

OFFICE OF INSTRUCTIONAL ENHANCEMENT AND INTERNAL OPERATIONS
Summary of State Board of Education Agenda Item
January 17-18, 2013

OFFICE OF STUDENT ASSESSMENT

14. Approval to begin the Administrative Procedures Act process: To revise the *Mississippi Testing Accommodations Manual*

Executive Summary

The *Mississippi Testing Accommodations Manual* (MTAM) outlines accommodations that are allowable and non-allowable for each component of the Mississippi Statewide Assessment System. General accommodations are available for all students and other accommodations are available only for eligible students, i.e., students with disabilities with a current Individualized Education Program (IEP), English Language Learners, and students with a 504 Plan.

The MTAM was revised based upon changes made in components of the Mississippi Statewide Assessment System. Specific changes include the following:

- Changed the Mississippi Writing Assessment Program (MWAP) to the Mississippi Writing Assessment Program, third edition (MWAP3) to reflect the current OSA-administered assessment;
- Changed name of the assessment program "Writing Assessment Grades 4 & 7" to "English II" under the new heading of MWAP3. Deleted the assessment "English II Writing" from the Testing Accommodations Chart;
- Made minor procedural changes to the steps of Accommodations 73 and 78 to reflect current procedure for submission of scorable documents for the MWAP3 assessment; and
- Made minor editorial changes to document.

Note: Proposed language is in red. Current language to be deleted is indicated by strikethrough.

The Office of Student Assessment has provided a detailed, printed *Mississippi Testing Accommodations Manual*. The document is available upon request.

Recommendation: Approval

Back-up material attached

Mississippi Testing Accommodations Manual

Revised January 2013



Mississippi Department of Education

Office of Student Assessment

Overview

The list of accommodations shows the numeric codes to be entered in the designated areas on student answer documents or test booklets. **The accommodations that are allowable on each of the statewide tests vary.** A list of allowable and non-allowable accommodations for each test is located in this document.

The **General Accommodations** are allowable and may be used by all students on each of the statewide tests. These accommodations do not have to be entered on the student's answer document. Any accommodation utilized for the assessment of students must be used during the student's routine classroom instruction, including classroom assessment.

All eligible students may utilize appropriate assessment accommodations when participating in the statewide assessments. Any accommodation utilized for the assessment of students must be

- based upon the learning needs of the individual student through decisions made and officially documented on the **IEP/504 Plan** prior to the test administration, or
- based on the student's **temporary physical disability**, and
- used during the student's **routine** classroom instruction, to include classroom assessment.

All **English Language Learner** students may utilize appropriate assessment accommodations when participating in the statewide assessments. Any accommodation utilized for the assessment of individual students must be:

- based upon the individual student's learning needs,
- based upon decisions made prior to the test administration, and
- used during the student's routine classroom instruction, to include classroom assessment.

Testing Accommodations Chart (Main)

#	ACCOMMODATION	GEN	ELL		CPAS	MCT2			SATP2					MWAP ³	MST	
		General (ALL students)	SATP2, CPAS, MCT2, MST, MWAP	ACCESS for ELLs®	Vocational Education	L.A. - Reading	L.A. - Writing	Mathematics	Algebra I	Biology I	Eng. II MC - Read. / Vocab.	Eng. II MC - Writing/Grammar	Eng. II Writing	U.S. History	Writing Assessment Grades 4 & 7—English II	Science 5 & 8
Setting	1	At the front of the room	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	2	Facing test administrator while directions given	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	3	In a small group	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	4	Individually to accommodate specific disability	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	5	In a familiar room	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	6	With a familiar teacher	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	7	At home (only for homebound students)	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	8	In a study carrel	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	9	With special lighting	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	10	Specialized table to fit a student's wheelchair	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	11	Secure paper to work area with magnets/tape	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Timing/Scheduling	21	With scheduled rest breaks	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	22	At time of day to accommodate student's disability	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	23	Until, in test administrator's judgment, the pupil can no longer continue the activity	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	24	Administer the test over several sessions, specifying the duration of each session. (MDE prior approval required) REFER TO NOTE 4	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	25	Administer the test over several days, specifying the duration of each day's session. (MDE prior approval required) REFER TO NOTES 4 & 16	N	Y	Note 16	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	40	Large print	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	41	Braille REFER TO NOTE 5	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	42	Hearing aids	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	43	Auditory trainers	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	44	Transparent color overlays	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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		General (ALL students)	SATP2, CPAS, MCT2, MST, MWAP	ACCESS for ELLs®	Vocational Education	L.A. - Reading	L.A. - Writing	Mathematics	Algebra I	Biology I	Eng. II MC - Read. / Vocab.	Eng. II MC - Writing/Grammar	Eng. II - Writing	U.S. History	Writing Assessment Grades 4 & 7— English II	Science 5 & 8
Presentation	45	Magnifying glasses/magnifying equipment	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	46	Templates to reduce visible print	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	47	Provide cues (e.g., arrows and stop signs) on answer form in pencil REFER TO NOTE 6	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	48	Use of memory aids, fact charts, resource sheets, and/or abacus REFER TO NOTE 7	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	49	Clue student to stay on task	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	50	Highlight key words/phrases in directions (e.g., complete sentences, show your work) by the teacher	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	53	Read test directions (but not test items) to student or group--repeating and/or paraphrasing directions if needed REFER TO NOTES 8 & 9	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	55	Read test directions & test items to individual students or the group - repeating directions/items, but not paraphrasing REFER TO NOTES 8 & 9	N	Y	N	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y
	58	Read test directions and test items to individual students or a group--repeating and/or paraphrasing only the directions if needed. REFER TO NOTES 8 & 9	N	Y	N	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y
	60	Use of highlighter (yellow only) by student in test booklet	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
61	Calculator (MCT2 Mathematics: Allowable only in grades 7 and 8.) REFER TO NOTE 15	N	Note 15	N	N	N	N	Note 15	Y	N	N	N	N	N	N	
70	Dictation of answers to test administrator/proctor (scribe) REFER TO NOTE 10	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

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Response	72	Allow marking of answers in booklet and transferring of answers from test booklet/answer document to answer document by test administrator (i.e., large print) REFER TO NOTE 11	N	Y	N	Y	Y	Y	Y	Y	Y	Y	✗	Y	Y	Y	
	73	Tape record responses for later verbatim translation REFER TO NOTE 12	N	N	N	Y	Y	Y	Y	Y	Y	Y	✗	Y	Y	Y	
	74	Provide copying assistance between drafts REFER TO NOTES 10 & 11	N	N	N	Y	Y	Y	Y	Y	Y	Y	✗	Y	Y	Y	
	75	Braille	N	N	N	Y	Y	Y	Y	Y	Y	Y	✗	Y	Y	Y	
	76	Communication board	N	N	N	Y	Y	Y	Y	Y	Y	Y	✗	Y	Y	Y	
	77	Augmentative communicative device	N	N	N	Y	Y	Y	Y	Y	Y	Y	✗	Y	Y	Y	
	78	Computer/word processor (without grammar/syntax checker & without work completion/prediction feature) REFER TO NOTE 13	N	N	N	Y	Y	Y	Y	Y	Y	Y	✗	Y	Y	Y	
	79	Computer/word processor (without grammar/syntax checker, with completion/prediction activated)	N	N	N	Y	Y	Y	Y	Y	Y	N	✗	Y	✗ N	Y	
	80	Adapted keyboards	N	N	N	Y	Y	Y	Y	Y	Y	Y	✗	Y	Y	Y	
	81	Native language dictionaries for ELL students (i.e. dictionaries that translate English words into the native language - no definitions are given in either language. REFER TO NOTE 14	N	Y	N	N	N	N	N	N	N	N	✗	N	N	N	
	82	Spelling dictionaries (dictionaries show correct spelling of English words; do not give definitions).	N	N	N	N	N	N	Y	Y	Y	N	N	✗	Y	N	Y
	98	Other allowable accommodation	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	✗	Y	Y	Y
99	Other non-allowable accommodation	N	N	N	N	N	N	N	N	N	N	N	✗	N	N	N	

Important Notes

In the Testing Accommodations Chart specific accommodations have a tag reading, "REFER TO NOTE ___". These notes are listed below by number.

NOTE 1: *A test administrator and proctor must be present during the entire test administration for all students tested.*

NOTE 2: *It should be noted that some accommodations used routinely in the classroom may not be allowable for statewide tests. The test results of students who use non-allowable accommodations are invalid and must be excluded from summary statistics. Any student with an invalid score is considered not tested. Allowable accommodations may change the method in which test items are presented and the method of the student's response to test items but will not interfere with what the test purports to measure. An unallowable accommodation provides an unfair advantage to the student and interferes with what the test purports to measure.*

NOTE 3: *Approval must be granted by the Office of Student Assessment (OSA) four (4) weeks prior to the use of accommodations that are not included in this list. Please complete the Accommodation Request Form and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.*

NOTE 4: *Accommodations 24 and 25 relate to administering the test over several sessions and/or days and must be approved by the Office of Student Assessment four (4) weeks prior to their use on statewide assessments. However, the entire assessment must be completed within the testing window. Any extension that exceeds or goes beyond the day the test administration is scheduled must be pre-arranged, the procedure must be documented, and on file with the District Test Coordinator. If the student is testing over several days, he/she is not allowed to change responses to questions answered during the previous testing sessions or preview questions that will be administered in a future session.*

NOTE 5: *If the responses are too open-ended or constructed response items, the responses must be transcribed verbatim. The Braille test administrator may review Braille test material prior to test administration, but the review must be*

authorized by the district test coordinator and must take place in a controlled, secure environment.

NOTE 6: *Accommodation 47 relates to cueing. Cueing is assisting the student in focusing his/her attention. Cueing strategies include, but are not limited to, arrows, lines, space, contrasting colors, position or focal point, underlining, labeling, size, and shading. Cues may be used only in test directions and in test questions. Cues may not be used in the answer choices. Cues provided on answer booklets/documents must be erased before they are returned for scoring. Cues provided on test books do not have to be erased since test books are non-scorable documents.*

NOTE 7: *Accommodation 48 relates to the use of memory aids. A memory aid, fact chart, and/or resource sheet is something that helps a student remember how to find the answer; it should not give him/her the answer. This accommodation cannot interfere with what the test purports to measure. For example, if the test measures computation skills, a multiplication fact chart is a non-allowable accommodation since it gives the answer or a portion of the answer to the item assessing multiplication skills.*

The compilation of allowable and non-allowable materials is by no means exhaustive. Prior approval is not required for the memory aids, fact charts, and/or resource sheets labeled allowable. All other material requires prior approval from the Office of Student Assessment (OSA). You must complete the Accommodation Request Form. Submissions may be sent any time during the school year but no later than four (4) weeks prior to the test administration for which the use of memory aid is intended. The memory aids, fact charts, and/or resource sheets for state assessments must be limited to 1-3 pages per content area.

Only a student who is visually-impaired may use the abacus to solve mathematics problems. No prior approval is required for use of the abacus by these students.

NOTE 8: *Paraphrasing is re-stating the text and does not include providing definitions or detailed explanations. Only directions may be paraphrased. Items, including sample questions, may not be paraphrased as part of a presentation accommodation.*

NOTE 9: *Accommodations 53, 55, and 58 relate to the presentation of test directions and test items (questions and answer choices) to students. In addition*

to reading, these accommodations may involve writing the material on a blackboard, using sign language, using a text scanner with voice synthesizer, or using other appropriate technology.

Using accommodations **53**, **55**, and **58** for passages or items in the reading sections of the MCT2 (MCT2 – Reading) or the SATP (English II Multiple Choice – Vocabulary/Reading [and Reading Comprehension for “old framework” re-testers]) is not allowed.

For the WIDA ACCESS for ELLs® test, accommodations **55** and **58** are not allowed, as these accommodations interfere with what the test purports to measure.

When preparing to administer the test(s) to students who are deaf or hard of hearing or to students who are blind or visually impaired, test administrators may review eligible test material (i.e., math, science, or history test books; scripted directions for reading tests; non-reading portions of language arts tests) prior to test administration. The review must be authorized by the district test coordinator and must take place in a controlled, secure environment. A signed Confidentiality Agreement is required and must be on file when test administrators preview test items prior to the test administration. Test administrators should be familiar with specific symbols or abbreviations particular to the content area being assessed.

When working with a student who has limited English proficiency, consideration needs to be given to whether the assessment should be explained to the student in his or her native language or other mode of communication unless it is clearly not feasible to do so.

Students for whom American Sign Language (ASL) is the primary language may have directions and/or items signed to them, except for the reading sections of MCT2 – Reading and English II Multiple Choice – Vocabulary/Reading, where the signing of items is not allowed. Other allowable signing systems are Signing Exact English (SEE), Signed English (SE), Sign Supported English (SSE or CASE), or Contact Sign (i.e., Pidgin Sign English [PSE]). Sign languages from other countries (i.e., Auslan, BSL, LSF) or non-standard sign systems (i.e., home sign) are not permitted to be used.

NOTE 10: The scribe must write exactly what the student says as dictated. The scribe may not edit or alter the student’s dictation in any way. The student is responsible for all capitalization, punctuation, and spelling. The student should review the draft composition and make any necessary edits, including edits to

capital letters and punctuation. A scribe may not assist the student during the editing process. The scribe transfers verbatim the student's responses to an answer document.

NOTE 11: *The dictation process and transfer of answers must occur under secure conditions with at least two persons present.*

NOTE 12: *Accommodation 73 - Tape record responses for later verbatim translation*

- A. Dictating a response at any grade is very tedious for both the student and the scribe.
- B. Students must spell each word and note every punctuation mark as they dictate.
- C. Please consider using a tape recorder for a student's "draft."
- D. The tape can be played back to the student, who can stop and start the tape as necessary, spelling and punctuating the response more easily as dictation to the scribe takes place. The student must also note indentation or skipped lines during the dictation.
- E. The taped version, of course, can also be edited by the student.
- F. The taped "draft" must not be written for the student to review until the dictation with spelling and punctuation has occurred. The student must also note indentation or skipped lines during the dictation.
- G. The student may be given the dictated response to review and may make revisions at that point.
- H. The dictation process must occur under secure conditions with at least two persons present.
- I. ~~The response must be written in the pre-ID response booklet if available or in a blank response booklet with appropriate hand gridding if the pre-ID is not available.~~ The response must be written on the pre-ID Final Response Insert Page, if available, with appropriate Prompt Number gridded or in a blank Final Response Insert Page with appropriate Prompt Number gridded and the MSIS number written on the front cover of the Final Response Insert Page.
- J. If this method is used, the tape must be erased after the transcription has been completed.
- K. This process, if used, should be added as an addendum to the school test security plan.
- L. All persons (TA, Proctor, Scribe) involved in this process must sign Confidentiality Agreements.

NOTE 13: *Accommodation 78 - Typewriter or word processor (without grammar/syntax checker and without word completion/prediction feature)*

- A. All tools for spelling, grammar check, and syntax must be turned off. Additionally, the device (e.g., NEO) must have the extra features disabled (e.g., Google Docs, linked files, Write On! Lessons, etc.).
- B. The student may not have access to the Internet.
- C. Typed responses are not to be submitted to the vendor; these typed responses must be transcribed under secure conditions with at least two persons present.
- D. The person transcribing must duplicate exactly what the student wrote, including exact spelling, punctuation, indentation, skipped lines, etc.
- E. ~~The response must be transcribed in the pre-ID response booklet if available or in a blank response booklet with appropriate hand gridding if the pre-ID is not available. The response must be transcribed on the pre-ID Final Response Insert Page, if available, with appropriate Prompt Number gridded or in a blank Final Response Insert Page with appropriate Prompt Number gridded and the MSIS number written on the front cover of the Final Response Insert Page.~~
- F. The typed response must be erased from the assistive technology.
- G. ~~The typed response must be considered secure material and shipped to the OSA (ATTENTION: OSA administered Writing Assessment Coordinator) via secure carrier with signature required to serve as documentation. The typed response must include the student's name and MSIS number. The student's typed response is considered secure material and must be returned with all scorable testing material.~~
- H. This process, if used, should be added as an addendum to the school test security plan.
- I. All persons (TA, Proctor, Scribe) involved in this process must sign Confidentiality Agreements.

NOTE 14: *Electronic word-to-word translating dictionaries may be used with the audio/speaker function turned off. In addition the test administrator must ensure that electronic dictionaries are not connected to the internet or any additional software. Refer to the Suggested List of Bilingual Dictionaries for ELL Students for word-to-word glossaries.*

NOTE 15: *For accommodation 52, calculators are allowable only in grades 7 and 8 for MCT2 Mathematics and for the SATP2 Algebra 1. Beginning with the 2011-2012 academic year,*

1. All formulas, applications, and/or programs (including, but not limited to, Zoom Math/Zoom Algebra) **must be disabled or removed** from the calculators to be used by students during the MCT2 Mathematics, Grades 7-8 exams and the SATP2, Algebra I exam.
2. School districts must outline in their District Test Security Plan the processes and/or procedures to be used to ensure the **NO** calculators used by students during a state assessment administration for the tests listed above have any stored formulas, applications, and/or programs.
3. Students may use personal calculators. However, the District Test Security Plan must address the processes and/or procedures to be used to ensure that **NO** personal calculators used by the students during a state assessment administration have any stored formulas, applications, and/or programs.
4. School districts will be given the authority to allow **retesters** who participated in the SATP2 Algebra I test administration **prior to** 2011-2012 to continue to use graphing calculators with formulas, applications, and/or programs.
 - Districts **must** test these students in a room separate from any testing room that is used for first-time test takers in 2011-2012 and thereafter.
 - Districts **must** address these procedures for retesters in the District and School Test Security Plans.

The complete memorandum from the state Superintendent of Education regarding calculator use on the MCT2 Mathematics (grades 7 and 8) and Algebra I can be read at the following link:

<http://www.mde.k12.ms.us/ACAD/osa/pdfs/20110406-Calculator-Guidance-Memo.pdf>

NOTE 16: *For the ELL student, accommodation 25 is non-allowable on the Speaking component of the ACCESS for ELLs® Test.*