

OFFICE OF CHIEF OF RESEARCH AND DEVELOPMENT
Summary of State Board of Education Agenda Items
Consent Agenda
December 15, 2016

OFFICE OF STUDENT ASSESSMENT

- G. Begin the Administrative Procedures Act process: To revise the *Mississippi Testing Accommodations Manual*

Background Information: Based on public comments, the *Mississippi Testing Accommodations Manual (MTAM)* was edited to accommodate stakeholders' recommendations. The revisions to the manual are substantial and must be resubmitted for Board approval. The 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 Learner, and students with a 504 Plan.

A committee of stakeholders, including MDE staff, Special Education teachers, Special Education Directors, and District Test Coordinators, reviewed and recommended changes to the manual. The MTAM was revised based upon those recommendations and changes made in components of the Mississippi Statewide Assessment System. Specific changes include the following:

- Changed the Mississippi Curriculum Test 2 (MCT2) to the Mississippi Assessment Program (MAP) to reflect the current OSA-administered assessment;
- Notes Section updated with current assessment information and test names;
- The allowable and non-allowable accommodations section is now a separate Reference Guide;
- List of Abbreviations and Acronyms added;
- Questions to Guide Evaluation of Accommodations added;
- Guidelines for Administering Specific Accommodations added;
- Accommodation Request Form has been updated by removing general accommodations;
- General Assessment Accessibility Features added;
- Do's and Don'ts When Selecting Accommodations added;
- Accommodations Chart has been revised and is now separated by lower grade level assessments and high school assessments.

Recommendation: Approval

Back-up material attached

Mississippi Testing Accommodations Manual

Revised (October 2016)



Mississippi Statewide Assessment System

Office of Student Assessment

Mississippi Department of Education

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I. Overview

The list of accommodations shows the numeric codes to be entered in the designated areas on student answer documents, ~~or~~ test booklets, or online system. **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 ~~Aaccommodations~~ Accessibility Features** are allowable and may be used by all students on each of the statewide tests. These accommodations do not have to be entered online or on the student's answer documents. ~~Any accommodation utilized for the assessment of students must be used during the student's routine classroom instruction, including classroom assessment.~~ [AC1]

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 on 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 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.

The manual also contains other guides and resources, such as questions, recommendations, and checklists to guide you in determining appropriate accommodations.

II. Accommodation Request Form

Use this form for requesting accommodations that are not already documented as allowable (A48) or non-allowable (A99) in the current edition of the Mississippi Testing Accommodations Manual.

District Name: _____

District Code: _____

School Name: _____

School Code: _____

Name and Title of Requestor: _____

Accommodation(s) are requested for use on the following assessment(s): (**Check all that apply.**)

Algebra I: MAP _____	MST2: _____
Biology I: _____	MAP (G3-8): ELA _____ Math _____
English II: MAP _____ SATP2 _____	ELPT: _____
U. S. History: _____	MKAS ² : K-Readiness _____ 3 rd Gr. Reading _____

Student Name: _____ or Group Name: _____

(If a group, fill in the primary teacher's name for the group and attach a list of the students and grade levels.)

Grade: _____ Test Administration Date(s): _____, _____, _____, _____, _____

A. Please list the accommodation number(s) requested. If #99, please explain in detail.

B. Why does the student need this (these) accommodation(s)? (Attach supporting evidence)

C. Does this student routinely receive this accommodation in classroom instruction?

_____ Yes _____ No

D. Is this student receiving support/services through Special Education or Section 504 of the Rehabilitation Act of 1973? _____ Yes (circle one: IDEA/IEP or Section 504 Plan) _____ No

If yes on D, attach a copy of the Present Levels of Academic Achievement and Functional Performance // Present Levels of Performance page(s) and the Statewide Test Accommodations // Supplementary Aids and Services page(s) from the student's Individualized Education Program (IEP) or Section 504 Plan.

District Test Coordinator's Signature: _____ Date: _____

Please submit this form and supporting evidence at least **four (4) weeks prior to the test date** for which it is requested to the Office of Student Assessment, Attn: Dr. Albert Carter, P. O. Box 771, Jackson, Mississippi 39205 or e-mail to acarter@mdek12.org.

MDE USE ONLY

_____ Approved

_____ Denied Signature: _____

Reason for Denial:

Form ARF (Rev. 07/2015)

III. Important Notes

In the Testing Accommodations Chart (p. 18), specific accommodations have a tag reading, “REFER TO NOTE ____”. The notes are listed below by number.

For all state assessments, a test administrator and a proctor must be present during the entire test administration for all students tested.

NOTE 1:

- A. ACT-Approved: The use of ACT-Approved accommodations must be requested from ACT via official request forms. These are determined by ACT in compliance with the Americans with Disabilities Act (ADA) and the Diagnostic and Statistical Manual of Mental Disorders, 4th or 5th Edition. ACT-Approved Accommodations that result in ACT scores are fully reportable to colleges, scholarship agencies, the NCAA and other entities in addition to being used for state testing purposes.
- B. Locally Approved: These are determined by the Testing Accommodations Coordinator (TAC) and the Testing Coordinator (TC) following specific ACT policy.
- C. Non-college Reportable: These are determined by the Testing Accommodations Coordinator (TAC) following state or district guidelines. The use of a State-Allowed accommodation, after its use has been officially denied by ACT as an ACT-Approved accommodation, will render the student’s score as not reportable to colleges, scholarship agencies, the NCAA and other entities; rather, they can only be used for state purposes.

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:

- A. Accommodations **24** and **25** relate to administering the test over several sessions and **no longer ~~must be approved by~~ require approval from the Office of Student Assessment.** However, the entire assessment must be completed within the testing window. If an extension that exceeds or goes beyond the day the test administration is scheduled, 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.

B. Timing codes are assigned by **ACT**.

C. **LAS Links** and SATP2 ~~is are~~ untimed assessments.

D. For the **Kindergarten Readiness Assessment**, clicking [Resume Later] allows students to resume their test at a later time, starting on the same question number at which the test was paused but a different item. The STAR monitor password is required. Note: A different password can be set for each STAR class; be sure to enter the password for the class in which the student is testing. The test can be paused and resumed as many times as needed, but it can only be resumed within 8 days of when it was originally started. Closing the test window during a test will also allow a student to resume from where he or she left off, although this is not recommended.

If the student clicks [Stop Test] and the monitor password is entered, the test is over and the student will need to begin a new test. The incomplete test will not be scored.

For the **Kindergarten Readiness Assessment**, all students will have 90 seconds to answer each item. Extended time is currently unavailable for this assessment.

E. For the **Third Grade Reading Summative Assessment, MKAS2 Make-up**, students with disabilities (SWDs) and English learners (ELs) can click [Resume Later] to allow students to resume their test at a later time, starting on the same question number at which the test was paused but a different item. The STAR monitor password is required. Note: A different password can be set for each STAR class; be sure to enter the password for the class in which the student is testing. The test can be paused and resumed as many times as needed, but it can only be resumed within 8 days of when it was originally started. Closing the test window during a test will also allow a student to resume from where he or she left off, although this is not recommended.

If the student clicks [Stop Test] and the monitor password is entered, the test is over and the student will need to begin a new test. The incomplete test will not be scored.

F. For the **Third Grade Reading Summative Assessment**, the General Education students, English learners, and students with disabilities will have a maximum of 270 seconds to answer each item.

G. For the **Third Grade Reading Summative Assessment**, students with disabilities (SWDs) and English learners (ELs) can have a maximum of 20 minutes to answer each question; however, the test must be completed by 3:00 p.m. or the end of the student's school day, whichever occurs first. The extended time accommodation must be listed in the student's IEP or Section 504 Plan and specified for this assessment area.

H. On the MAP, MST2, and SATP2 tests, Accommodations 24 and 25 are available to English Learners.

NOTE 5:

- A. For the **Kindergarten Readiness Assessment**, all students can test at a specific time of day if necessary.
- B. For the **Third Grade Reading Summative Assessment**, students with disabilities (SWDs) and English learners (ELs) can test at a specific time of day, if this accommodation (#22) is listed in the student's IEP or Section 504 Plan and specified for this assessment area.

NOTE 6:

- A. For the **Kindergarten Readiness Assessment**, if, in the Test Administrator's professional judgment, a student is unable to continue the assessment, the Test Administrator can stop the test. When the student is prepared to continue the test, the assessment must be resumed on the same day from the point at which it was stopped.
- B. For the **Third Grade Reading Summative Assessment**, if, in the Test Administrator's professional judgment, a student with a disability (SWD) or an English learner (EL) is unable to continue the assessment, the Test Administrator can stop the test. When the student is prepared to continue the test, the assessment must be resumed on the same day from the point at which it was stopped.

NOTE 7: 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 8:

- A. 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.
- B. For the English Language Proficiency Test, accommodations **55** and **58** are not allowed, as these accommodations interfere with what the test purports to measure.
- C. 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.

- D. When working with a student who has limited English proficiency, consideration needs to be given as 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.
- E. 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 MAP. 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.
- F. For the ACT, Accommodations **53, 55, and 58** **must be done individually and NOT as a group.**
- G. Guidance for the **Read-aloud Accommodations** on the MAP for sStudents with an Individualized Education Program (IEP), Section 504 Plan, or Language Service Plan (LSP) who have this testing accommodation specified for this subject area:

ELA/English II

- A53 - For grades 3-8 and English II, the directions can be read to the students throughout the assessment.
- A55 and A58 – For grades 3-8 and English II, the directions and the questions and answer choices can be read aloud, but the reading passages cannot be read to the student. **Beginning with the 2016-2017 academic year, the read-aloud accommodation will be non-allowable for students in third grade. Reading the Writing Prompt is allowable.**

Math/Algebra I

- A53 - For grades 3-8 and Algebra I, the directions can be read to the students throughout the assessment.
- A55 and A58 – For grades 3-8 and Algebra I, the directions and the questions and answer choices can be read aloud to the student.

NOTE 9:

- A. The Scribe (Accommodation #70) 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 (must spell out each word). 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 or online system.
- B. The dictation process and transfer of answers must occur under secure conditions with at least two persons present.
- C. For the **ACT**, the term "scribe" refers to the Test Supervisor.
- D. For the **Kindergarten Readiness Assessment**, students can dictate or gesture answers to a Scribe, and the Scribe will mark answers directly into online test system in the presence of the Test Administrator and Proctor.

- E. For the **Kindergarten Readiness Assessment**, students with disabilities (SWDs) and English learners (ELs) can dictate or gesture answers to a Scribe, and the Scribe will mark answers directly into the online test system in the presence of the Test Administrator. For children who receive homebound services or community-based services (e.g., children with disabilities attending Head Start or other childcare center), the Proctor may also serve as a Scribe, if one is needed.
- F. For the **Third Grade Reading Summative Assessment, MKAS2**, students with disabilities (SWDs) can dictate or gesture answers to a Scribe, and the Scribe will mark answers directly into the online test system in the presence of the Test Administrator and Proctor.

NOTE 10: 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 11:

- A. 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.
- B. 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 the 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.
- C. 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 students with visual impairments.
- D. For the **ACT**, an abacus (as listed in **A48** and **A98**) must be requested as an accommodation from ACT.

NOTE 12: For accommodation **61**, calculators are allowable only in specified Calculator Sections for MAP Mathematics grades 6-8 and ~~Questa~~ Algebra 1. Beginning with the 2011-2012 academic year,

- i. ~~(SATP2 Algebra I)~~ 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 MAP Mathematics Grades 6-8 exams and Algebra I exam.~~
 - ii. School districts must outline in their District Test Security Plan the processes and/or procedures to be used to ensure that the calculators used by students during a state assessment administration for the tests listed above do not have any stored formulas, applications, and/or programs.
 - iii. Students may use personal calculators. However, the District Test Security Plan must address the processes and/or procedures to be used to ensure that personal calculators used by the students during a state assessment administration do not have any stored formulas, applications, and/or programs.
- A. The calculator policy can be viewed at the following link:
[MDE Calculator Policy](#)
- B. Calculators may be used on any **MS-CPAS2** test. The MDE’s guidelines for calculator use on standardized ~~tests~~ assessments state that if using OSA approved graphing calculators, any formulas, applications, and / or programs must be cleared from the calculators before the assessment. Procedures for how to handle this issue should be outlined in the District Test Security Plan as this has been the policy since the 2011-2012 school year. Documentation related to specific calculators can be found at the MDE Website. The RCU recommends that districts not allow students to use the calculators built in to the operating systems on most computers as this is a test security issue.
- C. Refer to the list of approved calculators as listed in the **ACT** materials and on the ACT website.
http://www.actstudent.org/faq/calculator.html?_ga=1.28160380.1154439628.1413234207

NOTE 13: Accommodation **73** – Tape record responses for later verbatim translation

- i. Students must spell each word and note every punctuation mark as they dictate.
- ii. Please consider using a tape recorder for a student’s “draft.”
- iii. 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.

- iv. The taped version can also be edited by the student.
- v. 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.
- vi. The student may be given the dictated response to review and may make revisions at that point.
- vii. The dictation process must occur under secure conditions with at least two persons present.
- viii. The response must be transcribed to the appropriate document or computer platform, 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.
- ix. If this method is used, the tape must be erased after the transcription has been completed.
- x. This process, if used, should be added as an addendum to the School Test Security Plan.
- xi. All persons (TA, Proctor, Scribe) involved in this process must sign Confidentiality Agreements.

NOTE 14: Accommodation **78** – Typewriter or word processor (without grammar/syntax checker and without word completion/prediction feature)

- i. 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.).
- ii. The student may not have access to the Internet.
- iii. 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.
- iv. The person transcribing must duplicate exactly what the student wrote, including exact spelling, punctuation, indentation, skipped lines, etc.
- v. The response must be transcribed to the appropriate document or computer platform, 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.
- vi. The typed response must be erased from the assistive technology.
- vii. 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.
- viii. This process, if used, should be added as an addendum to the School Test Security Plan.

- ix. All persons (TA, Proctor, Scribe) involved in this process must sign Confidentiality Agreements.

NOTE 15: 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 EL Students for word-to-word glossaries.

NOTE 16: 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.

IV. Questions to Guide Evaluation of Accommodation Use on State Assessments at the School Level

1. Are there policies in place to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after testing?
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 IEPs/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/504 Plans are receiving accommodations?
6. What types of accommodations are provided and are some used more than others?
7. Are students provided accommodations tailored to their individualized needs or are all students receiving the same accommodations?
8. How well do students who receive accommodations perform on classroom tests, local assessments, and state assessments? If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodation, or using accommodations that were not effective?

Student-level questions need to be considered by the IEP/504/EL Team/~~504 Committee/EL Committee~~ to evaluate the use of accommodations. It is critical to continually evaluate the use of accommodations to ensure that the most appropriate and successful accommodations are being used.

Questions to Guide Evaluation of Accommodation Use on State Assessments at the Student Level

1. What accommodations are used by the student during instruction and on classroom assessments?
2. What are the results of classroom assignments and classroom tests 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 appropriate accommodations, or ineffective use of accommodations?
3. What accommodations are used by the student during state assessments?
4. What are the results of state assessments when accommodations are used? Does this performance mirror performance on classroom tests? If a student did not meet the expected level of performance, is it due to lack of access to the necessary instruction, not receiving the appropriate accommodations, or ineffective use of accommodations?

5. What is the student's perception of how well the accommodation worked?
6. Which accommodations seemed to be least effective or ineffective?
7. What combinations of accommodations seem to be effective?
8. What are the difficulties encountered in the use of accommodations?
9. What are the perceptions of teachers and others about how the accommodation appears to be working?

School-level questions should be addressed by a committee responsible for continuous improvement efforts. It is critical to stress that evaluation is not the responsibility of just one individual. The entire IEP/504/EL Committee Team should contribute to the information gathering and decision-making processes.

V. Guidelines for Administering Specific Accommodations

This information must be used by the test administrator in providing these accommodations on state assessments. If questions arise regarding the use of accommodations or these guidelines, contact your STC (Site School Testing Coordinator).

Reading Accommodation

Test administrators providing a reading accommodation must ensure that all students understand what is expected of them when receiving a reading accommodation. However, test administrators cannot answer questions about specific test items. When reading test items aloud, test administrators must be careful not to inadvertently give clues that indicate the correct answer or help eliminate some answer choices. Test administrators should use even inflection so that the student does not receive any cues by the way the information is read. It is important for test administrators to read test items/questions, answer choices, and graphics (tables, charts, graphs, and illustrations) verbatim (word-for-word), exactly as written. Test administrators may not clarify, elaborate, or provide assistance to students. It is recommended that a proctor be used in the setting for a reading accommodation. At no time may a proctor provide a reading accommodation or a reading accommodation be recorded. The test administrator should understand the protocols for administering a specific assessment.

Sign Language or Native Language Interpreter

When using either a sign language or native language interpreter during the time oral instruction is given to the student, the interpreter may only interpret the directions for the student.

For students who are provided a sign language interpreter as a reading accommodation, the interpreter must sign verbatim the individual test items and answer choices. When signing the individual test items and answer choices the interpreter must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.

Marking Answers in Test Booklet

Students may mark multiple-choice and gridded answers in the test booklet instead of marking the answers on an answer document. Answers to open-ended responses must be written in the answer document or recorded online by a scribe (proctor or assistant). Two certified individuals must transcribe the answers verbatim to a regular test booklet or online system containing the student's demographic information.

Dictation to a Scribe (Proctor or Assistant)

Scribes may be provided for students with disabilities who are significantly impacted in the area of written expression or who have a physical disability that impedes their motor process or ability to write. Scribes should be impartial and must write exactly what the student dictates. Scribes should 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. The student must be allowed to review and edit what the scribe has written.

Extended Time

Students who are regularly given extended time on classroom activities, classroom assignments, and classroom tests may qualify for a specified amount of extended or additional time on selected state assessments. Extended or additional time varies depending on the particular state assessment. Decisions should be made on a case-by-case basis, keeping in mind all the accommodations being provided and the nature of the assessment. For example, if a read-aloud accommodation or scribe is being used, extended time may not be necessary.

Large Print

Students who regularly use large-print materials in the classroom may qualify for large-print materials on state assessments. The use of a large-print answer document for students testing with a large-print test booklet is required on selected state assessments. Two certified individuals must transcribe the answers verbatim to a regular test booklet or online system containing the student's demographic information.

Braille

Students who regularly use braille materials in the classroom qualify for braille materials on selected state assessments. Two certified individuals must transcribe the answers verbatim to a regular test booklet containing the student's demographic information.

Templates

Templates are used by students to aid in reading or writing. A template is not a graphic organizer. Templates are the size of an index card or larger with a "cut out" area to allow the student to see or write one word, multiple words, or a line of print at a time. The template may also be used on the answer document or online to aid the student in gridding one answer choice for each test question. The template is moved down the page or answer document as the student reads, writes, or works.

Administered by a Specific Teacher

There are situations where it is appropriate for the IEP/504 Committee to specify a teacher to serve as the student's test administrator. Care, however, should be given in selecting this accommodation. There are situations where it is impossible to provide this accommodation (e.g., when the decision for an individual administration by the student's special education teacher has been selected for five different students in the same teacher's classroom).

Assistive Technology/Communication Device

The use of Assistive Technology/Communication Device must be appropriate so that it does not invalidate a state assessment or supplant the skill that the state assessment is designed to measure. Extreme caution must be taken to ensure that when using any type of Assistive Technology/Communication Device the cognition is performed entirely by the student unless the device is allowed on a state assessment. (e.g., the use of a calculator). MDE Approval is required for all communication devices prior to the student taking a state assessment.

With Other Accommodations Needed Due to the Nature of the Disability or the Level of Language Proficiency

The accommodations checklists, although not exhaustive, have been provided to identify approved accommodations available to students for use on state assessments. In the event that an accommodation used during instruction and on classroom tests is requested for use on a state assessment, and the accommodation is not listed on the accommodations checklist, the accommodation may be requested by ~~using~~ selecting the “With other accommodations needed due to the nature of the disability and the nature of the assessment”.

When this accommodation is selected, the ~~LEA-DTC~~ completes the “Form Requesting Testing Accommodations Needing MDE Approval”. The form is completed in its entirety and submitted by the STC to the MDE no later than four weeks prior to the assessment to be administered. Additional documentation (prior practice documentation in the IEP/504 Plan, proof of prior practice in the classroom on a regular basis, and proof of success of the accommodation) must be provided.

VI. Accommodations Chart for Online and Paper-Pencil Administrations

Mississippi Assessment Program (MAP) for Grades 3-8

Mississippi Assessment Program Alternate (MAP-A) Grades 3-8

Mississippi Science Test (MST2) Grades 5 and 8

Students with Current IEPs, 504 Plans, and/or Language Service Plans

#	ACCOMMODATION	<u>EL</u> <u>(All</u> <u>Assessments;</u> <u>excludes</u> <u>ELPT)</u>	<u>ELPT</u>	ELA Reading	ELA Writing	Mathematics	Science
4	Individually to accommodate specific disability	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes
7	At home (only for homebound students)	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes
8	In a study carrel	<u>Yes</u>	<u>Yes</u>	Yes	Yes	Yes	Yes
9	With special lighting	<u>No</u>	<u>Yes</u>	Yes	Yes	Yes	Yes
10	Specialized table to fit a student's wheelchair	Yes	Yes	Yes	Yes	Yes	Yes
11	Secure paper to work area with magnets/tape	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes
21	With scheduled rest breaks	<u>No</u>	<u>Yes</u>	Yes	Yes	Yes	Yes
22	At time of day to accommodate student's disability. Refer to Note 5	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes
23	Until, in test administrator's judgment, the pupil can no longer continue test administration	Yes	Yes	Yes	Yes	Yes	Yes
24	Administer the test over several sessions and/or days , specifying the duration each session (Testing must be completed within testing window) Refer to Note 4	<u>Yes</u>	<u>See Note 4</u>	Yes	Yes	Yes	Yes

25	Administer the test over several days, specifying the duration of each session (Testing must be completed within testing window) Not allowable for speaking component of the LAS Links Test for EL) Refer to Note 4	<u>Yes</u>	<u>See Note 4</u>	Yes	Yes	Yes	Yes
#	ACCOMMODATION	<u>EL</u> <u>(All</u> <u>Assessments;</u> <u>excludes</u> <u>ELPT)</u>	<u>ELPT</u>	ELA Reading	ELA Writing	Mathematics	Science
40	Large print (<u>Paper/pencil version</u>) (<u>Accommodation 70 to transfer online</u>)	<u>No</u>	<u>Yes</u>	Yes	Yes	Yes	Yes
41	Braille (responses must be transcribed verbatim) Refer to Note 16	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes
42	Hearing aids	Yes	Yes	Yes	Yes	Yes	Yes
43	Auditory trainers	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes
44	Transparent color overlays	<u>Yes</u>	<u>Yes</u>	Yes	Yes	Yes	Yes
45	Magnifying glasses/magnifying equipment	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes
47	Provide cues on answer form in <u>pencil</u> (e.g., arrows, lines, space, contrasting colors, position or focal point, underlining, labeling, size, shading and stop signs) (Cues may only be used in test directions and test questions. Cues may <u>not</u> be used in answer choices.) Refer to Note 10	<u>Yes</u>	<u>No</u>	Yes	Yes	Yes	Yes

48	Use of memory aids, fact charts, resource sheets, and/or abacus (Only a student who is visually-impaired may use the abacus to solve mathematics problems.) Refer to Note 11	<u>Yes</u>	<u>No</u>	Yes	Yes	Yes	Yes
#	<u>ACCOMMODATION</u>	<u>EL</u> (<u>All</u> <u>Assessments;</u> <u>excludes</u> <u>ELPT</u>)	<u>ELPT</u>	<u>ELA</u> <u>Reading</u>	<u>ELA Writing</u>	<u>Mathematics</u>	<u>Science</u>
50	Highlight key words/phrases in directions (e.g., complete sentences, show your work) by the test administrator	<u>Yes</u>	<u>No</u>	Yes	Yes	Yes	Yes
<u>*</u>	<u>ONLY choose one: 53, 55, or 58</u>						
53*	Read test directions (but NOT test items) to student or group-repeating and/or paraphrasing directions if needed (Paraphrasing is re-stating the text and does NOT include providing definitions or detailed explanations, using sign language, using a text scanner with voice synthesizer, or using other appropriate technology) Refer to Notes 7 & 8 ____human reader via book (e.g., paper-pencil, writing) ____human reader via online (MAP ELA and MKAS2 text never read aloud)	<u>Yes</u>	<u>Yes</u>	Yes	Yes	Yes	Yes
55*	Read test directions and test items (questions and answer choices) to individual students or the group-repeating directions/items	<u>Yes</u>	<u>No</u>	Yes	Yes	Yes	Yes

	but NOT paraphrasing Refer to Notes 7 & 8 ___human reader via book (e.g., paper-pencil, writing) ___screen reader online						
<u>#</u>	<u>ACCOMMODATION</u>	<u>EL</u> <i>(All Assessments; excludes ELPT)</i>	<u>ELPT</u>	<u>ELA Reading</u>	<u>ELA Writing</u>	<u>Mathematics</u>	<u>Science</u>
58*	Read test directions and test items (questions and answer choices) to individual students or a group-repeating and/or paraphrasing ONLY the directions, NOT test items, if needed Refer to Notes 8 ___human reader via book (e.g., paper-pencil, writing) ___human reader via online	<u>Yes</u>	<u>No</u>	Yes	Yes	Yes	Yes
61	Calculator for Mathematics Allowable ONLY Grades 6-8 Refer to Note 12	<u>Note 12</u>	<u>No</u>	No	No	Yes	Yes
70	Dictation of answers to test administrator/proctor (scribe) (Must be written exactly as the student dictates. Editing or altering in any way is prohibited. The student is responsible for capitalization, punctuation, and spelling. The student <u>should</u> review the draft for revision without prompting or assistance) Refer to Note 9	<u>Yes</u>	<u>Yes</u>	Yes	Yes	Yes	Yes
72	Allow marking of answers in test booklet and transferring of answers from test booklet to answer document by test administrator (i.e., large print) (The dictation	<u>Yes</u>	<u>No</u>	Yes	Yes	Yes	Yes

	process AND transfer of answers must occur under secure conditions with at least two persons present) Refer to Note 9						
<u>##</u>	<u>ACCOMMODATION</u>	<u>EL</u> <u>(All</u> <u>Assessments;</u> <u>excludes</u> <u>ELPT)</u>	<u>ELPT</u>	<u>ELA</u> <u>Reading</u> <u>ELA</u> <u>A-Reading</u>	<u>ELA</u> <u>Writing</u> <u>ELA</u> <u>Writing</u>	<u>Mathematics</u> <u>Mathematics</u>	<u>Science</u> <u>Science</u>
73	Tape record responses for later verbatim translation Refer to Note 13	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes
74	Provide copying assistance between drafts Refer to Notes 10 & 11	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes
75	Braille	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes
76	Communication board	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes
77	Augmentative communication device	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes
78	Computer/word processor/NEO (WITHOUT grammar/syntax checker or word completion/prediction features) Refer to Note 14	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes
79	Computer/word processor/NEO (WITHOUT grammar/syntax checker, WITH word completion/prediction feature)	<u>No</u>	<u>No</u>	Yes	<u>No</u> <u>Yes</u>	Yes	Yes
80	Adapted keyboards	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes
<u>81</u>	<u>Native language dictionaries for EL students (i.e. dictionaries that translate English words into the native language – no definitions</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>

	are given in either language. <u>Refer to Note 14</u>						
#	<u>ACCOMMODATION</u>	<u>EL</u> (<u>All</u> <u>Assessments;</u> <u>excludes</u> <u>ELPT</u>)	<u>ELPT</u>	<u>Algebra 1</u>	<u>Biology 1</u>	<u>English II</u> <u>Read/Voc</u>	<u>English II</u> <u>Writing/</u> <u>Grammar</u>
82	Spelling dictionaries (dictionaries show correct spelling of English words, do NOT give definitions)	<u>No</u>	<u>No</u>	No	No	Yes	Yes
98	Extended Time Time and a half (i.e., 50% more time) End of the school day (i.e., 100% of the day, until end of the school day) Other allowable accommodation	<u>Yes</u>	<u>Yes</u>	Yes	Yes	Yes	Yes
99	Other non-allowable accommodation	<u>No</u>	<u>No</u>	No	No	No	No

Accommodations Chart for Online and Paper-Pencil Administrations

Mississippi Assessment Program End of Course and

Mississippi Subject Area Testing Program 2 for

Students with Current IEPs, 504 Plans, and Language Service Plans

#	ACCOMMODATION	<u>EL</u> <u>(All</u> <u>Assessments;</u> <u>excludes</u> <u>ELPT)</u>	<u>ELPT</u>	Algebra 1	Biology 1	English II Read/Voc	English II Writing/ Grammar	U. S. History
4	Individually to accommodate specific disability	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes	Yes
7	At home (only for homebound students)	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes	Yes
8	In a study carrel	<u>Yes</u>	<u>Yes</u>	Yes	Yes	Yes	Yes	Yes
9	With special lighting	<u>No</u>	<u>Yes</u>	Yes	Yes	Yes	Yes	Yes
10	Specialized table to fit a student's wheelchair	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>
11	Secure paper to work area with magnets/tape	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes	Yes
21	With scheduled rest breaks	<u>No</u>	<u>Yes</u>	Yes	Yes	Yes	Yes	Yes
22	At time of day to accommodate student's disability. Refer to Note 5	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes	Yes
23	Until, in test administrator's judgment, the pupil can no longer continue test administration	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>
24	Administer the test over several sessions and/or days, specifying the	<u>Yes</u>	<u>See Note 4</u>	Yes	Yes	Yes	Yes	Yes

	duration each session (Testing must be completed within testing window) Refer to Note 4							
# #	ACCOMMODATION ACCOMMODATION	<u>EL</u> <u>(All</u> <u>Assessments;</u> <u>excludes</u> <u>ELPT)</u>	<u>ELPT</u>	<u>Algebra</u> <u>1</u> <u>Algebra</u> <u>+</u>	<u>Biology</u> <u>1</u> <u>Biology</u> <u>+</u>	<u>English II</u> <u>Read/Voc</u> <u>English II</u> <u>Read/Voc</u>	<u>English II</u> <u>Writing/</u> <u>Grammar</u> <u>English II</u> <u>Writing/</u> <u>Grammar</u>	<u>U. S. History</u> <u>U. S. History</u>
25	Administer the test over several days, specifying the duration of each session (Testing must be completed within testing window) Not allowable for speaking component of the LAS Links Test for EL. Refer to Notes 4	<u>Yes</u>	<u>See</u> <u>Note 4</u>	Yes	Yes	Yes	Yes	Yes
40	Large print (<u>Paper/pencil version</u>) (<u>Accommodation 70 to transfer online</u>)	<u>Yes</u>	<u>Yes</u>	Yes	Yes	Yes	Yes	Yes
41	Braille (responses must be transcribed verbatim) REFER TO NOTE 16	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes	Yes
42	Hearing aids	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>
43	Auditory trainers	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes	Yes
44	Transparent color overlays	<u>Yes</u>	<u>Yes</u>	Yes	Yes	Yes	Yes	Yes
45	Magnifying glasses/magnifying equipment	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes	Yes
47	Provide cues on answer form in <u>pencil</u> (e.g., arrows, lines, space, contrasting colors, position or focal point, underlining, labeling,	<u>Yes</u>	<u>No</u>	Yes	Yes	Yes	Yes	Yes

	size, shading and stop signs) (Cues may only be used in test directions and test questions. Cues may <u>not</u> be used in answer choices.) Refer to Note 10							
#	<u>ACCOMMODATION</u>	<u>EL</u> <u>(All</u> <u>Assessments;</u> <u>excludes</u> <u>ELPT)</u>	<u>ELPT</u>	<u>Algebra</u> <u>1</u>	<u>Biology</u> <u>1</u>	<u>English II</u> <u>Read/Voc</u>	<u>English II</u> <u>Writing/</u> <u>Grammar</u>	<u>U. S. History</u>
48	Use of memory aids, fact charts, resource sheets, and/or abacus (Only a student who is visually-impaired may use the abacus to solve mathematics problems.) Refer to Note 11	<u>Yes</u>	<u>No</u>	Yes	Yes	Yes	Yes	Yes
50	Highlight key words/phrases in directions (e.g., complete sentences, show your work) by the test administrator	<u>Yes</u>	<u>No</u>	Yes	Yes	Yes	Yes	Yes
<u>*</u> <u>-</u>	<u>ONLY choose one: 53,</u> <u>55, or 58</u>							
53*	Read test directions (but NOT test items) to student or group-repeating and/or paraphrasing directions if needed (Paraphrasing is re-stating the text and does NOT include providing definitions or detailed explanations; may involve writing the material on a board, using sign language, using a text scanner with voice synthesizer, or using other	<u>Yes</u>	<u>Yes</u>	Yes	Yes	Yes	Yes	Yes

	appropriate technology) Refer to Notes 7 & 8 ___human reader via book (e.g., paper- pencil, writing) ___human reader via online							
<u>#</u>	<u>ACCOMMODATION</u>	<u>EL</u> <u>(All</u> <u>Assessments;</u> <u>excludes</u> <u>ELPT)</u>	<u>ELPT</u>	<u>Algebra</u> <u>1</u>	<u>Biology</u> <u>1</u>	<u>English II</u> <u>Read/Voc</u>	<u>English II</u> <u>Writing/</u> <u>Grammar</u>	<u>U. S. History</u>
55*	Read test directions and test items (questions and answer choices) to individual students or the group-repeating directions/items but NOT _paraphrasing Refer to Notes 7 & 8 ___human reader via book (e.g., paper- pencil, writing) ___screen reader online	<u>Yes</u>	<u>No</u>	Yes	Yes	No <u>Yes</u>	Yes	Yes
58*	Read test directions and test items (questions and answer choices) to individual students or a group-repeating and/or paraphrasing ONLY the directions, NOT test items, if needed Refer to Notes 7 & 8 ___human reader via book (e.g., paper- pencil, writing) ___human reader via online	<u>Yes</u>	<u>No</u>	Yes	Yes	No	Yes	Yes

61	Calculator for Mathematics Allowable ONLY Grades 6-8 Refer to Note 12	<u>See Note 12</u>	<u>No</u>	Yes	No	No	No	No
#	<u>ACCOMMODATION</u>	<u>EL</u> <u>(All</u> <u>Assessments;</u> <u>excludes</u> <u>ELPT)</u>	<u>ELPT</u>	<u>Algebra</u> <u>1</u>	<u>Biology</u> <u>1</u>	<u>English II</u> <u>Read/Voc</u>	<u>English II</u> <u>Writing/</u> <u>Grammar</u>	<u>U. S. History</u>
70	Dictation of answers to test administrator/proctor (scribe) (Must be written exactly as the student dictates. Editing or altering in any way is prohibited. The student is responsible for capitalization, punctuation, and spelling. The student <u>should</u> review the draft for revision without prompting or assistance) Refer to Note 9	<u>Yes</u>	<u>Yes</u>	Yes	Yes	Yes	Yes	Yes
72	Allow marking of answers in test booklet and transferring of answers from test booklet to answer document by test administrator (i.e., large print) (The dictation process AND transfer of answers must occur under secure conditions with at least two persons present) Refer to Note 9	<u>Yes</u>	<u>No</u>	Yes	Yes	Yes	Yes	Yes
73	Tape record responses for later verbatim translation Refer to Note 13	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes	Yes

74	Provide copying assistance between drafts Refer to Notes 10 & 11	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes	Yes
#	<u>ACCOMMODATION</u>	<u>EL</u> <u>(All</u> <u>Assessments;</u> <u>excludes</u> <u>ELPT)</u>	<u>ELPT</u>	<u>Algebra</u> <u>1</u>	<u>Biology</u> <u>1</u>	<u>English II</u> <u>Read/Voc</u>	<u>English II</u> <u>Writing/</u> <u>Grammar</u>	<u>U. S. History</u>
75	Braille	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes	Yes
76	Communication board	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes	Yes
77	Augmentative communication device	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes	Yes
78	Computer/word processor/NEO (WITHOUT grammar/syntax checker or word k completion/prediction features) Refer to Note 14	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes	Yes
79	Computer/word processor/NEO (WITHOUT grammar/syntax checker, WITH word k completion/prediction feature)	<u>No</u>	<u>No</u>	Yes	Yes	Yes	No	Yes
80	Adapted keyboards	<u>No</u>	<u>No</u>	Yes	Yes	Yes	Yes	Yes
<u>81</u>	<u>Native language dictionaries for EL students (i.e. dictionaries that translate English words into the native language – no definitions are given in either language. Refer to Note 14</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	<u>Yes</u>	<u>81</u>

#	ACCOMMODATION	<u>EL</u> (<u>All</u> <u>Assessments;</u> <u>excludes</u> <u>ELPT</u>)	<u>ELPT</u>	<u>Algebra</u> <u>1</u>	<u>Biology</u> <u>1</u>	<u>English II</u> <u>Read/Voc</u>	<u>English II</u> <u>Writing/</u> <u>Grammar</u>	<u>U. S. History</u>
82	Spelling dictionaries (dictionaries show correct spelling of English words, do NOT give definitions)	<u>No</u>	<u>No</u>	Yes	Yes	No	No	Yes
98	Extended Time Time and a half (i.e., 50% more time) End of the school day (i.e., 100% of the day, until end of the school day) Other allowable accommodation	<u>Yes</u>	<u>Yes</u>	Yes	Yes	Yes	Yes	Yes
99	Other non-allowable accommodation	<u>No</u>	<u>No</u>	No	No	No	Yes	No

VI. General ~~Education Assessment~~ Accessibility Features for ALL STUDENTS

#	Feature	Allowable
1	At the front of the room	Yes
2	Facing test administrator while directions are given	Yes
3	In a small group (14 students or less)	Yes
5	In a familiar room	Yes
6	With a familiar teacher	Yes
10	Specialized table to fit a student's wheelchair	Yes
44	Transparent color overlays	Yes
46	Templates to reduce visible print	Yes
49	Cue student to stay on task	Yes
60	Use of highlighter (yellow only) by student in test booklet	Yes
98	Other <u>allowable</u> accommodation	Yes
100	Use of a computer mouse	Yes

VII. Do's and Don'ts When Selecting Accommodations

Accommodations should enable the students to participate more fully in instruction and assessments and to better demonstrate their knowledge and skills. They must be aligned with and be part of daily instruction; accommodations must not be introduced for the first time during the testing of a student.

Do...make accommodation decisions based on individualized needs.	Don't...make accommodation decisions based on whatever is easiest to do (e.g., preferential seating).
Do...refer to state accommodation policies and understand implications of selections.	Don't...select every accommodation possible on a checklist simply to be "safe".
Do...get input about accommodations from teachers, parents, and students, and use it to make decisions at the IEP/504 planning meeting.	Don't...make decisions about instructional and state assessment accommodations alone.
Do...select instructional and state assessment 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.
Do...provide opportunities for students to practice built in online accommodations throughout the year.	Don't...introduce an online accommodation to the student the day of the test.
Do...be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.	Don't...assume that all instructional accommodations are appropriate for use on state assessments.
Do...evaluate accommodations used by the student.	Don't...assume the same accommodations remain appropriate year after year.
Do...be certain to document instructional and state assessment accommodation(s) in the IEP/504 Plan.	Don't...use an accommodation that has not been documented in the IEP/504 Plan.
Do...select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.	Don't...select accommodations unrelated to documented student learning needs or those intended to give students an unfair advantage.

VIII. List of Abbreviations and Acronyms

ADA	Americans with Disabilities Act
ADD; AD/HD; ADHD; ADD/In	Attention-Deficit/Hyperactivity Disorder; ADD Inattentive
AT	Assistive Technology
AU	Autism
BIP	Behavior Intervention Plan
DB	Deafness/Deaf Blind
DD	Developmental Delayed
EmD	Emotional Disability
FBA	Functional Behavioral Assessment
FAPE	Free and Appropriate Public Education
HI	Hearing Impaired
ID	Intellectual Disabilities
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LRE	Least Restrictive Environment
LS	Language Speech
OHI	Other Health Impairment
OI	Orthopedic Impairment
MD	Multiple Disabilities
MDR	Manifestation Determination Review
PLAAFP	Present Levels of Academic Achievement and Functional Performance
RS	Related Services
RTI	Response to Intervention
SLD	Specific Learning Disability
SLI	Speech Language Impairment
SC	Self-Contained
TBI	Traumatic Brain Injury
VI	Visual Impairment

PROPOSED REVISIONS TO MISSISSIPPI TESTING ACCOMMODATIONS MANUAL

APA COMMENTS

November 4– November 28, 2016

Rule	Narrative of Rule	Topic	Comments		
			Supporting	Concerns	Total
APPENDIX H	The proposed revisions are based upon recommendations and changes made in components of the Mississippi Statewide Assessment System.	Revision to the Mississippi Testing Accommodations Manual	0	6	6
	TOTAL COMMENTS		0	6	6

PROPOSED REVISIONS TO MISSISSIPPI TESTING ACCOMMODATIONS MANUAL

APA Comments Summary Chart

Role	Number of Commenters
Superintendents/Conservators	
Assistant Superintendents	
District School Board Members	
Teachers	2
Librarians/Media Specialists	
Federal Programs Directors	
Curriculum Directors	
Special Education Directors	1
Principals	
Assistant Principals	
Vocational School Directors	
Other District Personnel	2
Instructional Specialists/Academic Coaches	
Advocacy Groups	
MDE Offices	
Citizens (Parents)	
Unknown	
State Organizations	
TOTAL	5

Zero (0) school districts were represented through the APA comments received.

Veronica Barton

From: Locke, Lisa <lisa.locke@rcsd.ms>
Sent: Tuesday, November 08, 2016 2:14 PM
To: Veronica Barton
Subject: Comments on the revised MTAM

I like the additions to the MTAM especially the "Do's and Don'ts When Selecting Accommodations." On the other hand,

- (1) the tremendous amount of underlining on pages 3, 5 - 17 and 28 make reading difficult.
- (2) Also, the second paragraph on page 3 uses the term "General Accommodations" but, the heading on page 27 reads "General Education Assessment Accessibility Features for ALL STUDENTS." Are General Accommodations and Accessibility Features the same?
- (3) In the heading on page 18, the Mississippi Assessment Program Alternate (MAP-A) should include grades 3 - 12.

Thank you,

--

Lisa Locke
Coordinator of Alternate Assessment & Extended School Year
Department of Special Education
Rankin County School District
1220 Apple Park Place
Brandon, MS 39042

Rankin County School District

Mission: Bring Everyone's Strengths Together! We will all intentionally focus on empowering our students to reach their maximum potential by embracing opportunities and challenges while cultivating a tradition of distinction in education.

Vision: Continue a tradition of excellence by providing a world-class education that empowers all to grow through curiosity, discovery, and learning.

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Veronica Barton

From: Melinda Marsalis <marsalism@stippah.k12.ms.us>
Sent: Thursday, November 10, 2016 3:30 PM
To: Veronica Barton
Subject: Re: Accommodations Manual

On the accommodations manual, on p 18 and on p. 22 I feel like the bottom line of the title should say Students with Current IEP's, 504 plans and EL students with Language Plans - or something to indicate that it includes the three groups.

MM

On Tue, Nov 8, 2016 at 3:59 PM, Melinda Marsalis <marsalism@stippah.k12.ms.us> wrote:
I am ACTUALLY reading through the new accommodations manual that's out for public comment.

I notice that on pp. 18-21 you refer to MAP and list ELA reading writing and Mathematics and Science. Then starting on page 22 you list MS Subject Area Testing programs and have listed algebra I, Biology 1, English ii and USH.

Algebra I and English II are (currently) part of MAP not part of SATP. I don't know if that matters, but it could cause confusion if we aren't all saying the same thing.

M Marsalis

From: [scott.nyary](#)
To: [Veronica Barton](#)
Cc: [teresa.jenny](#); [donna.rigel](#)
Subject: Comments regarding the new 2016 revision of the Mississippi Testing Accommodations Manual
Date: Monday, November 28, 2016 11:17:09 AM

Dear Ms. Cagle:

Thank you very much for the opportunity to comment on the 2016 version of the Mississippi Testing Accommodations Manual (MTAM). As a Mississippi educator specializing in English Learner (EL) issues for over 15 years, it is always my hope to use my experience and expertise to assist our state leaders in making decisions that lead to successful outcomes for EL students in Mississippi's schools. I will be frank in saying that when I first read your message about the APA process, I was dismayed that I did not see an EL or ESL specialist among the list of stakeholders participating in your revision committee. In the Overview section on page 3 of the proposed MTAM, EL students are listed as one of the categories of students who are eligible to "*utilize appropriate assessment accommodations when participating in the statewide assessments*," just as the previous 2013 version of the MTAM did. Certainly any revision of the MTAM should take the unique characteristics of ELs into consideration. Dr. Monique Henderson in MDE's Office of Elementary Education and Reading is the first EL student expert to be on staff at MDE and would be an excellent person to consult in EL-related matters.

My own review of the new 2016 MTAM revision leads to only one concern relating to EL students participating in Mississippi statewide assessments: **the elimination of Accommodation #81 as an allowable accommodation.**

In previous versions of the MTAM, Accommodation #81 allowed for "*Native language dictionaries for ELL students (i.e. dictionaries that translate English words into the native language - no definitions are given in either language.*" In the past, this accommodation has been available to EL students on most state assessments; of course, the state English language proficiency test (currently the *LAS Links* assessment) is the main exception to this.

Moreover, on page 13 of the proposed 2016 revision of MTAM, one reads the following (NOTE 15): "*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.*" In the 2013 version of MTAM, this exact statement was included as a clarification of Accommodation #81. All of this together certainly implies that validity can be called into question for certain ELs if this accommodation is no longer available.

Accommodation #81 is only helpful for EL students who are literate in their first language, and it is likely that without at least some secondary level of formal education attained in the first language, the student will find a translating dictionary to be more of a hindrance than a help. Nevertheless, without the opportunity to use this accommodation when appropriate, the only other way our schools and our state will be able to obtain a valid measure of the content knowledge from certain ELs (particularly those in the secondary grades who are newcomers to the United States) would be to provide the actual assessment in the student's first language to begin with. Keep in mind that in Section 1111 of the new *Every Student Succeeds Act (ESSA)*, the law states that when appropriate, districts may test an English Learner in the student's first language instead of in English for up to two years for the annual high-stakes state content assessments in reading and language arts. *ESSA* also says that "*The State shall make every effort to develop such assessments...*"

Thank you again for your time and consideration,

Scott Nyary

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Accommodations Comments

Much easier to read as a manual

#24/25 This is confusing. Would the accommodation not be combined or the difference which I assume is the "sessions and days" explained.

#42 Hearing aids—define if a child has hearing aids that isn't an accommodation for class or test. Not clear

#53-58 I like the choice makes it clearer

#79 with work completion/prediction on ELA not sure I agree when would predication be appropriate for a student?

#47 This is a dangerous area. I do not support a teacher allowed to write in a test booklet an arrow then erase it. More explanation such as cueing for beginning and end, focal point. This one has been in the past thought of cueing to redirect but this opens it up to more.

From: [Paczak, Greg](#)
To: [Albert Carter](#); [Veronica Barton](#)
Cc: [Haller, Beth](#); [Prewitt, Lillian](#); [Williams, Jennifer](#); [Slay, Lynn](#); [Ronnie McGehee](#); [Mitchell, Edith](#); [Seals, Charlotte](#); [Moak, Mary](#)
Subject: FW: APA - New Testing Accommodations Manual
Date: Monday, November 28, 2016 3:02:36 PM
Attachments: [tab-i-ms-testing-accommodations-manual-revision.pdf](#)

Albert or To Whom It May Concern,

As APA closes today at 5pm concerning the New Testing Accommodations Manual, just making sure that y'all have our feedback from October 31 at 10:20pm.

1. The Accommodation Checklists only list student s with IEPs. How/where are accommodations marked for 504 & ELL students?
2. Accessibility features are now separate from the accommodations. Should these still be documented on the IEPs for SPED kids to receive them?

Please e-mail or call me with questions.

Thanks,
Greg

Greg Paczak, Ph.D.
Director of Research & Development
Madison County Schools

From: <Paczak>, Madison Schools <gpaczak@madison-schools.com>
Date: Monday, October 31, 2016 at 10:20 PM
To: "acarter@mdek12.org" <acarter@mdek12.org>
Cc: "Haller, Beth" <bhaller@madison-schools.com>
Subject: FW: SBE Board Meeting - New Testing Accommodations Manual out for APA

Albert,

Our district is wondering where ELL accommodations listed as we can not find them in the new manual? Look forward to hearing from you.

Thanks,
Greg

Greg Paczak, Ph.D.
Director of Research & Development
Madison County Schools
601-259-9723

From: <Haller>, Beth <bhaller@madison-schools.com>

Date: Monday, October 24, 2016 at 9:33 AM

To: Madison Schools <gpaczak@madison-schools.com>

Subject: RE: SBE Board Meeting - New Testing Accommodations Manual out for APA

Lillian, Jennifer & I looked over these. Looks like not much has changed but the format.

We do have 2 concerns...

1. The Accommodation Checklists only list student s with IEPs. How/where are accommodations marked for 504 & ELL kiddos?
2. Accessibility features are now separate from the accommodations. Should these still be documented on the IEPs for SPED kids to receive them?

Thanks for sharing this info!

From: <Paczak>, Madison Schools <gpaczak@madison-schools.com>

Date: Thursday, October 20, 2016 at 5:09 PM

To: "Slay, Lynn" <lslay@madison-schools.com>, "Prewitt, Lillian" <lprewitt@madison-schools.com>, "Haller, Beth" <bhaller@madison-schools.com>

Cc: "Mitchell, Edith" <emitchell@madison-schools.com>, "Seals, Charlotte" <cseals@madison-schools.com>, "Moak, Mary" <mmoak@madison-schools.com>, "Morrison, Ron" <rmorrison@madison-schools.com>, "Permenter, Stephanie" <permenter@madison-schools.com>, "Thompson, Brenda" <bthompson@madison-schools.com>, "Erickson, Christyl" <cerickson@madison-schools.com>, "Fillingim, Jennifer" <jfillingim@madison-schools.com>

Subject: SBE Board Meeting - New Testing Accommodations Manual out for APA

Lynn, Lillian and Beth,

Per the State Board of Education Meeting today, see the **attached** which is in APA for the next month; please e-mail me any changes you would like to see made and I will be glad to send them on to MDE. You are encouraged to e-mail, call or see me in person with questions.

Thanks,
Greg