reading/English Language Arts identified on the IEP, as measured by formalized assessment instruments or district-wide assessments that are designed for standardized assessment of achievement, that are substantially below grade level. _____
_____

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

_____ Yes _____ No

List IEP page(s) that reflect these goals

_____

_____

_____

_____

Modified High School Assessment (Mod-English) *(continued)*

Educational Interventions: The following instruction, general education interventions, and special education and related services for Reading/English Language Arts have been provided to the student:

_____ Instruction in the general education curriculum for _____ years.

_____ Intensive Reading/English Language Arts interventions have been provided for _____ years.

List Years_____

_____ List specific school-based Reading/English Language Arts interventions that are individual to the student.

_____

_____

_____

_____ Reading/English Language Arts goals and objectives have been included in the student's IEP for _____ years.

_____ List related services provided:

Service _____ Years _____ Frequency _____
Service _____ Years _____ Frequency _____
Service _____ Years _____ Frequency _____

_____ 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.

_____ Other research-based interventions provided to the student, including:

_____

_____

Grade Level Progress: The student made progress toward grade level standards and is not performing at grade level in the following area:

_____ Reading/English Language Arts

_____ Student's course grade in English 2 (enter letter or percent)

Modified High School Assessment (Mod-English) *(continued)*

Instruction: The student has had at least three consecutive years of individualized, intensive instruction consistent with the IEP in Reading/English Language Arts:

_____ Yes _____ No

List the most recent three consecutive years that Reading/English Language Arts goals are included in the IEP.

_____

Accommodations: During instruction/assessment the student receives accommodations as indicated on the IEP in Reading/English Language Arts:

_____ Yes _____ No

List page(s) of IEP that reflect accommodations _____

Supplementary Aids and Services: The student has been provided with supplementary aids and services as indicated on the IEP in Reading/English Language Arts:

_____ Yes _____ No

List page(s) of IEP that reflect supplementary aids and services_____

Students not participating in the Alt-MSA who meet each of the above criteria (verified through the appeal process with submitted supporting documentation) are eligible to participate in the Mod-HSA for English 2.

FOR EACH STUDENT APPEAL TO BE CONSIDERED, ATTACH TWO COPIES OF THE 2005-2006 SCHOOL YEAR IEP (IEP THAT WAS IN PLACE DURING THE ASSESSMENT WINDOW) AND ANY OTHER NEEDED DOCUMENTATION).

Maryland Functional Testing Program (MFTP)

Program Summary

The Maryland Functional Testing Program (MFTP) includes tests in reading, writing, and mathematics. The MFTP is a high school graduation requirement for students who had attained senior status by the opening of the 2003-2004 school year or prior. For students who did not complete the testing requirements during a prior school year, the MFTP will be administered as long as those students continue to attend public schools, or until the students attain age 21 or (for students with disabilities) until the end of the school year during which the student turns 21.

The purpose of the MFTP is to ensure that students have acquired minimum levels of competency in basic skills or "functional" areas prior to leaving public education. Each student must pass all three tests as one condition for graduation from high school. Although the functional tests have no time limits, the reading and mathematics tests take approximately one hour of engaged testing time; the writing test requires a total of approximately two to three hours over a two day period.

Accommodated and Exempted Students

Accommodated Students

All accommodations are permissible unless otherwise noted on Accommodations Fact Sheets 1 through 4 for students with disabilities (MAM Section 5) or on Accommodations Fact Sheets ELL-1 through ELL-4 for English language learners (MAM Section 8).

1. Students with Disabilities. The student's IEP Team should decide on the appropriate accommodation(s) at the IEP development or review meeting for the year in which the student is scheduled to take the functional tests and indicate the decision on the student's IEP. The student's IEP Team will forward recommended accommodations to the School Test Coordinator. Accommodations must be justified and documented in the student's IEP.
2. Students with Temporary or Long-Term Disabilities and Section 504 Students. General education students and students with a 504 Plan who have a temporary or long-term disabling condition that interferes with test performance should be offered accommodations to compensate for their disabling condition. Accommodations must be justified and documented in the students' records.
3. English language learners. Appropriate accommodations identified by the ELL Committee are permitted for students who meet the criteria for an ELL program. Accommodations must be justified and documented in the students' records. ELL students are not exempt from the tests. Although the tests may be postponed until students have acquired adequate English language proficiency skills, ample opportunities must be given for ELL students to pass these tests.

Only accommodations that the student receives during instruction may be used in the testing situation.

Exempted Students

Students attaining senior status subsequent to the opening of school in the 2003-2004 school year are no longer required to take and pass the Maryland Functional tests.

Summary of Accommodating, Excusing, and Exempting Students

Program	Who may be accommodated?	How?
All Testing Programs	Students with disabilities who receive accommodations during instruction	IEP Team decision documented in student's IEP.
	General education students with temporary or long-term disabilities or Section 504 students	Principal/staff decision documented in student's cumulative record. Section 504 Committee decision documented in student's cumulative record.
	English language learners	ELL Committee decision documented in the student's ELL plan in student's cumulative record.
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 purposes.	IEP Team decision or principal/staff recommendation approved by the IEP Team, documented in student's confidential record and IEP.
ELPT	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 are assigned to the "Basic" proficiency level for Title III accountability purposes.	Principal/staff decision documented in the ELL plan in the student's cumulative record.
Program	**Who may be exempted?**	**How?**
MFTP	Students attaining senior status after the beginning of the 2003-2004 school year are exempt from the MFTP.	Documented in student's cumulative record.
MSA, MSA/Science, and Alt-MSA	ELL students in their first year of enrollment in US schools may substitute results on the ELPT for the MSA reading test, but those students **may not** be exempted from MSA/Mathematics and/or MSA/Science. Students with a documented significant medical emergency may be exempted from MSA.	ELL Committee decision documented in the student's ELL plan in student's cumulative record. Medical emergency must be provided to MSDE as part of the AYP appeals process.
HSA and ELPT	None	N/A

Accommodations listed on the Maryland Accommodations Fact Sheets 1 through 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 Sheets ELL-1 through ELL-4 (MAM Section 8) are permitted for instruction and assessment (unless otherwise noted) for ELL students with an ELL Plan. All accommodations must be justified, and documentation must be provided in the student's IEP, 504 Plan, ELL Plan, or cumulative record.

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 the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

No Child Left Behind Act of 2001 (NCLB)

Stronger accountability for results is one of the four basic education reform principles contained in NCLB. This law complements the provisions in providing public accountability at the school, district, and state levels for all students with disabilities. NCLB explicitly calls for…

> …the participation in such assessments of all students [Section 1111 (3) (C) (i)]. (The term 'such assessments' refers to a set of high-quality, yearly student academic assessments.) The reasonable adaptations and accommodations for students with disabilities—as defined under Section 602 (3) of the Individuals with Disabilities Education Act—necessary to measure the academic achievement of such students relative to state academic content and state student academic achievement standards [Section 1111 (3) (C) (ii)].

One of the basic reform principles of NCLB is stronger accountability for 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 NCLB that hold schools accountable for educational results. Academic content standards (what students should learn) and academic achievement standards (how well they should learn) in reading/language arts and mathematics (with science added in 2007-2008) 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. By 2005-2006, states must provide assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades 3 through 8 and once in high school. By 2007-2008, states must 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 is based on measuring success in educating all of its students and determining what needs to be improved for specific groups of students. The accountability system is defined in terms of adequate yearly progress (AYP), 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[2] and ultimately through consequences if AYP is not achieved.

2 Each parent/guardian receives a report of their child's reading and mathematics assessment results. Also included in this report are district and state results.

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

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-wide 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.

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.

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

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. However, the manual provides complete guidelines only for administering and evaluating the effectiveness of accommodations as implemented in assessment.

Grade level content standards in Maryland are incorporated in the Maryland Voluntary State Curriculum, available on the web 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 1 through 4 for specific examples of accommodations in these categories.

Step 2: Learning about Accommodations for Instruction and Assessment of Students with Disabilities *(continued)*

Modifications or Alterations 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 easiest 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.

Note: In 2006-2007, Maryland will not have modified assessments in place. However, modified assessments [the Modified Maryland School Assessment (Mod-MSA) and the Modified High School Assessment (Mod-HSA)] are currently in development and are anticipated to be administered not earlier than the 2007-2008 school year. Please refer to the Maryland Assessment Summary in Section 3 of this manual for additional information on the Mod-MSA and Mod-HSA tests.

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

To assure students with disabilities are engaged in standards-based instruction and assessments, every IEP team member must be knowledgeable about the state and district academic content 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 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 engage people in checking boxes on a state or local "compliance" document are neither conducive to sound decision-making practices, nor do they advance equal opportunities for students to participate in the general education curriculum.

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 process of identifying and documenting accommodations should be a fairly straightforward event. 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)].

Depending on the design and overall format of a typical IEP, there are potentially three areas in which accommodations can be addressed:

1. "Consideration of Special Factors" [Sec. 614 (d) (3) (B)]. This is where communication and assistive technology supports are considered.
2. "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 children with disabilities to be educated with non-disabled children to the maximum extent appropriate.
3. "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-wide and district-wide assessments.

Documenting Accommodations on a Student's 504 Plan

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]

Step 3: Selecting Accommodations for Instruction and Assessment for Individual Students with Disabilities *(continued)*

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

- communicable diseases (e.g., hepatitis);
- temporary disabilities 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.

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.

Determining the Consequences of Assessment Accommodations Use

When selecting accommodations for state assessments with a student, it is important to look at state policies and procedures to determine whether use of an accommodation results in consequences on a state test (e.g., lowering or not counting a student's score). Assessment accommodations that result in adverse consequences are commonly referred to as modifications, adaptations, alterations, and nonstandard or non-approved accommodations (Thurlow & Wiener, 2000). The terminology can be confusing and terms may have different meanings in various contexts.

Questions to Guide Accommodation Selection

Selecting accommodations for instruction and assessment is the role of a student's IEP team or 504 plan committee. 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 of 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.

Step 3: Selecting Accommodations for Instruction and Assessment for Individual Students with Disabilities *(continued)*

- 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:

- the student's willingness to learn to use the accommodation;
- opportunities to learn how to use the accommodation in classroom settings; and
- conditions for use 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 5 and 6 (Section 5) and Tools 1 and 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 solely during assessments.

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.

Refer to Tools 3, 4, and 5 (Section 6).

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 proctors need to know whether a student will be allowed extra time to complete the test and when the testing time is ended, 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.

Administering Assessments and Accommodations

State and local laws and policies specify practices to assure test security and the standardized and ethical administration of assessments. Test administrators, proctors, and all staff involved in test administration must 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 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.[3]

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.

3 National Council on Measurement in Education. (1995) *Code of Professional Responsibilities in Educational Measurement.* Washington, DC: Author.

Step 4: Administering Accommodations During Instruction and Assessment of Students with Disabilities *(continued)*

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

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 an issue 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, reader, scribe). In order to ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (3) return all materials as instructed.

Refer to Fact Sheet 7 (Section 5) for detailed rules for the administration of specific accommodations.

Note: 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 are outlined in the Test Administration and Coordination Manual (TACM) and Examiner's Manual for each assessment.

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 PENALITIES 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.

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. Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure the meaningful participation of students with disabilities in state-wide and district-wide assessments. Data on the use and impact of accommodations during assessments may reveal questionable patterns of accommodations 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 IEP team, 504 plan committee, 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 and district level and the 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 local 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 the 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 and others about how the accommodation appears to be working?

Refer to Tool 6 (Section 6) for further information.

Step 5: Evaluating and Improving Accommodations Use in Instruction and Assessment of Students with Disabilities *(continued)*

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.

Section 5: Accommodations Fact Sheets For Students with Disabilities

Accommodations Fact Sheet 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

Check marks (✓) 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) Assessment: Standard Administration (A-SA)—the accommodation described is permitted for assessment and results in a standard administration of the assessment;

(2) Assessment: Non-Standard Administration (A-NSA)—the accommodation described is permitted on state assessments, but will result in a non-standard administration of the assessment; and

(3) Use in Instruction (I)—the accommodation is applicable to instructional situations.

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. The “Prior Code” information in parentheses is a cross-walk to the coding system which was previously used in Maryland up through the 2004-2005 school year.

Accommodations Fact Sheet 1: Presentation Accommodations
(continued)

Visual Presentation Accommodations	(1) A-SA	(2) A-NSA	(3) I
1-A: Large Print Large print editions of tests and instructional materials are required for some students with visual impairments. It is recommended that regular print materials be manipulated to reformat test items and enlarge or change the font as needed. All text and graphic materials, including labels and captions on pictures, diagrams, maps, charts, exponential numbers, notes, and footnotes, must be presented in at least 18-point type for students who need large print. (Copyright issues may need to be addressed). Students need to work on finding an optimal print size, and figuring out the smallest print that can still be read. It is important for the print to be clear, with high contrast between the color of the print and the color of the background. When using large print classroom material, consider the weight, size, and awkwardness of books. Large print books are now available that look very similar to the same books in standard print. Note: For the MSA/Science assessment in grades 5 and 8, students needing Large Print have several options: (1) they may take the Large Print paper and pencil test (2) they may take the online test on a computer with a larger monitor in order to increase the screen text size, or (3) they may use a magnification device which is compatible with the computer screen to allow them to increase the screen text size. (Prior Code: III-A)	✓	N/A	✓
1-B: Magnification Devices Some students with visual impairments read regular print materials and enlarge the print by using magnification devices. These include eyeglass-mounted magnifiers, free standing or handheld magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Some students also use Closed Circuit Television (CCTV) to enlarge print and display printed material with various image enhancements on a screen. (Prior Code: N/A, none)	✓	N/A	✓
1-C: Sign Language Sign language interpreters may be required for students who are deaf or hard of hearing. Sometimes an interpreter is only needed or allowed to sign instructions and to assist in communication. Some students may need all print materials interpreted while learning to read print. Interpreters need to be able to translate in the same method of sign language typically used by the student (e.g., American Sign Language, Cued Speech). Interpreters must not paraphrase, clarify, elaborate, 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 in sign language may be used to increase quality, consistency, pacing, and accuracy. (Prior Code: IV-D)	✓	N/A	✓

Accommodations Fact Sheet 1: Presentation Accommodations
(continued)

Tactile Presentation Accommodations	(1) A-SA	(2) A-NSA	(3) I
1-D: Braille Braille is a method of reading a raised-dot code with the fingertips. Not all students who are blind read Braille fluently or choose Braille as their primary mode of reading. Even if they use it as their primary mode of reading, Braille users should also build skill in using audiotape, compact disc, and speech synthesis. Decisions also need to be made about whether a student will use contracted or uncontracted Braille. Check to see if practice tests are available in Braille. Although still uncommon, "refreshable Braille displays" are electronic devices that are used to read and write text. The device is connected to a computer and produces Braille output on the Braille display. The Nemeth Braille Code is a system of Braille that makes it possible to convey technical expressions in a written medium to students who are blind or visually impaired. The Nemeth Code contains numerous technical symbols that occur in mathematics and science. (Prior Code: III-B)	✓	N/A	✓
1-E: Tactile Graphics Tactile graphic images provide graphic information through fingers instead of eyes. Graphic materials (e.g., maps, charts, graphs, diagrams, illustrations) are presented in a raised format (paper or thermoform). Tactile sensitivity (recognizing graphic images through touch) is less discriminating than visual reading, making many diagrams too complicated to understand without significant additional information. Additional information can be created through word descriptions. (Prior Code: N/A, none)	✓	N/A	✓

* For purposes of State assessments, any tactile graphics needed are included with the Braille version of the test.

Accommodations Fact Sheet 1: Presentation Accommodations *(continued)*

Auditory Presentation Accommodations	(1) A-SA	(2) A-NSA	(3) I
1-F: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Entire Test Human Reader: A qualified person may be provided to read orally to students who are unable to decode text visually. 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. Readers may not clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Graphic materials may be described, but should also be made available in print or tactile formats. Best practices typically call for readers to be provided to students on an individual basis – not to a group of students. 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 to the student on that basis during regular ongoing instruction. Audio tape or Compact Disk Recording: Written tests and instructional materials are prerecorded on an audio cassette or compact disk that a student accesses by listening. Classroom directions, assignments, and lectures could also be recorded. When taping lectures, students should sit near the front of the classroom, use a small microphone, and tape only parts of the class that can clearly be replayed (e.g., turn the tape recorder off during small group discussions). Advantages include ease of operation and low costs. The greatest difficulty with an audio cassette is rewinding if a student wants to repeat material. This is not as difficult with a CD that can be programmed. Audio versions of tests and other written materials need to be supplemented with a print or Braille version of the text so that a student can have access to complicated graphic material. When using a two-sided cassette tape, students may need to be reminded to play the other side. Spot check audio formats before use to make sure everything is working properly. Copyright issues may need to be addressed. Audiotapes and CDs must be signed out, collected, and kept in a secure location. Note: For the MSA/Science test in grades 5 and 8, the verbatim reading accommodation 1-F may be implemented by having the accommodator read from the paper-and-pencil test edition, or from the computerized online test edition. (Prior Codes: IV-F, IV-H)	✓*	*	✓
1-G: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Selected Sections of Test (See previous accommodation for explanation.) (Prior Codes: IV-G, IV-I)	✓*	*	✓

* 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, grades 3 and 4, which assess student's ability to decode printed language. Students in those grades 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; and
(2) the Maryland Functional Reading Test.

Accommodations Fact Sheet 1: Presentation Accommodations *(continued)*

Auditory Presentation Accommodations *(continued)*	(1) A-SA	(2) A-NSA	(3) I
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. (Prior Code: IV-D)	✓	N/A	✓
1-J: Books on Tape Books on Tape is a service provided by Recordings for the Blind and Dyslexic that students and schools can apply for. Students call a toll-free number to borrow textbooks for a specified period of time. A special tape player may also be needed. (Prior Code: III-C)	N/A	N/A	✓
1-K: Recorded Books Recorded Books are produced on tape or CD and can be borrowed from libraries or purchased from bookstores. Many online bookstores also carry recorded books, making access even easier. Some of the tapes contain the full book and some are abridged (e.g., Reader's Digest version). These tapes play on standard cassette or CD players. Tapes or CDs for children often include a book for following along. Students who can see print may want to get a print copy of a taped book to follow along. (Prior Code: III-C)	N/A	N/A	✓
Multi-Sensory Presentation Accommodations	**(1) A-SA**	**(2) A-NSA**	**(3) I**
1-L: Video Tape and Descriptive Video Many books have been made into movies, giving students a visual and auditory way to access literature. Videotapes are now often closed-captioned. Captions are visible when activated by a decoder. Built in decoders are required on all 13-inch or larger television sets. 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. (Prior Code: N/A, none)	*	N/A	✓

* No Maryland assessments currently incorporate video-taped stimulus materials. However, if video tape is used, students must have access to closed captioning on video materials, as appropriate.

Accommodations Fact Sheet 1: Presentation Accommodations *(continued)*

Multi-Sensory Presentation Accommodations *(continued)*	(1) A-SA	(2) A-NSA	(3) I
1-M: Screen Reader for Verbatim Reading of Entire Test A screen reader is a computer application that converts text to synthesized speech or to Braille (read with an auxiliary Braille display). Computer literacy is essential for screen reader use. Screen reading software allows students to listen to text as it is displayed on a computer screen. Students can choose to listen to any text multiple times. Some products work by having a student lay a page on a scanner. When a student activates the machine, it reads the text aloud using an optical character recognition (OCR) system. Mathematics formulas are sometimes displayed on screen as graphics that cannot be read by a screen reader. Note: For the MSA/Science test in grades 5 and 8, the verbatim reading accommodation 1-M must be implemented by providing the student with the Kurzweil™ 3000 test edition. The computerized online test edition does not currently have screen reader capability. (Prior Codes: IV-F, IV-H)	✓**	**	✓
1-N: Screen Reader for Verbatim Reading of Selected Sections of Test (See previous accommodation for explanation.) (Prior Codes: IV-G, IV-I)	✓**	**	✓
1-O: Visual Cues Students who are deaf or hard-of-hearing need visual cues in the classroom. Teachers should keep their faces visible to the class when speaking, pass out printed material before class, repeat questions asked by other students, and summarize classroom discussion. (Prior Code: N/A)	✓	N/A	✓
1-P: Notes, Outlines, and Instructions Written notes may be taken by another student and copied. A teacher could provide a print copy of instructions and assignments. Students could 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. (Prior Code: N/A, none)	N/A	N/A	✓
1-Q: Talking Materials Many classroom materials are now available with auditory components. These talking materials include calculators, "talking" clocks, thermometers, timers, and voltmeters. When selecting this accommodation, care should be taken to ensure that other appropriate accommodations such as setting (to minimize distraction to other students) or timing are also selected. (Prior Code: III-C)	✓	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, grades 3 and 4, which assess student's ability to decode printed language. Students in those grades 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; and
(2) the Maryland Functional Reading Test.
Any screen reader may be used for instruction, but the only screen reader currently supported by the State for assessment is the Kurzweil™ 3000. In order for students to use the Kurzweil™ 3000 screen reader for testing, students must have used a screen reader 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 screen readers on state testing to promote standardization of the verbatim reading accommodation.

Accommodations Fact Sheet 1: Presentation Accommodations
(continued)

Other Presentation Accommodations	(1) A-SA	(2) A-NSA	(3) I
1-R: Other Other accommodations not specifically mentioned above may be proposed by the Local Accountability Coordinator, Section 504 Staff, ESOL Staff, or Special Education Staff. Other accommodations must be approved by MSDE's Division of Accountability and Assessment and MSDE's Division of Special Education/Early Intervention Services or other appropriate State staff. Note: Accommodations related to English Language Proficiency are not permitted for use on the Idea Proficiency Test (IPT). (Prior Code: IV-J)	Determined on a case-by-case basis in consultation with MSDE		

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Accommodations Fact Sheet 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

Check marks (✓) 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) Assessment: Standard Administration (A-SA)—the accommodation described is permitted for assessment and results in a standard administration of the assessment;

(2) Assessment: Non-Standard Administration (A-NSA)—the accommodation described is permitted on state assessments, but will result in a non-standard administration of the assessment; and

(3) Use in Instruction (I)—the accommodation is applicable to instructional situations.

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. The “Prior Code” information in parentheses is a cross-walk to the coding system which was previously used in Maryland through the 2004-2005 school year.

Accommodations Fact Sheet 2: Response Accommodations *(continued)*

Response Accommodations	(1) A-SA	(2) A-NSA	(3) I
2-A: Scribe A scribe is someone who writes down what a student dictates by an assistive communication device, pointing, sign language, or speech. 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 should request clarification from the student about the use of capitalization, punctuation, and spelling key words, and must allow the student to review and edit what the scribe has written. A person who serves as a scribe needs to be carefully prepared to assure that they know the vocabulary involved and understand the boundaries of the assistance to be provided. The role of the scribe is to write what is dictated, no more and no less. For the MSA/Science test in grades 5 and 8, 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/Answer Book, or (2) the scribe may enter student responses directly onto the computer using the online test edition. (Prior Codes: V-B, V-E)	✓	N/A	✓
2-B: Speech-to-Text Speech-to-text conversion or voice recognition allows a student to use their voice as an input device. Voice recognition may be used to dictate text into the computer or to give commands to the computer (such as opening application programs, pulling down menus, or saving work). Older voice recognition applications require each word to be separated by a distinct space. This allows the machine to determine where one word begins and the next stops. This style of dictation is called discrete speech. Continuous speech voice recognition allows students to dictate text fluently into the computer. These new applications can recognize speech at up to 160 words per minute. While these systems do give students system control they are not yet hands free. (Prior Codes: III-D, III-E)	✓	N/A	✓
2-C: Large-Print Response Book A student with a visual impairment records responses to questions or test items in a large-print response book. Note: For state tests, student responses on the large-print form must be transcribed verbatim by a certified test examiner onto a regular-sized answer document for scoring. For the MSA/Science test in grades 5 and 8, students requiring a large-print response book may use the traditional paper-and-pencil large print test edition. If a large-size computer monitor is available in the school, the student may take the computerized online test edition, as long as the monitor size provides the student with print large enough to access and respond to the test. (Prior Code: III-A)	✓	N/A	✓

Accommodations Fact Sheet 2: Response Accommodations *(continued)*

Response Accommodations *(continued)*	(1) A-SA	(2) A-NSA	(3) I
2-D: Brailler A Brailler is a Braille keyboard used for typing Braille that can then be printed in standard print or Braille (embosser). The Brailler is similar to a typewriter or computer keyboard. Paper is inserted into the Brailler, and multiple keys are pressed at once, creating Braille dots with each press. Through an alternative computer port, newer Braillers can simultaneously act as a speech synthesizer that reads the text displayed on the screen when paired with a screen reading program. For assessment, a certified test examiner must transcribe the Brailled responses into a regular Answer Book. (Prior Code: III-B)	✓	N/A	✓
2-E: Electronic Note-Takers and Word Processors Students may use an electronic device to create written responses or for note-taking. Portable note-taking devices are small, lightweight devices equipped with a Braille or typewriter-style keyboard for input and synthetic voice. Some note-takers also contain a Braille display (between 18 and 40 characters) for output. Note-takers are excellent tools for recording notes in school, at home, or at work. They often have additional features such as a calculator and a calendar function. Newer models have a built-in modem, which allows the user to access e-mail as well as surf the Web. When connected to a PC, files can be exchanged, or information can be sent from the note-taker to a Braille embosser or to an ink printer. When linked to a computer using a screen reader, note-takers equipped with a Braille display can act as a Braille output device. (Prior Code: N/A, none)	✓	N/A	✓
2-F: Tape Recorder A student uses a tape recorder to record class work or test responses rather than writing on paper. For assessment, a certified test examiner must transcribe the taped responses into a regular Answer Book. (Prior Code: V-C)	✓	N/A	✓
2-G: Respond on Test Booklet This accommodation allows a student to write directly in a test booklet rather than on an answer sheet (e.g., scannable “bubble” sheet). For assessment, a certified test examiner must transcribe the student’s responses into a regular Answer Book. For students taking the MSA and/or the MSA/Science, those tests no longer have a separate answer document. All students will respond on a combination Test/Answer Book at all grades, so accommodation 2-G will not be necessary for those tests. (Prior Code: V-A)	✓	N/A	✓
2-H: Monitor Test Response Monitor placement of student responses on the answer sheet. 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. (Prior Code: V-D)	✓	N/A	✓

Accommodations Fact Sheet 2: Response Accommodations
(continued)

Materials or Devices Used to Solve or Organize Responses	(1) A-SA	(2) A-NSA	(3) I
2-J: Calculation Devices If a student's disability affects mathematics calculation but not reasoning, a calculator or other assistive device (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used. 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 a student 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). In some cases, an abacus may be useful for students when mathematics problems are to be calculated without a calculator. The abacus functions as paper and pencil for students with visual impairments. (Prior Code: III-C)	✓	N/A	✓
2-K: Spelling and Grammar Devices 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 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 spell check or other electronic spelling device. Some states require spell-check and grammar-checking devices to be turned off for writing tests. (Prior Code: III-D)	✓*	*	✓
2-L: Visual Organizers Visual organizers include graph paper, highlighters, place markers, scratch paper, and templates. 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. (Prior Code: N/A, none)	✓**	**	✓
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. Semantic mapping software is now available to enable students to understand a narrative story or writing elements through graphics. (Prior Code: N/A, none)	✓	N/A	✓
2-N: Bilingual Dictionaries Students identified as English language learners who have an ELL Plan may use published or electronic bilingual dictionaries. Allowable dictionaries and devices do not contain definitions of English words in the student's native language. (Prior Code: III-F)	✓	N/A	✓

* 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.

Accommodations Fact Sheet 2: Response Accommodations
(continued)

Other Response Accommodations	(1) A-SA	(2) A-NSA	(3) I
2-O: Other Other-proposed by Local Accountability Coordinator; Section 504, Special Education, or ELL staff; and approved by MSDE Assessment Office and MSDE Special Education or ESOL staff. (Prior Code: V-J)	Determined on a case-by-case basis in consultation with MSDE		

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Accommodations Fact Sheet 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.

Accommodations Conditions

Check marks (✓) 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) Assessment: Standard Administration—the accommodation described is permitted for assessment and results in a standard administration of the assessment

(2) Assessment: Non-Standard Administration—the accommodation described is permitted on state assessments, but will result in a non-standard administration of the assessment, and

(3) Use in Instruction—the accommodation is applicable to instructional situations.

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. The “Prior Code” information in parentheses is a cross-walk to the coding system which was previously used in Maryland through the 2004-2005 school year.

Accommodations Fact Sheet 3: Timing and Scheduling Accommodations *(continued)*

Timing and Scheduling Accommodations	(1) A-SA	(2) A-NSA	(3) I
3-A: Extended Time Extended time may require a student's IEP team to determine a fairly specific amount of extra time to complete assignments, projects, and tests. For timed tests, a standard extension may be time and one half. This means that a student is allowed 90 minutes to take a test that normally has a 60 minute limit. Double time may also be allowed. Decisions should 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 reader, or dictated response scribe) which may increase the time needed for the student to respond are chosen. (Prior Code: I-C)	✓	N/A	✓
3-B: Multiple or Frequent Breaks Breaks may be given at predetermined intervals or after completion of assignments, tests, or activities. Sometimes a student is allowed to take breaks when individually needed. Sometimes test booklets are divided into shorter sections so that students can take a break between sections of a test (sometimes referred to as "short segment test booklets"). 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. (Prior Code: I-A)	✓	N/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, 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. Accommodation 3-C is not permitted for the High School Assessments unless justified in writing by the school principal and specifically approved by the LAC and MSDE. See Tool 7 in Section 6 of MAM for more information. (Prior Code: I-B)	✓	N/A	✓

Accommodations Fact Sheet 3: Timing and Scheduling Accommodations *(continued)*

Timing and Scheduling Accommodations *(continued)*	(1) A-SA	(2) A-NSA	(3) I
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 section which was completed during a previous portion of the testing day. Note: Students who require accommodation 3-D on the MSA/Science assessment must take the paper-and-pencil test edition, as this accommodation is not feasible using the computerized online test edition. (Prior Code: I-D)	✓	N/A	✓

Other Timing and Scheduling Accommodations	(1) A-SA	(2) A-NSA	(3) I
3-E: Other Other-proposed by Local Accountability Coordinator; Section 504, Special Education, or ELL staff; and approved by MSDE Assessment Office and MSDE Special Education or ESOL staff. (Prior Code: I-E)	Determined on a case-by-case basis in consultation with MSDE		

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Accommodations Fact Sheet 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

Check marks (✓) in the columns below indicate the conditions under which each type of accommodation may be provided. These conditions are defined as:

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

(2) Assessment: Non-Standard Administration—the accommodation described is permitted on state assessments, but will result in a non-standard administration of the assessment; and

(3) Use in Instruction—the accommodation is applicable to instructional situations.

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. The “Prior Code” information in parentheses is a cross-walk to the coding system which was previously used in Maryland up through the 2004-2005 school year.

Accommodations Fact Sheet 4: Setting Accommodations *(continued)*

Setting Accommodations	(1) A-SA	(2) A-NSA	(3) I
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. 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. Students with low vision may prefer to sit in the part of a room that has the best light. Some students concentrate best while wearing noise buffers such as earphones, earplugs, or headphones. (Prior Codes: II-A, II-B, II-E, II-F)	✓	N/A	✓
4-B: Reduce Distractions to Other Students Students receiving human reader, scribe, or other accommodations that may distract other students must receive a setting accommodation in order to reduce distractions to other students. (Prior Code: II-G)	✓	N/A	✓
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 guide dog, and explain to other students that the dog 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. (Prior Codes: II-C, II-D)	✓	N/A	✓
4-D: Change Location to Increase Physical Access or to Use Special Equipment – Outside School Building Some students may need to receive educational services and participate in assessments in home or hospital settings. (Prior Code: II-I)	✓	N/A	✓

Accommodations Fact Sheet 4: Setting Accommodations *(continued)*

Other Setting Accommodations	(1) A-SA	(2) A-NSA	(3) I
4-E: Other Other-proposed by Local Accountability Coordinator; Section 504, Special Education, or ESOL staff; and approved by MSDE Assessment Office and MSDE Special Education or ELL staff. (Prior Code: I-E)	Determined on a case-by-case basis in consultation with MSDE		

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Accommodations Fact Sheet 5: Examples of Accommodations Based on Student Characteristics

STUDENT CHARACTERISTIC: BLIND; LOW VISION; PARTIAL SIGHT		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	• Large print • Magnification devices • Braille • Nemeth Braille code • Tactile graphics • Human reader • Audiotape or compact disk (CD) • Screen reader • Large print or Braille notes, outlines, and instructions • Descriptive video • Talking materials	• Large print • Magnifiction devics • Braille • Nemeth Braille code • Tactile graphics • Human reader • Audiotape or CD • Screen reader
Response	• Express response to a scribe through speech • Type on or speak to word processor • Type on Brailler • Speak into tape recorder • Use calculation devices (e.g., talking calculator with enlarged keys, abacus) • Use electronic note taker	• Express response to a scribe through speech • Type on or speak to word processor • Type on Brailler • Speak into tape recorder • Use calculation devices (e.g., talking calculator with enlarged keys, abacus) • Use electronic note taker
Setting	• Change location so student does not distract others • Change location to increase physical access • Change location to access special equipment	• Change location so student does not distract others • Change location to increase physical access • Change location to access special equipment
Timing and Scheduling	• Extended Time	• Extended Time

Accommodations Fact Sheet 5: Examples of Accommodations Based on Student Characteristics *(continued)*

STUDENT CHARACTERISTIC: DEAF; HARD OF HEARING		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	• Sign language • Give interpreter instructional materials in advance • Audio amplification devices • Screen reader • Visual cues • Written notes, outlines, and instructions • Videotape and descriptive video • Provide advanced organizers and outlines of lectures for student to follow • Use gestures (e.g., point to materials) • Repeat questions and responses from classmates • Allow student to copy notes from classmate • Use captioned versions of instructional films and include script when possible • Learn manual signs and teach them to hearing classmates • Allow student to use telecommunication device	• Sign language • Give interpreter instructional materials in advance • Audio amplification devices • Screen reader
Response	• Express response to scribe or interpreter • Type on or speak to word processor • Use spelling and grammar assistive devices • Use visual organizers • Use graphic organizers	• Express response to scribe or interpreter • Type on or speak to word processor • Use spelling and grammar assistive devices • Use visual organizers • Use graphic organizers
Setting	• Change location to reduce distractions • Change location so student does not distract 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 reduce distractions • Change location so student does not distract 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)

Accommodations Fact Sheet 5: Examples of Accommodations Based on Student Characteristics *(continued)*

STUDENT CHARACTERISTIC: WEAK MANUAL DEXTERITY; DIFFICULTY WITH PENCIL; DIFFICULTY TYPING ON STANDARD KEYBOARD		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Response	• Express response to a scribe through speech, pointing, or by using an assistive communication device • Type on or speak to word processor • Speak into tape recorder • Use thick pencil or pencil grip • Use written notes, outlines, and instructions	• Express response to a scribe through speech, pointing, or by using an assistive communication device • Type on or speak to word processor • Speak into tape recorder • Use thick pencil or pencil grip

STUDENT CHARACTERISTIC: COMMUNICATION DISORDER		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	• Screen reader	• Screen reader

STUDENT CHARACTERISTIC: READING DISABILITY; DIFFICULTY DECODING		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	• Human reader • Audiotape or CD • Screen reader • Videotape	• Human reader • Audiotape or CD • Screen reader
Setting	• Change location so student does not distract others • Use written notes, outlines, and instructions	• Change location so student does not distract others

STUDENT CHARACTERISTIC: WRITING DISABILITY; DIFFICULTY WITH SPELLING		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Response	• Express response to a scribe through speech • Type on or speak to word processor • Speak into tape recorder • Use spelling and grammar assistive devices (e.g., electronic spelling device, spell check on computer) • Use written notes, outlines, and instructions	• Express response to a scribe through speech • Type on or speak to word processor • Speak into tape recorder • Use spelling and grammar assistive devices (e.g., electronic spelling device, spell check on computer)

Accommodations Fact Sheet 5: Examples of Accommodations Based on Student Characteristics *(continued)*

STUDENT CHARACTERISTIC: MATHEMATICS DISABILITY		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Response	Use: • Calculation devices • Visual organizers • Graphic organizers • Mathematics tables and formula sheets	Use: • Calculation devices • Visual organizers • Graphic organizers

STUDENT CHARACTERISTIC: PHYSICAL DISABILITY		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Response	• Express response to a scribe through speech, pointing, or by using an assistive communication device • Type on or speak to word processor • Speak into tape recorder • Write in test booklet instead of on answer sheet for tests with separate Text Book and Answer Book • Use augmentative devices for single or multipe messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox) • Use written notes, outlines, and instructions	• Express response to a scribe through speech, pointing, or by using an assistive communication device • Type on or speak to word processor • Speak into tape recorder • Write in test booklet instead of on answer sheet for tests with separate Text Book and Answer Book • Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox)
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 • Multiple or frequent breaks	• Extended time • Multiple or frequent breaks

Accommodations Fact Sheet 5: Examples of Accommodations Based on Student Characteristics *(continued)*

STUDENT CHARACTERISTIC: EASILY DISTRACTED; SHORT ATTENTION SPAN		
Category	**Accommodations to Consider for Instruction**	**Accommodations to Consider for Assessments**
Presentation	• Use books on tape or recorded books to help focus on text • Give short and simple directions with examples	
Response	• Write in test booklet instead of on answer sheet for tests with separate Text Book and Answer Book • Monitor placement of student responses on answer sheet • Use materials or devices used to solve or organize responses • Use visual organizers • Use graphic organizers • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template • Use graph paper to keep numbers in proper columns	• Write in test booklet instead of on answer sheet for tests with separate Text Book and Answer Book • Monitor placement of student responses on answer sheet • Use materials or devices used to solve or organize responses • Use visual organizers • Use graphic organizers • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template • Use graph paper to keep numbers in proper columns
Setting	• Sit in front of room • Change location to reduce distractions	• Sit in front of room • Change location to reduce distractions
Timing and Scheduling	• Use short segment test booklets (when • available) • Allow for multiple or frequent breaks • Schedule tests in the morning • Cue student to begin working and stay on task • Change testing schedule or order of subtests • Limit reading periods • Schedule activities requiring more seat time in the morning and more hands-on and physical activities in the afternoon • Divide long-term assignments	• Use short segment test booklets (when available) • Allow for multiple or frequent breaks • Schedule tests in the morning • Cue student to begin working and stay on task • Change testing schedule or order of subtests

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Accommodations Fact Sheet 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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Accommodations Fact Sheet 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 MSDE, to provide necessary clarification in unusual circumstances.

Presentation Accommodations

Verbatim Reading of Test Directions/Items

Test 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. Test readers must be prepared to answer questions about item format, scoring rules, and timing. However, test 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. 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. Readers may not clarify, elaborate, or provide assistance to students.

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 must transcribe the student's answers verbatim onto a standard answer document.

Braille

If a student needs a Braille test edition, the appropriate materals 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. The test administrator for a Braille test needs to be provided with a print version of the test during test administration, as well as any special examiner instructions that are required for test administration. After a student completes a Braille edition of a test, a certified test examiner must transcribe the student's answers verbatim onto a standard answer document.

Sign Language Interpreter

A student's teacher should not serve as the interpreter in a testing situation unless a second person is present to monitor for quality and fairness. If allowed to sign test items and prompts, interpreters 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 in sign language may be used to increase accuracy, consistency, pacing, and quality. Interpreter services must be arranged prior to test day with substitutes available.

Accommodations Fact Sheet 7: Rules for Administering Specific Accommodations *(continued)*

Audio Tape or Compact Disk

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. When using a two-sided cassette tape, students may need to be reminded to play the other side. Test examiners must spot check audio formats before use to make sure the equipment and media are functioning properly.

Response Accommodations

Writing in Test Booklet

This accommodation allows the test-taker to indicate responses directly in the test booklet and have a certified test examiner transfer the responses to the regular answer document after the student has completed the test. The MSA and MSA/Science tests already provide for all students to record their answers directly in a combined Test Book/Answer Book, but the HSA tests do have separate answer documents for which this accommodation may be applicable.

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.

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 reader or scribe is used, double time may be appropriate. Usually “unlimited” time is not appropriate or feasible.

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.

Section 6: Accommodations Tools for Students with Disabilities

Accommodations Tool 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 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 audiotape?	☐	☐	☐
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 low/poor reading skills that may require the reading of tests or sections of tests that do not measure reading comprehension in order to demonstrate knowledge of subject areas?	☐	☐	☐
8. Does the student have a hearing impairment that requires an interpreter to sign directions?	☐	☐	☐
9. Does the student have a hearing impairment and need a listening device?	☐	☐	☐
Response Accommodations			
10. Does the student have difficulty tracking from one page to another and maintaining his or her place?	☐	☐	☐
11. Does the student have a disability that affects the ability to record his or her responses in the standard manner?	☐	☐	☐
12. Can the student use a pencil or writing instrument?	☐	☐	☐
13. Does the student use a word processor to complete homework assignments?	☐	☐	☐
14. Does the student use a tape recorder to complete assignments or tests?	☐	☐	☐
15. Does the student need the services of a scribe?	☐	☐	☐
16. Does the student have a disability that affects his/her ability to spell?	☐	☐	☐
17. Does the student have a visual or motor disability that affects his/her ability to perform mathematics computations?	☐	☐	☐
Timing and Scheduling Accommodations			
18. Can the student work continuously for the length of time allocated for standard test administration?	☐	☐	☐
19. 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)?	☐	☐	☐
20. Does the student tire easily due to health impairments?	☐	☐	☐

Accommodations Tool 1: Access Needs That May Require Accommodations *(continued)*

Timing and Scheduling Accommodations *(continued)*	Y	N	DK/NA
21. Does the student have a visual impairment that causes eyestrain and requires frequent breaks?	☐	☐	☐
22. Does the student have a learning disability that affects the rate at which he/she processes written information?	☐	☐	☐
23. Does the student have a motor disability that affects the rate at which he/she writes responses?	☐	☐	☐
24. Does the student take any type of medication to facilitate optimal performance?	☐	☐	☐
25. Does the student's attention span and/or distractibility require shorter working periods and frequent breaks?	☐	☐	☐
Setting Accommodations			
26. Do others easily distract the student and/or does he/she have difficulty remaining on task?	☐	☐	☐
27. Does the student require any specialized equipment or other accommodations that may be distracting to others?	☐	☐	☐
28. Does the student have visual or auditory impairments that require special lighting or acoustics?	☐	☐	☐
29. Can the student focus on his/her own work in a setting with large groups of other students?	☐	☐	☐
30. Does the student exhibit behaviors that may disrupt the attention of other students?	☐	☐	☐
31. Do any physical accommodations need to be made for the student in the classroom?	☐	☐	☐

Accommodations Tool 2: Accommodations from the Student's Perspective

Use this questionnaire[4] 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 "Class" list 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

4 This questionnaire was adapted from *A Student's Guide to the IEP* by the National Dissemination Center for Children with Disabilities (http://www.nichcy.org/pubs/stuguide/st1book.htm).

Accommodations Tool 3: Assessment Accommodations Plan

Student Information _____	**Case Information** _____
Name _____	Special Education Teacher_____
Date of Assessment _____	Year _____ Building/School _____
Name of Assessment _____	General Education Teacher _____

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): _____

Adapted from Thurlow, Elliott, Ysseldyke (2003)

Accommodations Tool 4: Assessment Accommodations Agreement

Here is an example of a form a student could carry on test day. 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., 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 booklet. 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 ELL 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)

Accommodations Tool 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 on 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 administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/database).	☐	☐	☐
6. 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).	☐	☐	☐
7. Trained readers, scribes, and sign language interpreters are arranged for individual students (with substitutes available).	☐	☐	☐
8. Special equipment is arranged and checked for correct operation (e.g., calculator, tape recorder, 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, readers, scribes).	☐	☐	☐
12. Plans are made to replace defective equipment.	☐	☐	☐
Consideration 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 administrators and students and plans are made for improvement.	☐	☐	☐

Accommodations Tool 6: Accommodations Journal

One way to keep track of what accommodations work for a student is to support the student in keeping an "accommodations journal." The journal lets the student be "in charge" and could be kept up-to-date through regular consultation with a special education teacher or other staff member. Just think how much easier it would be for an IEP team to decide which accommodations to document on a student's IEP if the student came to the IEP meeting with a journal documenting all of these things:

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

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

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

2. When would the student make entries in the journal, and what types of support would the student need to make these entries?

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

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

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Accommodations Tool 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 MSDE for a student to have one or more of the High School Assessments administered over one or more days. This type of administration is not typically allowed because of the test security issues related to extending the test period beyond the scope of one single day.

However, if a student has identified on his or her IEP or 504 Plan the accommodation 3-C (Change Schedule or Order of Activities – Extend Over Multiple Days), MSDE will consider allowing that accommodation to take precedence over test security considerations. Please complete the following application (a separate form for each content area test is required) and submit it to the LAC in your school system. If the LAC approves your request, he or she will submit it to the High School Assessments Management Team at MSDE for their consideration and approval/denial. LACs who approve of this request must fax this form to MSDE at (410) 333-0052 for MSDE's consideration.

Student Name	
LEA Name/Number	
School Name/Number	
HSA Content Area	
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	
Preparer's Signature	
Date Request Prepared	

Accommodations Tool 7: Application for Approval to Administer the High School Assessments over Multiple Days (Accommodation 3-C) *(continued)*

LAC Name	
LAC Approval Signature	
LAC Denial	
LAC Explanation of Approval or Denial	
Date of LAC Approval/Denial	
MSDE Approval Signature	
MSDE Denial	
MSDE Explanation of Approval or Denial	
Date of MSDE Approval/Denial	

Section 7: The Five-Step Process For Accommodations for English Language Learners (ELLs)

Step 1: Setting Expectations — Expect English Language Learners (ELLs) to Achieve Grade-level Academic Content Standards

Federal and State Laws Requiring Participation by English Language Learners (ELLs)

Both federal and state legislation now require inclusion of all students, including English language learners (ELLs), in large-scale assessments based on a number of key factors:

- Inclusion provides a more accurate picture of overall student achievement and growth.
- Inclusion makes individual diagnostic information available to parents of ELL students, their teachers, and school administrators.
- Inclusion can provide evidence that ELL students have reached proficiency and therefore no longer need additional ESOL support.
- Inclusion may allow for specific policies and funding to improve the performance of ELL students.

No Child Left Behind Act of 2001 (NCLB)

Stronger accountability for results is one of the four basic education reform principles contained in NCLB. This law complements the provisions in providing public accountability at the school, district, and state levels for all students, including those students who are still in the process of learning English. NCLB is designed to help ELL students because speaking and reading English well is essential for students to be successful in life in the United States.

- Under NCLB, the academic progress of every child will be tested in reading and mathematics, including those learning English. All English language learners are tested annually to measure how well they are learning English, so their parents will know how they are progressing. States, school systems, and schools are held accountable for results.
- Research shows that students who cannot read or write in English have a greater likelihood of dropping out of school, and they often face a lifetime of diminished opportunity.
- NCLB gives states the freedom to find the best methods of instruction.
- The law does not dictate a particular method of instruction for learning English and other academic content.
- States and local education agencies must establish English proficiency standards and provide quality language instruction, based on scientific research for English acquisition, in addition to quality academic instruction in reading and mathematics.
- States and local education agencies must place highly qualified teachers in classrooms where English language learners are taught.
- Children who are becoming fluent in English are also learning in academic content areas such as reading and mathematics, and they are tested in these areas so they are not left behind.

NCLB explicitly requires that State assessments provide for . . .

> …the inclusion of limited English proficient students, who shall be assessed in a valid and reliable manner and provided reasonable accommodations on assessments administered to such students under this paragraph…[Sec. 1111 (b) (3) (C) (ix) (III)].

Step 1: Setting Expectations — Expect English Language Learners (ELLs) to Achieve Grade-level Academic Content Standards

(continued)

One of the basic reform principles of NCLB is stronger accountability for 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 NCLB that hold schools accountable for educational results. Academic content standards (what students should learn) and academic achievement standards (how well they should learn) in reading/language arts and mathematics (with science added in 2007-2008) 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. By 2005-2006, states must provide assessments in reading/language arts and mathematics for all students in grades 3 through 8 and once in high school. By 2007-2008, 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 is based on measuring success in educating all of its students and determining what needs to be improved for specific groups of students. The accountability system is defined in terms of adequate yearly progress (AYP), 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[5] and ultimately through consequences if AYP is not achieved.

Both federal and state laws require that all ELL students be administered assessments intended to hold schools accountable for the academic performance of students. ELL team members (local school staff, consisting of general educators and educators specializing in teaching of English for speakers of other languages [ESOL], who collaborate to plan and implement instructional programs for ELL students) must actively engage in a planning process that assures provision of accommodations to facilitate student access to grade-level instruction and state assessments.

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 ELL team member must be familiar with content standards and accountability systems at the state and district level;
- every ELL team member must know where to locate standards and updates; and
- every ELL team must involve collaboration between general educators and educators specializing in ESOL to ensure successful student access.

5 Each parent/guardian receives a report of their child's reading and mathematics assessment results. Also included in this report are district and state results.

Step 1: Setting Expectations — Expect English Language Learners (ELLs) to Achieve Grade-level Academic Content Standards

(continued)

All ELL students 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. ELL plans for students 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. However, the manual provides complete guidelines only for administering and evaluating the effectiveness of accommodations as implemented in assessment.

Grade level content standards in Maryland are incorporated in the Maryland Voluntary State Curriculum, available on the web at http://www.mdk12.org.

Step 2: Learning about Accommodations for Instruction and Assessment of English Language Learners (ELLs)

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 who are English language learners.

Appropriate accommodations are intended to reduce or even eliminate the effects of an ELL student's level of English proficiency. The accommodations also help ensure the validity of the test for all students by eliminating irrelevant obstacles impacting test performance and test scores. Accommodations are not intended to provide a demonstrable advantage to students who receive them over students who do not. It is also important to note that accommodations do not reduce learning expectations—the accommodations should "level the playing field," and not represent a lowering of the target for learning.

Accommodations for instruction and assessment are integrally intertwined. 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.

Description of Accommodations Categories

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

- Presentation Accommodations—Allow ELL students to access academic materials in English using alternate modes of access which help mitigate the students' level of English language proficiency.
- Response Accommodations—Allow ELL students to complete or respond to activities, assignments, and assessments in the English language in different ways which help mitigate the students' level of English language proficiency.
- 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 for ELL students.
- Setting Accommodations—Change the location in which a test or assignment is given or the conditions of the assessment setting for ELL students.

Refer to Section 8, Accommodations Fact Sheets for English language learners ELL-1 through ELL-4, for specific examples of accommodations in these categories.

Step 2: Learning about Accommodations for Instruction and Assessment of English Language Learners (ELLs) *(continued)*

Modifications or Alterations 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 ELL students 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);
- qualitatively reducing assignments and assessments so a student only needs to complete the easiest problems or items (but 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 would not normally be a modification; rather, reduction in quantity would be a reflection of the fact that ELL students may require extra time to complete each assignment, and therefore may not be able to complete the same number of items as other students, though these students are working 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. 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.

Step 3: Selecting Accommodations for Instruction and Assessment of Individual English Language Learners (ELLs)

To assure students who are English language learners are engaged in standards-based instruction and assessments, every ELL team member must be knowledgeable about the state and district academic content 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 level of English language proficiency and present level of academic 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 ELL team attempt to "level the playing field" so that ELL students can participate in the general education curriculum. ELL team meetings that simply engage people in checking boxes on a state or local "compliance" document are neither conducive to sound decision-making practices, nor do they advance equal opportunities for students to participate in the general education curriculum.

Creating the English Language Learner (ELLs) Plan

All English language learners must have a documented ELL service plan for students, as required under federal law (Title III, Section 3302, No Child Left Behind Act of 2001). The plan must have the following elements:

- reason for identification of student as recipients of ESOL services;
- level of English proficiency (using the English Language Proficiency Test as approved by the Maryland State Board of Education);
- level of academic achievement (suggestions: using previous academic records, if available, and/or informal assessments);
- 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;
- program exit/expected rate of transition for ELL students;
- 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;
- specific accommodations permitted for instruction and for the state-required assessments;
- a list of the names of persons who reviewed the documentation and made the decisions including signatures of parents/guardians or documented attempts to obtain those signatures (however, the implementation of the ELL accommodations plan is not dependent upon receipt of the parental signatures); and
- the signature of the principal of the appropriate school as an indication of approval for the described accommodations.

Step 3: Selecting Accommodations for Instruction and Assessment of Individual English Language Learners (ELLs) *(continued)*

The ELL Plan must be developed using a team approach, including involvement of ESOL staff, academic content staff, and the principal or other school administrator designee. School staff should make every effort to involve parents in the development and review of the ELL Plan.

See Tools ELL-7 and ELL-8 on pages 9-7 and 9-11 for examples of ELL Plans for Elementary and Secondary School students.

Documenting Accommodations on a Student's ELL Plan

For most ELL students, determining appropriate instructional and assessment accommodations should not pose any particular problems for ELL teams that follow good ELL Plan practices. The process of identifying and documenting accommodations should be a fairly straightforward event. Depending on the design and overall format of the ELL Plan, there are four typical areas in which accommodations can be addressed:

Presentation – possible accommodations could include repetition of directions, explanation, use of bilingual dictionaries, or test administration by an ESOL specialist.

Response – possible accommodations could include allowing a student to dictate his or her answers, or allowing a response (in an instructional setting only) in the student's native language.

Timing and Scheduling – possible accommodations could include allowance of additional time to complete the test or provision of extra breaks during the test administration period.

Setting – possible accommodations could include individual or small group administration of the test, or a test administration in a separate location.

See Tool ELL-9A on page 9-15 for an example of Accommodations Documentation for an ELL student.

Involving Students in Selecting, Using, and Evaluating Accommodations

It is critical for ELL students 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 ELL 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.

Determining the Consequences of Assessment Accommodations Use

When selecting accommodations for state assessments with a student, it is important to look at the Maryland state policies and procedures to determine whether use of an accommodation results in consequences on a state test (e.g., lowering or not counting a student's score). Assessment accommodations that result in adverse consequences are referred to as nonstandard accommodations in the Accommodations Fact Sheets (ELL-1 through ELL-4 in Section 8).

Step 3: Selecting Accommodations for Instruction and Assessment of Individual English Language Learners (ELLs) *(continued)*

Required Factors to Address in ELL Accommodation Selection

The following factors must be addressed when selecting accommodations for ELL students:

- the student must meet the criteria for ELL based on the IPT assessment results;
- evaluation data must demonstrate the need for accommodations;
- accommodations documented in the ELL Plan must be part of the student's normal ongoing delivery of instructional services;
- accommodations are not to be used only on assessments;
- student must participate in instructional programs and services to meet his/her language and academic needs; and
- the plan must identify the level of English language proficiency at which accommodations will no longer be required.

Questions To Guide Accommodation Selection

Selecting accommodations for instruction and assessment is the role of a student's ELL team. In addition to the required factors above, the questions provided below may help to guide the team in the selection of appropriate accommodations for ELL students:

- What are the student's learning strengths and areas of 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 level of English language proficiency? (These may be new accommodations or accommodations the student is currently using.)
- What accommodations have been regularly used by the student during instruction and assessments?
- What are the results for assignments and assessments when accommodations were used and 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:

- the student's willingness to learn to use the accommodation;
- opportunities to learn how to use the accommodation in classroom settings; and
- conditions for use 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 Maryland Accommodations Fact Sheets ELL-5 and ELL-6 in Section 8 and Tools ELL-1 and ELL-2 in Section 9 for additional information on completing this step.

Step 3: Selecting Accommodations for Instruction and Assessment of Individual English Language Learners (ELLs) *(continued)*

Accommodations for RELL Students

Once a student has attained English language proficiency, he or she would no longer be considered to be an English language learner or to be "limited English proficient (LEP)." These students are no longer part of the LEP accountability subgroup, but their performance on state testing programs is tracked and they are classified as "Redesignated English language learners (RELL), also known as "Redesignated Limited English Proficient (RLEP)." Although RELL students may be considered proficient in English, they may still require certain accommodations, based on the following considerations:

1. Current research indicates that to acquire the academic language commensurate with grade-level academic education, students of English as a new/second language requires a minimum of 5 to 7, to as many as 10 years, particularly for students who are learning a new language as secondary students in grades 6-12 who have not had the benefit of rigorous schooling and are required to take grade-level schooling with native peers.
2. ESOL instruction provides intensive English language acquisition services for students in the ESOL program until such time as students are able to comprehend and access grade-level course work in English. In the language immersion model used in Maryland, however, students are exited from ESOL programs prior to the time they have reached grade-level English reading and vocabulary levels across the curriculum. The RELL students require scaffolded and differentiated instruction on the part of the classroom teacher. Consequently, the RELL students require the accommodations primarily for additional processing time and use of a bilingual dictionary.
3. The idea of linking appropriate classroom accommodations to assessment accommodations is not necessarily appropriate for RELL students who require these accommodations in order to demonstrate all they know and are able to do on classroom and high-stakes assessments. In schools with large populations of ELL students, teachers are trained to provide differentiated instruction for all ELLs—both those enrolled and those exited from the ESOL program. These groups of ELL students are often scheduled for sheltered content courses, particularly to prepare for the Maryland High School Assessments. During instruction the students are afforded the essential accommodations, typically additional time and use of a bilingual dictionary.
4. No matter how proficient in another language one becomes, 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 RELL students in the LEP subgroup and is mandated by Title III of NCLB to monitor the progress of these students, Maryland schools must provide RELL students 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.

Step 4: Administering Accommodations During Instruction and Assessment of English Language Learners (ELLs)

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.

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 ELL 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.

Refer to Tools ELL-3, ELL-4, and ELL-5 in Section 9.

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 proctors 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.

Administering Assessments and Accommodations

State and local laws and policies specify practices to assure test security and the standardized and ethical administration of assessments. Test administrators, proctors, and all staff involved in test administration must 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.[6]

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.

6 National Council on Measurement in Education. (1995). *Code of Professional Responsibilities in Educational Measurement*. Washington, DC: Author.

Step 4: Administering Accommodations During Instruction and Assessment of English Language Learners (ELLs) *(continued)*

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

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 an issue 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, reader, scribe). In order to ensure test security and confidentiality, test administrators need to (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (3) return all materials as instructed.

Refer to Fact Sheet ELL-7 in Section 8 for detailed rules for the administration of specific accommodations.

Note: 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 and which are outlined in the Test Administration and Coordination Manual (TACM) and Examiner's Manual for each assessment.

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 PENALITIES 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.

Step 5: Evaluating and Improving Accommodations Used in Instruction and Assessment of English Language Learners (ELLs)

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 ELL students in state-wide and district-wide assessments. Data on the use and impact of accommodations during assessments may reveal questionable patterns of accommodations 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 ELL 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 and district level and the 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 ELL plans?
4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?
5. How many ELL students 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 local 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 the 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 and others about how the accommodation appears to be working?

Step 5: Evaluating and Improving Accommodations Used in Instruction and Assessment of English Language Learners (ELLs) *(continued)*

Refer to Tool ELL-6 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 ELL team. It is critical to stress that formative evaluation is not the responsibility of just one individual. The entire ELL team should contribute to the information gathering and decision-making processes.

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Section 8: Accommodations Fact Sheets for English Language Learners (ELLs)

Accommodations Fact Sheet ELL-1: Presentation Accommodations

Note: Fact Sheet ELL-1 is the corresponding document for ELL students to Fact Sheet 1 (Section 5) for SWD. If a student is both ELL and SWD, the accommodations should be identified through the IEP process, using the Fact Sheets in Section 5 of the MAM.

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 students whose ability to decode written English is limited due to lack of exposure to the English language.

Accommodations Conditions

Check marks (✓) 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) Assessment: Standard Administration (A-SA)—the accommodation described is permitted for assessment and results in a standard administration of the assessment;

(2) Assessment: Non-Standard Administration (A-NSA)—the accommodation described is permitted on state assessments, but will result in a non-standard administration of the assessment; and

(3) Use in Instruction (I)—the accommodation is applicable to instructional situations.

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. The “Prior Code” information in parentheses is a cross-walk to the coding system which was previously used in Maryland up through the 2004-2005 school year. The accommodations codes for ELL students in Section 8 are not always sequential (i.e., there are gaps in the code numbering), as not all accommodations are available to ELL students.

Accommodations Fact Sheet ELL-1: Presentation Accommodations *(continued)*

Auditory Presentation Accommodations	(1) A-SA	(2) A-NSA	(3) I
1-F: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Entire Test Human Reader: A qualified person may be provided to read orally to students who are unable to decode English text. This accommodation may be appropriate for those ELL students who meet one or more of the following criteria: (1) the student has had one or more instances of interruption in schooling of 6 months or more in a block as documented via parent reporting or on registration forms, (2) the student has little or no literacy in his or her native language, and/or (3) the student is significantly behind (i.e., the student has an ELPT proficiency level of 2 or lower) in the ability to decode grade-level text in English. 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. Readers may not clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Graphic materials may be described, but should also be made available in print or tactile formats. Best practices typically call for readers to be provided to students on an individual basis – not to a group of students. 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 to the student on that basis during regular ongoing instruction. Audio tape or Compact Disk Recording: Written tests and instructional materials are prerecorded on an audio cassette or compact disk that a student accesses by listening. Classroom directions, assignments, and lectures could also be recorded. When taping lectures, students should sit near the front of the classroom, use a small microphone, and tape only parts of the class that can clearly be replayed (e.g., turn the tape recorder off during small group discussions). Advantages include ease of operation and low costs. The greatest difficulty with an audio cassette is rewinding if a student wants to repeat material. This is not as difficult with a CD that can be programmed. Audio versions of tests and other written materials need to be supplemented with a print or Braille version of the text so that a student can have access to complicated graphic material. When using a two-sided cassette tape, students may need to be reminded to play the other side. Spot check audio formats before use to make sure everything is working properly. Copyright issues may need to be addressed. Audiotapes and CDs must be signed out, collected, and kept in a secure location. (Prior Codes: IV-F, IV-H)	✓* **	*	✓
1-G: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Selected Sections of Test (See previous accommodation for explanation.)	*	✓	

* 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, grades 3 and 4, which assess student's ability to decode printed language. Students in those grades 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) the Maryland Functional Reading Test and (3) the ELPT. This accommodation is not permitted for students classified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP.

** Note: For the MSA/Science test in grades 5 and 8, the verbatim reading accommodation 1-F may be implemented by having the accommodator read from the paper-and-pencil test edition, or from the computerized online test edition.

Accommodations Fact Sheet ELL-1: Presentation Accommodations *(continued)*

Auditory Presentation Accommodations *(continued)*	(1) A-SA	(2) A-NSA	(3) I
1-K: Recorded Books Recorded Books are produced on tape or CD and can be borrowed from libraries or purchased from bookstores. Many online bookstores also carry recorded books, making access even easier. Some of the tapes contain the full book and some are abridged (e.g., Reader's Digest version). These tapes play on standard cassette or CD players. Tapes or CDs for children often include a book for following along. Students who can see print may want to get a print copy of a taped book to follow along. (Prior Code: III-C)	N/A	N/A	✓
Multi-Sensory Presentation Accommodations	**(1) A-SA**	**(2) A-NSA**	**(3) I**
1-L: Video Tape Many books have been made into movies, giving students a visual and auditory way to access literature. Videotapes are now often closed-captioned. Captions are visible when activated by a decoder. Built in decoders are required on all 13-inch or larger television sets. (Prior Code: N/A, none)	*	N/A	✓
1-M: Screen Reader for Verbatim Reading of Entire Test A screen reader is a computer application that converts text to synthesized speech to Braille (read with an auxiliary Braille display). Computer literacy is essential for screen reader use. Screen reading software allows students to listen to text as it is displayed on a computer screen. Students can choose to listen to any text multiple times. Some products work by having a student lay a page on a scanner. When a student activates the machine, it reads the text aloud using an optical character recognition (OCR) system. Mathematics formulas are sometimes displayed on the screen as graphics that cannot be read by a screen reader. Note: For the MSA/Science test in grades 5 and 8, the verbatim reading accommodation 1-M must be implemented by providing the student with the Kurzweil™ 3000 test edition. The computerized online test edition does not currently have screen reader capability. Note: This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP. (Prior Codes: IV-F, IV-H)	✓**	**	✓

* No Maryland assessments currently incorporate video-taped stimulus materials. However, if video tape is used, students must have access to closed captioning on video materials, as appropriate.

** 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, grades 3 and 4, which assess student's ability to decode printed language. Students in those grades 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, and (2) the Maryland Functional Reading Test. Any screen reader may be used for instruction, but the only screen reader currently supported by the State for assessment is the Kurzweil™ 3000. In order for students to use the Kurzweil™ 3000 screen reader for testing, students must have used a screen reader 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 screen readers on state testing, to promote standardization of the verbatim reading accommodation.

Accommodations Fact Sheet ELL-1: Presentation Accommodations *(continued)*

Multi-Sensory Presentation Accommodations *(continued)*	(1) A-SA	(2) A-NSA	(3) I
1-N: Screen Reader for Verbatim Reading of Selected Sections of Test (See previous accommodation for explanation.) (Prior Codes: IV-G, IV-I)	N/A	N/A	✓
1-P: Notes, Outlines, and Instructions Written notes may be taken by another student and copied. A teacher could provide a print copy of instructions and assignments. Students could 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. (Prior Code: N/A, none)			✓
1-Q: Talking Materials Many classroom materials are now available with auditory components. These talking materials include calculators, "talking" clocks, thermometers, timers, and voltmeters. When selecting this accommodation, care should be taken to ensure that other appropriate accommodations such as setting (to minimize distraction to other students) or timing are also selected. (Prior Code: III-C)	✓		✓
Other Presentation Accommodations			
1-R: Other Other accommodations not specifically mentioned above may be proposed by the Local Accountability Coordinator, Section 504 Staff, ESOL Staff, or Special Education Staff. Other accommodations must be approved by MSDE's Division of Accountability and Assessment and MSDE's Division of Special Education/Early Intervention Services or other appropriate State staff. Note: Accommodations related to English Language Proficiency are not permitted for use on the English Language Proficiency Test (ELPT). (Prior Code: IV-J)	Determined on a case-by-case basis in consultation with MSDE		

Accommodations Fact Sheet ELL-2: Response Accommodations

Note: Fact Sheet ELL-2 is the corresponding document for ELL students to Fact Sheet 2 (Section 5) for SWD. If a student is both ELL and SWD, the accommodations should be identified through the IEP process, using the Fact Sheets in Section 5 of the MAM.

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

Check marks (✓) 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) Assessment: Standard Administration (A-SA)—the accommodation described is permitted for assessment and results in a standard administration of the assessment;

(2) Assessment: Non-Standard Administration (A-NSA)—the accommodation described is permitted on state assessments, but will result in a non-standard administration of the assessment; and

(3) Use in Instruction (I)—the accommodation is applicable to instructional situations.

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. The “Prior Code” information in parentheses is a cross-walk to the coding system which was previously used in Maryland through the 2004-2005 school year.

Accommodations Fact Sheet ELL-2: Response Accommodations *(continued)*

Response Accommodations	(1) A-SA	(2) A-NSA	(3) I
2-A: Scribe A scribe is someone who writes down what a student dictates by an assistive communication device, pointing, sign language, or speech. 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 may request clarification from the student about the use of capitalization, punctuation, and spelling key words (in order to facilitate the scribe's understanding of what the student is communicating), and must allow the student to review and edit what the scribe has written. A person who serves as a scribe needs to be carefully prepared to assure that they know the vocabulary involved and understand 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 for an ELL student should be someone who is familiar with the student's accent and will recognize the words which a student is saying without writing down unusual phonetic spellings. This accommodation may be appropriate for those ELL students who meet one or more of the following criteria: (1) student has had one or more instances of interruption in schooling of 6 months or more in a block as documented in parent reports or on a registration form, (2) the student has little or no literacy in his or her native language, and/or (3) the student is significantly behind (defined as an ELPT proficiency level of 2 or lower) in the ability to decode grade-level text in English. NOTE: This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP. For the MSA/Science test in grades 5 and 8, 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/Answer Book, or (2) the scribe may enter student responses directly onto the computer using the online test edition. (Prior Codes: V-B, V-E)	✓	N/A	✓
2-E: Electronic Note-Takers and Word Processors Students may use an electronic device to create written responses in English or for note-taking. Note: This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP. (Prior Code: N/A, none)	✓	N/A	✓
2-F: Tape Recorder A student uses a tape recorder to record class work or test responses rather than writing on paper. For assessment, a certified test examiner must transcribe the taped responses into a regular Answer Book. This accommodation may be appropriate for those ELL students who meet one or more of the following criteria: (1) student has had one or more instances of interruption in schooling of 6 months or more in a block as documented in parent reports or on a registration form, (2) the student has little or no literacy in his or her native language, and/or (3) the student is significantly behind (defined as an ELPT proficiency level of 2 or lower) in the ability to decode grade-level text in English. NOTE: This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP. (Prior Code: V-C)	✓	N/A	✓

Accommodations Fact Sheet ELL-2: Response Accommodations *(continued)*

Response Accommodations *(continued)*	(1) A-SA	(2) A-NSA	(3) I
2-G: Respond on Test Booklet This accommodation allows a student to write directly in a test booklet rather than on an answer sheet (e.g., scannable "bubble" sheet). For assessment, a certified test examiner must transfer the student's responses into a regular Answer Book. For students taking the MSA and/or the MSA/Science assessments, those tests no longer have a separate answer document: all students respond on a combination Test/Answer Book at all grades, so accommodation 2-G will not be necessary for those tests. (Prior Code: V-A)	✓	N/A	✓
2-H: Monitor Test Response Monitor placement of student responses on the answer sheet. 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. (Prior Code: V-D)	✓		✓
Materials or Devices Used to Solve or Organize Responses	**(1) A-SA**	**(2) A-NSA**	**(3) I**
2-K: Spelling and Grammar Devices 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 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 spell check or other electronic spelling device. NOTE: This accommodation is permitted for RELL students, if needed and used in regular instruction. (Prior Code: III-D)	✓*	N/A	
2-N: Bilingual Dictionaries Students identified as English language learners who have an ELL Plan may use published or electronic bilingual dictionaries. Allowable dictionaries and devices do not contain definitions of English words in the student's native language. (Prior Code: III-F)	✓		✓
Other Response Accommodations			
2.O: Other Other-proposed by Local Accountability Coordinator; Section 504, Special Education, or ELL staff; and approved by MSDE Assessment Office and MSDE Special Education or Education or ESOL staff. (Prior Code: V-J)	Determined on a case-by-case basis in consultation with MSDE		

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

Accommodations Fact Sheet ELL-3: Timing and Scheduling Accommodations

Note: Fact Sheet ELL-3 is the corresponding document for ELL students to Fact Sheet 3 (Section 5) for SWD. If a student is both ELL and SWD, the accommodations should be identified through the IEP process, using the Fact Sheets in Section 5 of the MAM.

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.

Accommodations Conditions

Check marks (✓) 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) Assessment: Standard Administration (A-SA)—the accommodation described is permitted for assessment and results in a standard administration of the assessment;

(2) Assessment: Non-Standard Administration (A-NSA)—the accommodation described is permitted on state assessments, but will result in a non-standard administration of the assessment; and

(3) Use in Instruction (I)—the accommodation is applicable to instructional situations.

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. The “Prior Code” information in parentheses is a cross-walk to the coding system which was previously used in Maryland through the 2004-2005 school year.

Accommodations Fact Sheet ELL-3: Timing and Scheduling Accommodations *(continued)*

Timing and Scheduling Accommodations	(1) A-SA	(2) A-NSA	(3) I
3-A: Extended Time Extended time may require a student's ELL team to determine a fairly specific amount of extra time to complete assignments, projects, and tests. For timed tests, a standard extension may be time and one half. This means that a student is allowed 90 minutes to take a test that normally has a 60 minute limit. Double time may also be allowed. Decisions should 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 or text reader) which may increase the time needed for the student to respond are chosen. NOTE: This accommodation is permitted for RELL students, if needed and used in regular instruction. (Prior Code: I-C)	✓	N/A	✓
3-B: Multiple or Frequent Breaks Breaks may be given at predetermined intervals or after completion of assignments, tests, or activities. Sometimes a student is allowed to take breaks when individually needed. Sometimes test booklets are divided into shorter sections so that students can take a break between sections of a test (sometimes referred to as "short segment test booklets"). 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. NOTE: This accommodation is permitted for RELL students, if needed and used in regular instruction. (Prior Code: I-A)	✓	N/A	✓

Accommodations Fact Sheet ELL-3: Timing and Scheduling Accommodations *(continued)*

Timing and Scheduling Accommodations *(continued)*	(1) A-SA	(2) A-NSA	(3) I
3C: 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, 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. Accommodation 3-C is not permitted for the High School Assessments unless justified in writing by the school principal and specifically approved by the LAC and MSDE. *See Tool 7 in Section 6 of MAM for more information.* NOTE: This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP. (Prior Code: I-B)	✓	N/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 section which was completed during a previous portion of the testing day. NOTE: Students who require accommodation 3-D on the MSA/Science assessment must take the paper-and-pencil test edition, as this accommodation is not feasible using the computerized online test edition. NOTE: This accommodation is permitted for RELL students, if needed and used in regular instruction. (Prior Code: I-D)	✓	N/A	✓
Other Timing and Scheduling Accommodations			
3E: Other Other-proposed by Local Accountability Coordinator; Section 504, Special Education, or or ELL staff; and approved by MSDE Assessment Office and MSDE Special Education or ESOL staff. (Prior Code: I-E)	Determined on a case-by-case basis in consultation with MSDE		

Accommodations Fact Sheet ELL-4: Setting Accommodations

Note: Fact Sheet ELL-4 is the corresponding document for ELL students to Fact Sheet 4 (Section 5) for SWD. If a student is both ELL and SWD, the accommodations should be identified through the IEP process, using the Fact Sheets in Section 5 of the MAM.

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

Check marks (✓) 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) Assessment: Standard Administration (A-SA)—the accommodation described is permitted for assessment and results in a standard administration of the assessment;

(2) Assessment: Non-Standard Administration (A-NSA)—the accommodation described is permitted on state assessments, but will result in a non-standard administration of the assessment; and

(3) Use in Instruction (I)—the accommodation is applicable to instructional situations.

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. The “Prior Code” information in parentheses is a cross-walk to the coding system which was previously used in Maryland up through the 2004-2005 school year.

Accommodations Fact Sheet ELL-4: Setting Accommodations
(continued)

Setting Accommodations	(1) A-SA	(2) A-NSA	(3) I
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. 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. ELL students may need to have assessment administered by their regular ESOL teacher in order to maximize language comprehensibility. NOTE: This accommodation is permitted for RELL students, if needed and used in regular instruction. (Prior Codes: II-A, II-B, II-E, II-F)	✓	N/A	✓
4-B: Reduce Distractions to Other Students Students receiving human reader, scribe, or other accommodations that may distract other students must receive a setting accommodation in order to reduce distractions to other students. NOTE: This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP. (Prior Code: II-G)	✓	N/A	✓
4-C: Change Location to Increase Physical Access or to Use Special Equipment – Within School Building 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. NOTE: This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP. (Prior Codes: II-C, II-D)	✓	N/A	✓
Other Setting Accommodations			
4-E: Other Other-proposed by Local Accountability Coordinator; Section 504, Special Education, or ESOL staff; and approved by MSDE Assessment Office and MSDE Special Education or ELL staff. (Prior Code: I-E)	Determined on a case-by-case basis in consultation with MSDE		

Accommodations Fact Sheet ELL-5: Examples of Accommodations Based on Student Characteristics

The purpose of this chart is to demonstrate the parallel between differentiated instructional strategies for English language learners and allowable testing accommodations for ELL students. The chart includes a sample of essential strategies recommended for providing differentiated instruction for English language learners across all content areas. This document may be useful in guiding the discussions of the ELL teams 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 Permitted Testing Accommodations*
Presentation	• Provide ample repetition of language and tasks: repeat, restate, rephrase, review, 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 audio-visual and other technology (e.g. audio-books) • Introduce and develop new vocabulary visually to the lower level students by using a picture dictionary and other visual aids • Use of electronic devices to present content to students • Use 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, audiotape or CD for entire test • Human reader, audiotape or CD for selected sections of test • Screen reader for entire test • Screen reader for selected sections of test

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

Accommodations Fact Sheet ELL-5: Examples of Accommodations Based on Student Characteristics *(continued)*

Category	Strategies for Differentiated Instruction	State Permitted Testing Accommodations*
Response	• Encourage and allow for non-verbal responses such as pointing, nodding, pictures, manipulatives, and graphic organizers • Adjust expectations for language output (e.g. student speaks in 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 ELLs with strong speakers and writers (buddies) • Encourage “buddies” to take a dictated response during pair work • Requiring explanations of concepts that ELLs can better express orally • Allow ELLs to dictate responses into a tape-player as evidence of completion of assigned written work • Use bilingual dictionaries during reading and writing assignments in order to clarify meaning when possible	• Respond on Test Booklet • Scribe • Tape Recorder • Monitor Test Response • Bilingual Dictionary

*Additional accommodations may be provided for ELL students with IEPs or 504 plans.

Accommodations Fact Sheet ELL-5: Examples of Accommodations Based on Student Characteristics *(continued)*

Category	Strategies for Differentiated Instruction	State Permitted Testing Accommodations*
Timing/Scheduling	▪ 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	▪ Multiple or frequent breaks ▪ Change schedule or order of activities – extend over multiple days (with LAC and MSDE approval) ▪ Extended Time ▪ Change schedule or order of activities – within one day
Setting	▪ Seat ELL close to speaker, screen, or reader ▪ Dedicate support staff to work with ELL in addition to classroom teacher ▪ Provide small-group instruction ▪ Pair or group ELL with “buddies” who will assist with modeling and explaining tasks ▪ Work one-on-one with student	▪ Reduce distractions to student ▪ Reduce distractions to other students ▪ Change location to increase physical access or use special equipment – within school building

* Additional accommodations may be provided for ELL students with IEPs or 504 plans.

Accommodations Fact Sheet ELL-6: Dos and Don'ts When Selecting Accommodations

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

Accommodations Fact Sheet ELL-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 MSDE, to provide necessary clarification in unusual circumstances.

Presentation Accommodations

Verbatim Reading of Test Directions/Items

Test 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. Test readers must be prepared to answer questions about item format, scoring rules, and timing. However, test 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. 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. Readers may not clarify, elaborate, or provide assistance to or translate materials for students to or from English and/or to or from the student's native language.

Audio Tape or Compact Disk

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. When using a two-sided cassette tape, students may need to be reminded to play the other side. Test examiners must spot check audio formats before use to make sure the equipment and media are functioning properly.

Response Accommodations

Respond on Test Booklet

This accommodation allows the test-taker to indicate responses directly in the test booklet and have a certified test examiner transfer the responses to the regular answer document after the student has completed the test.

Dictation to Scribe

Scribes may be provided for students who are English language learners who have little or no literacy in their native language and whose native language has a written form that differs from English (e.g., Chinese, Russian, Arabic, etc.), making it difficult for the student to physically create written English. 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.

Accommodations Fact Sheet ELL-7: Rules for Administering Specific Accommodations *(continued)*

Timing and Scheduling Accommodations

Provide Extended Time

Timed tests usually require students to request a fairly specific amount of extra time. For example, 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 level of the student's English language proficiency, and the type of test. For example, if a reader or scribe is used, double time may be appropriate. Usually "unlimited" time is not appropriate or feasible.

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 regular school building or in another alternative school setting.

Section 9: Accommodations Tools for English Language Learners (ELLs)

Accommodations Tool ELL-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 who are English language learners. 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)*.

	Y	N	DK/NA
Presentation Accommodations			
1. Is the student able to read and understand directions in English?	☐	☐	☐
2. Can the student follow oral directions in English from an adult or audiotape?	☐	☐	☐
3. Does the student need directions in English repeated frequently?	☐	☐	☐
4. Does the student have low/poor English reading skills that may require the reading of tests or sections of tests that do not measure reading comprehension in order to demonstrate knowledge of subject areas?	☐	☐	☐
Response Accommodations			
5. Does the student use a word processor to complete homework assignments?	☐	☐	☐
6. Does the student use a tape recorder to complete assignments or tests?	☐	☐	☐
7. Does the student use the services of a scribe?	☐	☐	☐
Timing/Scheduling Accommodations			
8. Can the student work continuously for the length of time allocated for standard test administration?	☐	☐	☐
9. Does the student use other accommodations or equipment which require more time to complete test items (e.g., scribe, use of bilingual dictionary, etc.)?	☐	☐	☐
Setting Accommodations			
10. Do others easily distract the student and/or does he/she have difficulty remaining on task?	☐	☐	☐
11. Does the student require any specialized equipment or other accommodations that may be distracting to others?	☐	☐	☐
12. Do any physical accommodations need to be made for the student in the classroom?	☐	☐	☐

Accommodations Tool ELL-2: Accommodations from the Student's Perspective

Use this questionnaire[7] 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, 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, 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" list 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

7 This questionnaire was adapted from *A Student's Guide to the IEP* by the National Dissemination Center for Children with Disabilities (http://www.nichcy.org/pubs/stuguide/st1book.htm).

Accommodations Tool ELL-3: Assessment Accommodations Plan

Student Information _____	**Case Information** _____
Name _____	ELL _____
Date of Assessment _____	Year _____ Building/School _____
Name of Assessment _____	General Education Teacher _____

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): _____

Adapted from Thurlow, Elliott, Ysseldyke (2003)

Accommodations Tool ELL-4: Assessment Accommodations Agreement

Here is an example of a form a student could carry on test day. 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., 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 booklet. 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.

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 ELL 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)

Accommodations Tool ELL-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)*.

	Y	N	NA
Accommodations Throughout the Academic Year			
1. Accommodations are documented on student's ELL plan.	☐	☐	☐
2. Student uses accommodations regularly and evaluates use.	☐	☐	☐
3. A master accommodations plan/data base 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, etc.).	☐	☐	☐
5. Test administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan/data base).	☐	☐	☐
6. 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).	☐	☐	☐
7. Trained readers and/or scribes are arranged for individual students (with back-up personnel identified available in case of absence on the part of the accommodators).	☐	☐	☐
8. Special equipment is arranged and checked for correct operation (e.g., tape recorder, word processor).	☐	☐	☐
Accommodations on the Day of the Test			
9. All eligible students receive accommodations as determined by their ELL Plan.	☐	☐	☐
10. Provision of accommodations is recorded by test administrator.	☐	☐	☐
11. Substitute providers of accommodations are available as needed (e.g., readers, scribes).	☐	☐	☐
12. Plans are made to replace defective equipment.	☐	☐	☐
Consideration 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 administrators and students and plans are made for improvement.	☐	☐	☐

Accommodations Tool ELL-6: Accommodations Journal

One way to keep track of what accommodations work for a student is to support the student in keeping an "accommodations journal." The journal lets the student be "in charge" and could be kept up-to-date through regular consultation with an ESOL teacher or other appropriate staff member. Just think how much easier it would be for an ELL team to decide which accommodations to document on a student's ELL plan if the student came to the ELL meeting with a journal documenting all of these things:

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

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

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

2. When would the student make entries in the journal, and what types of support would the student need to make these entries?

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

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

Accommodations Tool ELL-7: Sample Plan for Elementary School Students Designated as English Language Learners (ELLs)

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

Student Name _____
Last First Middle

Student ID _____ School _____ Grade Placement ___ School Year _____

Current Address _____ Zip Code _____

Local School System _____ School Name/Number _____

Date of Birth _____ Age _____ Gender M ☐ F ☐ Country of Birth _____

Residency Status ☐ Immigrant ☐ Refugee

Language first spoken _____ Language spoken at home _____

Additional language(s) spoken _____ Date of entry in U.S. _____

LSS enrollment status (date) _____
Month Day Year

Full Name of Parent/Guardian/Sponsor _____
Last First Middle

Home phone _____ Work phone _____ Cell phone _____

Other Contact Person/Agency _____ 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 Education ☐ Yes ☐ No ☐ Limited Schooling ☐ No Formal Schooling

List of Schools Attended

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

Accommodations Tool ELL-7: Sample Plan for Elementary School Students Designated as English Language Learners (ELLs) *(continued)*

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 TEST INFORMATION

Test Name	Score	Level	Category
ELPT – Oral			
ELPT – Reading			
ELPT – Writing			

ESOL Eligibility ☐ Yes ☐ No Test Date _____

LEVEL OF ACADEMIC ACHIEVEMENT

(Prior to enrollment 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:_____

Accommodations Tool ELL-7: Sample Plan for Elementary School Students Designated as English Language Learners (ELLs) *(continued)*

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

Date of entry to an English Speaking School _____
Month Day Year

☐ **Student will participate in:**

☐ Annual English Language Proficiency Assessment Year _____

☐ State-required Assessment and Accountability Programs Year _____

☐ **Accommodations will be provided** (Complete ELL Accommodations Form)

☐ **Accommodations will no longer be provided when the student's ELPT scores are:**

- **ELPT – Oral** **Level ___**
- **ELPT – Reading** **Level ___**
- **ELPT – Writing** **Level ___**

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 ELL Program Service Plan:

_____
Principal or designee Date

_____
ESOL and/or Classroom Teacher Date

_____
ESOL Resource Teacher Date

_____
Parent/Guardian Date

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Accommodations Tool ELL-8: Sample Plan for Secondary School Students Designated as English Language Learners (ELLs)

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

Student Name _____
Last First Middle

Student ID _____ School _____ Grade Placement ___ School Year _____

Current Address _____ Zip Code _____

Local School System _____ School Name/Number _____

Date of Birth _____ Age _____ Gender M ☐ F ☐ Country of Birth _____

Residency Status ☐ Immigrant ☐ Refugee

Language first spoken _____ Language spoken at home _____

Additional language(s) spoken _____ Date of entry in U.S. _____

LSS enrollment status (date) _____
Month Day Year

Full Name of Parent/Guardian/Sponsor _____
Last First Middle

Home phone _____ Work phone _____ Cell phone _____

Other Contact Person/Agency _____ 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 Education ☐ Yes ☐ No ☐ Limited Schooling ☐ No Formal Schooling

List of Schools Attended

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

Accommodations Tool ELL-8: Sample Plan for Secondary School Students Designated as English Language Learners (ELLs) *(continued)*

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 TEST INFORMATION

Test Name	Score	Level	Category
ELPT – Oral			
ELPT – Reading			
ELPT – Writing			

ELL Eligibility ☐ Yes ☐ No Test Date _____
Month Day Year

LEVEL OF ACADEMIC ACHIEVEMENT

(Prior to enrollment 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 schools evaluated

☐ Transcript/grades not available

MARYLAND HIGH SCHOOL GRADUATION STANDARDS

_____ Expected date of graduation
Month Year

PROGRAM OPTIONS AVAILABLE

_____

_____

_____

School Placement:_____

Accommodations Tool ELL-8: Sample Plan for Secondary School Students Designated as English Language Learners (ELLs) *(continued)*

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

Date of entry to an English Speaking School _____
Month Day Year

☐ **Student will participate in:**

☐ Annual English Language Proficiency Assessment Year _____

☐ State-required Assessment and Accountability Programs Year _____

☐ **Accommodations will be provided** (Complete ELL Accommodations Form)

☐ **Accommodations will no longer be provided when the student's ELPT scores are:**

- **ELPT – Oral** **Level ___**
- **ELPT – Reading** **Level ___**
- **ELPT – Writing** **Level ___**

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 ELL Program Service Plan:

_____
Principal or Designee Date

_____
ESOL and/or Classroom Teacher Date

_____
ESOL Resource Teacher Date

_____
Parent/Guardian Date

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Accommodations Tool ELL-9A: Accommodations Documentation for English Language Learners (ELLs)

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

Student _____ School _____Grade _____

Assessment(s) for which accommodation(s) is/are being proposed_____

Last English Language Proficiency (ELP) assessment date_____

Scores: Oral _____ Reading _____ Writing _____ Proficiency level _____

Assessment Accommodations below reflect accommodations also used in daily instruction.

ACCOMMODATION(S) PROVIDED (Check where appropriate): ❑ None

1. Presentation	2. Response
❑ 1-F. Human reader, audio tape, or compact disk recording for verbatim reading of entire test ❑ 1-G. Human reader, audio tape, or compact disk recording for verbatim reading of selected sections of the test ❑ 1-M. Screen Reader for verbatim reading of entire test ❑ 1-N. Screen reader for verbatim reading of selected sections of test ❑ 1-Q. Talking materials ❑ 1-R. Other—proposed by Local Accountability Coordinator; Section or ELL staff; and approved by MSDE Assessment Office and ELL staff	❑ 2-A. Scribe ❑ 2-E. Electronic Note Takers and Word Processors ❑ 2-F. Tape recorder ❑ 2-G. Respond on test booklet ❑ 2-H. Monitor test response ❑ 2-K. Spelling and grammar devices (not permitted to be used on the English HSA) ❑ 2-N. Bilingual dictionaries ❑ 2-O. Other—proposed by Local Accountability Coordinator; Section or ELL staff; and approved by MSDE Assessment Office and ELL staff
3. Timing and Scheduling	**4. Setting**
❑ 3-A. Extended time ❑ 3-B. Multiple or frequent breaks ❑ 3-C. Change schedule or order of activities- Extend over multiple days ❑ 3-D. Change schedule or order of activities- within one day ❑ 3-E. Other—proposed by Local Accountability Coordinator; Section or ELL staff; and approved by MSDE Assessment Office and ELL staff	❑ 4-A. Reduce distractions to the student ❑ 4-B. Reduce distractions to other students ❑ 4-C. Change location to increase physical access or to use special equipment within school building ❑ 4-E. Other—proposed by Local Accountability Coordinator; Section or ELL staff; and approved by MSDE Assessment Office and ELL staff

Accommodations Tool ELL-9A: Accommodations Documentation for English Language Learners (ELLs) *(continued)*

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

Recommended by the following members of the ELL Team: (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'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.

Accommodations Tool ELL-9B: Accommodations Documentation Update Form for English Language Learners (ELLs)

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 Accommodations Tool 9-A to document any changes to an existing ELL accommodation plan in a given school year.

Reviewed by the following members of the ELL Team: (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'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.

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Accommodations Tool ELL-9C: Accommodations Documentation Form for Reclassified English Language Learners (RELLs)

(RELL students are also sometimes known as Reclassified Limited English Proficient or RLEP.)

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 First Middle

Exit Date_____ (date exited from ESOL services)

Last English Language Proficiency (ELP) assessment date_____

Scores: Oral _____ Reading _____ Writing _____ Proficiency level _____

Assessment Accommodations below reflect accommodations also used in daily instruction.

ACCOMMODATION(S) PROVIDED (Check where appropriate): ❑ None

1. Presentation	2. Response
❑ 1-R. Other—proposed by Local Accountability Coordinator; Section or ELL staff; and approved by MSDE Assessment Office and ELL staff	❑ 2-K. Spelling and grammar devices (not permitted to be used on the English HSA) ❑ 2-N. Bilingual dictionaries ❑ 2-O. Other—proposed by Local Accountability Coordinator; Section or ELL staff; and approved by MSDE Assessment Office and ELL staff
3. Timing and Scheduling	**4. Setting**
❑ 3-A. Extended time ❑ 3-B. Multiple or frequent breaks ❑ 3-D. Change schedule or order of activities- Within one day ❑ 3-E. Other—proposed by Local Accountability Coordinator; Section or ELL staff; and approved by MSDE Assessment Office and ELL staff	❑ 4-A. Reduce distractions to the student ❑ 4-E. Other—proposed by Local Accountability Coordinator; Section or ELL staff; and approved by MSDE Assessment Office and ELL staff

Accommodations Tool ELL-9C: Accommodations Documentation Form for Reclassified English Language Learners (RELLs) *(continued)*

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

Recommended by the following members of the ELL Team: (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'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.

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

Note: Users of this Appendix must have the complete text of the 2006-2007 Maryland Accommodations Manual available for reference.

1. Presentation Accommodations

Visual Presentation Accommodations	(1) A-SA	(2) A-NSA	(3) I
1-A: Large Print (Prior Code: III-A)	✓	N/A	✓
1-B: Magnification Devices (Prior Code: N/A, none)	✓	N/A	✓
1-C: Sign Language (Prior Code: IV-D)	✓	N/A	✓
Tactile Presentation Accommodations	**(1) A-SA**	**(2) A-NSA**	**(3) I**
1-D: Braille (Prior Code: III-B)	✓	N/A	✓
1-E: Tactile Graphics (Prior Code: N/A, none)	*N/A	*N/A	✓
Auditory Presentation Accommodations	**(1) A-SA**	**(2) A-NSA**	**(3) I**
1-F: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Entire Test (Prior Codes: IV-F, IV-H)	✓**	**	✓
1-G: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Selected Sections of Test (Prior Codes: IV-G, IV-I)	✓**	**	✓

* For purposes of State assessments, any tactile graphics needed are included with the Braille version of the test.

** 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, grades 3 and 4, which assess student's ability to decode printed language. Students in those grades 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; and

(2) the Maryland Functional Reading Test.

1. Presentation Accommodations *(continued)*

Auditory Presentation Accommodations *(continued)*	(1) A-SA	(2) A-NSA	(3) I
1-H: Audio Amplification Devices (Prior Code: IV-D)	✓	N/A	✓
1-J: Books on Tape (Prior Code: III-C)	N/A	N/A	✓
1-K: Recorded Books (Prior Code: III-C)	N/A	N/A	✓
Multi-Sensory Presentation Accommodations	**(1) A-SA**	**(2) A-NSA**	**(3) I**
1-L: Video Tape and Descriptive Video (Prior Code: N/A, none)	*	N/A	✓
1-M: Screen Reader for Verbatim Reading of Entire Test (Prior Codes: IV-F, IV-H	✓**	**	✓
1-N: Screen Reader for Verbatim Reading of Selected Sections of Test (Prior Codes: IV-G, IV-I)	✓**	**	✓
1-O: Visual Cues (Prior Code: N/A)	✓	N/A	✓
1-P: Notes, Outlines, and Instructions (Prior Code: N/A, none)	N/A	N/A	✓
1-Q: Talking Materials (Prior Code: III-C)	✓	N/A	✓
Other Presentation Accommodations			
1-R: Other (Prior Code: IV-J)	Determined on a case-by-case basis in consultation with MSDE		

* No Maryland assessments currently incorporate video-taped stimulus materials. However, if video tape is used, students must have access to closed captioning on video materials, as appropriate.

** 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, grades 3 and 4, which assess student's ability to decode printed language. Students in those grades 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; and
(2) the Maryland Functional Reading Test.
Any screen reader may be used for instruction, but the only screen reader currently supported by the State for assessment is the Kurzweil™ 3000. In order for students to use the Kurzweil™ 3000 screen reader for testing, students must have used a screen reader 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 screen readers on State testing, to promote standardization of the verbatim reading accommodation.

2. Response Accommodations

Response Accommodations	(1) A-SA	(2) A-NSA	(3) I
2-A: Scribe (Prior Codes: V-B, V-E)	✓	N/A	✓
2-B: Speech-to-Text (Prior Codes: III-D, III-E)	✓	N/A	✓
2-C: Large-Print Response Book (Prior Code: III-A)	✓	N/A	✓
2-D: Brailler (Prior Code: III-B)	✓	N/A	✓
2-E: Electronic Note-Takers and Word Processors (Prior Code: N/A, none)	✓	N/A	✓
2-F: Tape Recorder (Prior Code: V-C)	✓	N/A	✓
2-G: Respond on Test Booklet (Prior Code: V-A)	✓	N/A	✓
2-H: Monitor Test Response (Prior Code: V-D)	✓	N/A	✓
Materials or Devices Used to Solve or Organize Responses	**(1) A-SA**	**(2) A-NSA**	**(3) I**
2-J: Calculation Devices (Prior Code: III-C)	✓	N/A	✓
2-K: Spelling and Grammar Devices (Prior Code: III-D)	✓*	*	✓
2-L: Visual Organizers (Prior Code: N/A, none)	✓**	**	✓
2-M: Graphic Organizers (Prior Code: N/A, none)	✓	N/A	✓
2-N: Bilingual Dictionaries (Prior Code: III-F)	✓	N/A	✓
Other Response Accommodations			
2-O: Other (Prior Code: V-J)	Determined on a case-by-case basis in consultation with 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 test.

3. Timing and Scheduling Accommodations

Timing and Scheduling Accommodations	(1) A-SA	(2) A-NSA	(3) I
3-A: Extended Time (Prior Code: I-C)	✓	N/A	✓
3-B: Multiple or Frequent Breaks (Prior Code: I-A)	✓	N/A	✓
3-C: Change Schedule or Order of Activities – Extend Over Multiple Days (Prior Code: I-B)	✓	N/A	✓
3-D: Change Schedule or Order of Activities – Within One Day (Prior Code: I-D)	✓	N/A	✓
Other Timing and Scheduling Accommodations			
3-E: Other (Prior Code: I-E)	Determined on a case-by-case basis in consultation with MSDE		

4. Setting Accommodations

Setting Accommodations	(1) A-SA	(2) A-NSA	(3) I
4-A: Reduce Distractions to the Student (Prior Codes: II-A, II-B, II-E, II-F)	✓	N/A	✓
4-B: Reduce Distractions to Other Students (Prior Code: II-G)	✓	N/A	✓
4-C: Change Location to Increase Physical Access or to Use Special Equipment – Within School Building (Prior Codes: II-C, II-D)	✓	N/A	✓
4-D: Change Location to Increase Physical Access or to Use Special Equipment – Outside School Building (Prior Code: II-I)	✓	N/A	✓
Other Setting Accommodations			
4-E: Other (Prior Code: I-E)	Determined on a case-by-case basis in consultation with MSDE		

Cross-Walk to Previous Accommodations Structure

The following tables present the accommodations structure which was used in Maryland prior to 2005-2006. Use this table to translate accommodations from the previous structure to that which is used throughout this publication.

I. Previously Identified Scheduling Accommodations

Prior Code	Prior Description	New Code	New Description
I-A	Supervised breaks during test session.	**3-B**	Multiple or frequent breaks
I-B	Tests given regularly within a single day/session may be administered over multiple days without exceeding total time allowances. Tests must be given within the constraints of test administration procedures.	**3-C**	Change schedule or order of activities – extend over multiple days
I-C	Extra response and processing time. Note: This accommodation should also be provided for students who require a verbatim reading accommodation or scribe accommodation.	**3-A**	Extended time
I-D	Tests are administered at best time of day for student.	**3-D**	Change schedule or order of activities – within one day
I-E	Other-proposed by Local Accountability Coordinator; Section 504, Special Education, or ELL staff; and approved by MSDE Assessment Office and MSDE Special Education or ELL staff.	**3-E**	Other

II. Previously Identified Setting Accommodations

Prior Code	Prior Description	New Code	New Description
II-A	General education classroom, with special seating (front of room, carrel, etc).	**4-A**	Reduce distractions to student
II-B	General education classroom, with adjusted grouping.	**4-A**	Reduce distractions to student
II-C	General education classroom, with additional school support (instructional assistant, guidance, etc). Support person is not to help student read or respond to items.	**4-A**	Reduce distractions to student
II-D	General education classroom, with special education or ELL staff as support. Support person is not to help student read or respond to items.	**4-A**	Reduce distractions to student
II-E	Small group setting.	**4-A**	Reduce distractions to student
II-F	Small group setting with special education or ELL teacher as examiner.	**4-A**	Reduce distractions to student
II-G	Individual administration within the school school building, to reduce distractions to, student or if using a reader or scribe accommodation.	**4-A** **4-B**	Reduce distractions to student Reduce distractions to other students
II-H	Individual administration outside school (home, hospital, etc).	**4-D**	Change location to increase physical access or to use special equipment – outside school building
II-I	Other-proposed by Local Accountability Coordinator; Section 504, Special Education, or ELL staff; and approved by MSDE Assessment Office and MSDE Special Education or ELL staff.	**4-E**	Other

III. Previously Identified Equipment/Technology Accommodations

Prior Code	Prior Description	New Code	New Description
III-A	Large print test materials.	**1-A** **2-C**	Large print
III-B	Braille test materials.	**1-D** **2-D**	Braille Brailler
III-C	Calculator for mathematics testing for special education or Section 504 students only.	**2-J**	Calculation devices
III-D	Use of electronic devices (e.g., mechanical speller, computer, augmented communication device, etc.).	**1-Q** **2-B** **2-E** **2-K**	Talking materials Speech-to-text Electronic Note-Takers and Word Processors Spelling and grammar devices
III-E	Use of electronic devices (e.g., mechanical speller, computer, augmented communication device, brailling device, etc.) with spell and grammar checkers blocked as certified by LAC.	**1-Q** **2-B** **2-E**	Talking materials Speech-to-text Electronic Note-Takers and Word Processors
III-F	Published or electronic bilingual dictionary (a synonym dictionary, without definitions, in the student's native language).	**2-K**	Spelling and grammar devices
III-G	Other-proposed by Local Accountability Coordinator; Section 504, Special Education, or ELL staff; and approved by MSDE Assessment Office and MSDE Special Education or ELL staff.	**N/A**	Equipment accommodations are now subsumed under presentation or response accommodations

IV. Previously Identified Presentation Accommodations

Prior Code	Prior Description	New Code	New Description
IV-A	Verbatim repetition of scripted directions, as needed.	**N/A**	Repetition of directions is no longer considered an accommodation, as it is available to all students
IV-B	Written copies of orally presented materials that are found only in examiner's manual.	**N/A**	Examiner's manuals no longer contain materials or instructions not reproduced in the student test materials
IV-C	Accessibility to closed caption or video materials.	**1-L**	Video tape and descriptive video
IV-D	Sign language interpreter, amplification, or visual display required for test directions/examiner-led activities.	**1-C** **1-H**	Sign Language Audio amplification device
IV-E	Verbatim audiotape of directions.	**1-G** **1-N**	Human reader, audio tape, or compact disk recording for verbatim reading of selected sections of test Screen reader/selected sections
IV-F	Verbatim reading or audiotape of entire test for content areas other than reading.	**1-F** **1-M**	Human reader, audio tape, or compact disk recording for verbatim reading of entire test Screen reader/entire test
IV-G	Verbatim reading of selected sections of test or vocabulary for content areas other than reading.	**1-G** **1-N**	Human reader, audio tape, or compact disk recording for verbatim reading of selected sections of test Screen reader/ selected sections
IV-H	Verbatim reading or audiotape of entire reading test	**1-F** **1-M**	Human reader, audio tape, or compact recording for verbatim reading of entire test Screen reader/entire test
IV-I	Verbatim reading of selected vocabulary words or sections of reading test.	**1-G** **1-N**	Human reader, audio tape, or compact disk recording for verbatim reading of selected sections of test
IV-J	Other-proposed by Local Accountability Coordinator; Section 504, Special Education, or ELL staff; and approved by MSDE Assessment Office and MSDE Special Education or ELL staff.	**1-R**	Other

V. Previously Identified Response Accommodations

Prior Code	Prior Description	New Code	New Description
V-A	For machine-scored tests, student marks answers in test booklet. (Transfer to answer sheet completed by school personnel.)	**2-G**	Respond on test booklet
V-B	For selected response items, student indicates answers by pointing or other method.	**2-A**	Scribe
V-C	For constructed response (brief or extended) items, student tapes response for later verbatim transcription by school personnel.	**2-F**	Tape Recorder
V-D	School personnel may check student's transferred responses (alignment and completeness of hand-filled bubbles).	**2-H**	Monitor test response
V-E	For constructed response (brief or extended) items, student dictates response to examiner for verbatim transcription by school personnel.	**2-A**	Scribe
V-F	For constructed response (brief or extended) items or oral presentation, student signs response to interpreter of the deaf/hearing impaired for transcription.	**2-A**	Scribe
V-G	Other-proposed by Local Accountability Coordinator; Section 504, Special Education, or ELL staff; and approved by MSDE Assessment Office and MSDE Special Education or ELL staff.	**2-O**	Other

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Appendix B: Quick Reference Guide to Accommodations for English Language Learners (ELLs)

1. ELL Presentation Accommodations

Auditory Presentation Accommodations	(1) A-SA	(2) A-NSA	(3) I
1-F: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Entire Test (Prior Codes: IV-F, IV-H)	✓*	*	✓
1-G: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Selected Sections of Test (Prior Codes: IV-G, IV-I)	✓*	*	✓

Multi-Sensory Presentation Accommodations	(1) A-SA	(2) A-NSA	(3) I
1-K: Recorded Books (Prior Code: III-C)	N/A	N/A	✓
1-L: Video Tape and Descriptive Video (Prior Code: N/A, none)	N/A	N/A	✓
1-M: Screen Reader for Verbatim Reading of Entire Test (Prior Codes: IV-F, IV-H)	✓*	*	✓
1-N: Screen Reader for Verbatim Reading of Selected Sections of Test (Prior Codes: IV-G, IV-I)	✓*	*	✓
1-P: Notes, Outlines, and Instructions (Prior Code: N/A, none)	N/A	N/A	✓
1-Q: Talking Materials (Prior Code: III-C)	✓	N/A	✓

Other Presentation Accommodations	
1-R: Other (Prior Code: IV-J)	Determined on a case-by-case basis in consultation with 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, grades 3 and 4, which assess student's ability to decode printed language. Students in those grades 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; and

(2) the Maryland Functional Reading Test.

2. ELL Response Accommodations

Response Accommodations	(1) A-SA	(2) A-NSA	(3) I
2-A: Scribe (Prior Codes: V-B, V-E)	✓	N/A	✓
2-E: Electronic Note-Takers and Word Processors (Prior Code: N/A, none)	✓	N/A	✓
2-F: Tape Recorder (Prior Code: V-C)	✓	N/A	✓
2-G: Respond on Test Booklet (Prior Code: V-A)	✓	N/A	✓
2-H: Monitor Test Response (Prior Code: V-D)	✓	N/A	✓
Materials or Devices Used to Solve or Organize Responses	**(1) A-SA**	**(2) A-NSA**	**(3) I**
2-K: Spelling and Grammar Devices (Prior Code: III-D)	✓*	*	✓
2-N: Bilingual Dictionaries (Prior Code: III-F)	✓	N/A	✓
Other Response Accommodations			
2-O: Other (Prior Code: V-J)	Determined on a case-by-case basis in consultation with MSDE		

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

3. ELL Timing and Scheduling Accommodations

Timing and Scheduling Accommodations	(1) A-SA	(2) A-NSA	(3) I
3-A: Extended Time (Prior Code: I-C)	✓	N/A	✓
3-B: Multiple or Frequent Breaks (Prior Code: I-A)	✓	N/A	✓
3-C: Change Schedule or Order of Activities – Extend Over Multiple Days (Prior Code: I-B)	✓	N/A	✓
3-D: Change Schedule or Order of Activities – Within One Day (Prior Code: I-D)	✓	N/A	✓
Other Timing and Scheduling Accommodations			
3-E: Other (Prior Code: I-E)	Determined on a case-by-case basis in consultation with MSDE		

4. ELL Setting Accommodations

Setting Accommodations	(1) A-SA	(2) A-NSA	(3) I
4-A: Reduce Distractions to the Student (Prior Codes: II-A, II-B, II-E, II-F)	✓	N/A	✓
4-B: Reduce Distractions to Other Students (Prior Code: II-G)	✓	N/A	✓
4-C: Change Location to Increase Physical Access or to Use Special Equipment – Within School Building (Prior Codes: II-C, II-D)	✓	N/A	✓
Other Setting Accommodations			
4-E: Other (Prior Code: I-E)	Determined on a case-by-case basis in consultation with MSDE		

Appendix C: References

Accommodations

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.

Maryland Functional Testing Program

Code of Maryland Regulations (COMAR) 13A.03.01.03A; 13A,03.01.03C; and 13A.03.02.03B
September 17, 1992 Memorandum: "Use of Calculators in the Maryland Functional Mathematics Test".

Maryland School Assessment

Test Administration and Coordination Manual published annually by the Division of Accountability and Assessment and the Division of Special Education/Early Intervention, MSDE.

Alternate Maryland School Assessment

Alt-MSA Handbook published annually by the Division of Accountability and Assessment, MSDE.

High School Assessments

Test Administration and Coordination Manual published annually by the Division of Accountability and Assessment, MSDE.

Data Procedures for Maryland School Performance Report

Maryland School Performance Program Accountability Data published annually by the Division of Accountability and Assessment, 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)

Programs for Non-English and Limited-English Proficient Students

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.
1974 United States Supreme Court Ruling Lau vs. Nichols.

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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