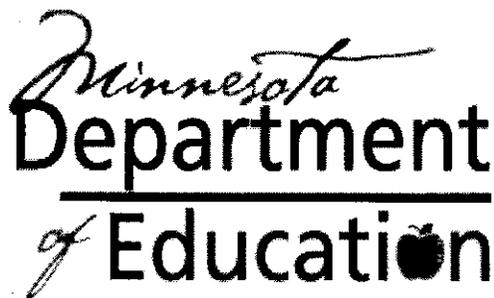


2004-2005 Guidelines for Accommodations in the Minnesota Assessment System

All Students
Students with IEPs
Students with 504 Plans
LEP Students



For a copy in an alternate format, contact

Division of
Assessment and Testing
1500 HWY 36 West
Roseville, MN 55113
651-582-8200
mde.testing@state.mn.us

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THE MINNESOTA ASSESSMENT SYSTEM

Accountability Tests

Accountability testing will occur at grades 3, 5, 7, 10, and 11 with the Minnesota Comprehensive Assessments (MCAs) in reading and mathematics in 2005. Under No Child Left Behind (NCLB), Minnesota will also have reading and math tests for grades 4, 6, and 8 in 2006, and science tests in 2008. Specific grades and subject areas tested are indicated in Table 1. The information from these tests is used to determine proficiency levels in each school and district for purposes of reporting Adequate Yearly Progress (AYP). The Basic Skills Tests (BSTs) in grades 8 and 10, MCA grade 5 Writing, and the forthcoming science tests are not included in AYP calculations as of this date.

Grade	Subjects
3	Reading and Mathematics
5	Reading, Mathematics and Writing
7	Reading and Mathematics
10	Reading and Writing
11	Mathematics

Basic Skills Tests

To be eligible for a diploma in any Minnesota public school district, students must achieve passing scores on the Basic Skills Tests (BSTs). The BSTs are designed to ensure that all graduates have minimum levels of literacy in reading, mathematics, and written composition. As shown in Table 2, students may begin testing in reading and mathematics in grade 8 and written composition in grade 10.

Grade*	Subject
8	Reading and Mathematics
10	Written Composition

*The grade when the test is first administered. Students may retake these tests in later grades to attain passing scores.

Language Proficiency Tests

There are two language proficiency assessments for students identified as Limited English Proficient (LEP) (Table 3). LEP students must be assessed with the Test of Emerging Academic English (TEAE) in grades 3-12 and the Minnesota Student Oral Language Observation Matrix (MN-SOLOM) in grades K-12. The TEAE is taken by students and measures proficiency in reading and writing, while the MN-SOLOM is used by teachers to rate students' oral language proficiency for speaking and listening.

Table 1. IEP Accountability Tests in 2004-2005		
Grades	Subject	Test
K-12	Listening and Speaking	MN-SOLOM
3-12	Reading and Writing	TEAE

Definitions of Terms

A student with an IEP (Individual Education Plan)

This student has a categorical disability under the Individuals with Disabilities Act (IDEA) and needs special education and related services as determined by an evaluation process involving the IEP team. An individual education program or IEP is the written document that is developed, reviewed, and revised in a team meeting. The IEP team consists of people with knowledge of the child and the child's educational needs, including a special education teacher, general education teacher, administrative representative and the parent(s) (§34 C.F.R. 300.344). The IEP is periodically reviewed and revised by the IEP team.

A student with a 504 Plan

This student has a disabling condition under Section 504 of the Vocational Rehabilitation Act of 1973 that substantially limits one or more of the student's major life activities. A 504 Plan outlines the student's needs and any necessary accommodations and modifications that allow the student's educational program to be comparable to that provided to nondisabled peers. A team knowledgeable about the student develops the 504 Plan.

An LEP student

This student is one whose home language is not English and who has been determined, using developmentally appropriate practices, to lack the English skills necessary to access the curriculum without linguistic supports.

Accommodations

Accommodations are changes in the assessment that do not alter the validity, reliability, or security of the test. Examples include large print materials, extended testing time, small group administration or use of a highlighter. Some accommodations are available for all students, some apply only to seniors taking the April BST and subsequent re-takes, some apply only to Limited English Proficiency (LEP) students and others are available only to students with IEPs or 504 Plans.

Table 4

Modifications (BST only)

Modifications are substantive changes in a test or testing conditions that are available only to students who have IEPs or 504 Plans. An IEP or 504 team decides prior to testing if a modification will be used and documents its decision in the IEP or 504 Plan. Passing the BST with a modification results in a *Pass Individual* (PI) notation on the student transcript.

Table 4. Common Accommodations Available for ALL Students

Table 4 provides detailed information about some common accommodations that are available for all students. Accommodations in Table 4 are not entered on the answer book using a test code. Passing the BST with these accommodations will result in a *Pass State* (PS) notation on the transcript. Accommodations selected by the student's IEP or 504 team must also be available for all districtwide tests.

IF YOU USE THIS ACCOMMODATION	FOR THIS SUBJECT	USE CODE
Repeat directions. Test monitors can repeat directions as necessary.	Mathematics Reading Written Composition TEAE	No coding is required
Highlighter, color overlay, and marker. Students may use these reading aids as desired.	Mathematics Reading Written Composition TEAE	No coding is required
Special settings. Tests may be administered in rooms with special lighting, acoustics, or furniture to accommodate needs.	Mathematics Reading Written Composition TEAE	No coding is required
Extended testing time. While each test has a suggested amount of time for test administration, there is no limit to the amount of time a student is allowed within the officially designated test day. Every student should be given sufficient time to respond to every test item on that day.	Mathematics Reading Written Composition	No coding is required
Individual or small group administration. Students who have a need to test alone in a room or with a small group of students may do so.	Mathematics Reading Written Composition TEAE	No coding is required
Write directly in test books. Students may record answers directly onto the test books. This includes using highlighters in the reading and mathematics books or working math problems in the mathematics books. General education students must transfer their answers onto a scannable answer book. For students with IEPs or students with 504 Plans, answers written in a test booklet must be transferred onto a scannable answer book by school testing personnel and documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check that answers are transferred accurately. Answer books must be completed in pencil, not in ink. <i>Scratch paper or graph paper is not allowed for general education or LEP students. They are encouraged to use the test booklet pages as scratch paper. Test security prohibits scratch paper unless listed in an IEP or 504 Plan.</i>	Mathematics Reading Written Composition TEAE	No coding is required

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Table 4

IF YOU USE THIS ACCOMMODATION	FOR THIS SUBJECT	USE CODE
Calculator. Students may use a calculator except where specifically prohibited in the test.	Mathematics	No coding is required
Abacus. This may be used as a substitute for pencil and paper since the student does the calculations mentally.	Mathematics	No coding is required
Testing time during the day. Students may test at any time during the officially designated test day to accommodate the effects of medication, health status, or other circumstances.	Mathematics Reading Written Composition TEAE	No coding is required
Read writing prompt aloud. Test monitors may read the writing prompt aloud as necessary.	Written Composition TEAE	No coding is required

BST Accommodations Available for Any Senior After February

The accommodations listed in Tables 6, 7, and 8 are also available to any students in their senior year **after** the regular BST administrations in January (Written Composition) and February (Reading and Mathematics). This would include the special April BST administration for seniors and any subsequent re-take opportunities.

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Table 5

Table 5. Score Notations for Students Who Take the Basic Skills Tests

BST-related codes have been used for a number of purposes over the years. MDE no longer collects these codes from districts. However, districts are required under Minnesota Statutes Section 120B.11 and Minnesota Rules 3501.0160 and 3501.0270 to publish an *Annual Report on Curriculum, Instruction and Student Performance* (formerly the *System Accountability Report*) in October. These rules require the reporting of BST passing rates for identified populations in the district. In addition, the local school district is required to officially record the BST status of a student with an IEP. Passing rates are also used for IDEA graduation reporting through special education. (The district decides whether to record BST scores on the student’s transcript.) Districts may find these codes useful when querying their student information systems.

BST Code	Explanation	Code may be used with:			
		General Education Student	Student with IEP	Student with 504 Plan	Student with LEP designation
PS	<i>Pass State</i> —Student passed at the state level with or without accommodations. ¹	Yes	Yes	Yes	Yes
PI	<i>Pass Individual</i> —Student passed at a level established in an IEP or 504 Accommodation Plan. ²	No	Yes	Yes	No
NP	<i>Not Passed</i> —Student did not pass at the state level.	Yes	Yes	Yes	Yes
EX	<i>Exempt-LEP</i> —Students with LEP designation who have been in an English-speaking school for fewer than 3 consecutive academic years of English instruction may have a temporary exemption.	No	No	No	Yes
XS	<i>Not Pass State Translation</i> —Student did not pass at the state level using a state-validated translated mathematics test or written composition prompt. ¹	No	No	No	Yes
PT	<i>Pass Translation</i> —Student passed at the state level using a district-translated mathematics test or written composition prompt.	No	No	No	Yes
XT	<i>Not Pass Translation</i> —Student did not pass at the State level using a district-translated mathematics test or written composition prompt.	No	No	No	Yes

¹ Student with LEP designation may have used a State-validated translation for the mathematics test or written composition prompts. State-validated translations of the BST mathematics test and written composition prompts are available in Hmong, Somali, Spanish and Vietnamese.

² Students whose ALT bubble is filled on their answer document for the BST may take the MDE Alternate Assessment, and they receive a Pass Individual for the Basic Skills Test.

BST codes no longer used: PL (Passed LEP), NT (Not Tested), XI (Not Passed at Individual Level).

BST code added: NP (Not Passed)

ACCOMMODATIONS FOR STUDENTS WITH IEPs

Introduction

When a state or district assessment is not able to accurately measure the knowledge or skills of a student with an IEP, the Individuals with Disabilities Act of 1997 (IDEA '97) requires the district to provide test accommodations when they are appropriate. The purpose of test accommodations is not to give the student with an IEP an advantage, but to more accurately measure the student's knowledge and skills. Students with IEPs do not always require accommodations. Prior to testing, each IEP team makes an independent decision about whether the student needs an accommodation and documents its decision in the IEP.

IEP teams, which include a special education teacher, a general education teacher, a district representative and the parent(s), are encouraged to consider these general guidelines when making decisions about accommodations for an individual student:

Accommodations are provided so that students with disabilities have a fair opportunity to show what they know and can do.

Appropriate accommodations for the MCA, TEAE, and the BST are usually the same as those the student uses for classroom tests and instruction.

Accommodations that have not previously been a part of a student's instructional program should not be introduced during a statewide or districtwide assessment.

Some changes in test conditions are not accommodations. Any change in testing that leads to an invalid estimate of what a student knows and can do is a change that invalidates the test.

Accommodations

Accommodations are usually adjustments made to the test setting, the timing of the test, the presentation of the test, or the use of response formats that do not compromise the validity, reliability, or security of the test. Accommodations are permitted for both system accountability testing (MCA and TEAE) and basic skills testing (BST). Some accommodations are inappropriate for some tests. See the District Assessment Coordinator (DAC) Manual for specific accommodations available for each test. The DAC Manual identifies accommodations that require special test books, materials, or special handling and must be ordered by the DAC.

IEP teams should consider the needs of the student in daily instructional situations as well as in the secure testing situation when determining necessary accommodations for a student. Some students may require multiple accommodations such as use of an interpreter for directions and extended testing time. If the IEP team chooses an accommodation not listed in these guidelines, check first with MDE's Division of Assessment and Testing or the Special Education Policy Section (see MDE Contacts at the end of this document).

Note that modifications differ from accommodations because they are more substantive adjustments that affect test validity and reliability. Modifications to the BSTs are made

only for students with IEPs (34 C.F.R. § 300.138) and students with 504 Plans (see next section).

Modifications (BST only)

Modifications, which are major changes in the BST or the testing conditions surrounding the BST, are available only to students with an IEP or 504 Plan. Decisions to make a modification can only be made by the student's IEP team prior to testing and must be documented on the IEP. Some examples of modifications are lowering the passing standard (e.g., a score less than 600), changing the test or changing the test conditions. A modification may not compromise test security.

Modifications are not permitted for the MCA or TEAE. Modifications should be geared to ameliorating the effects of the disability on test performance. Several different strategies may be combined for a modification. In each case, the IEP team must make decisions about the appropriateness of the modifications prior to testing and document the decision on the student's IEP.

Following are some examples of modifications that may be considered by an IEP team:

The team sets a lower passing score for the BST. The test vendor scores the test.

The team allows the student an additional day of testing. The test vendor scores the test.

The team selects a test other than the state test. Possible substitute tests might be the Woodcock-Johnson, Key Math, or the TOWL (Test of Written Language). School personnel score these tests.

The team creates a test specifically for an individual student. School personnel score the test.

NOTE: Students should be encouraged to attempt to pass a BST at the state level whenever possible. Teams should consider the goals and objectives of the student's IEP when setting an individually modified standard. A previously earned score below 600 (reading or math) or 3 (written composition) may be used to give a *Pass Individual* (PI) notation on the student's transcript once an IEP team has sufficient testing history to establish a lower but appropriate passing standard for a student.

Alternate Assessment

The MDE Alternate Assessment **must** be used any time an alternate assessment is chosen to replace a statewide test (BST, MCA, or TEAE). The MDE Alternate Assessment **may** be used when an alternate assessment is chosen to replace a districtwide test, or the district may use an appropriate alternate assessment of its own design or choosing.

When an IEP team determines that an accommodation (or even a modification in the case of the BST) is not appropriate, or that the goals and objectives in the student's IEP do not overlap even the lowest level of the district or state test, alternate assessments should be used. IDEA '97 requires that states use alternate assessments to evaluate students with IEPs who cannot take statewide or districtwide tests (34 C.F.R. § 300.138 (b)). All students with IEPs must participate in and be accounted for in all statewide and districtwide assessments. Alternate assessments meet IDEA '97 requirements for

Accommodations for Students with IEPs

participation and accountability. Results from the MDE Alternate Assessments are also used in the calculation of Adequate Yearly Progress (AYP), a requirement of NCLB legislation. Results are also used for federal IDEA reporting requirements.

An alternate assessment may replace the regular MCA, BST, or TEAE when the student with an IEP:

Lacks the academic skills necessary to participate at the lowest level of the MCA, BST, or TEAE;

Lacks exposure to curricular material within the range and scope of the test; or Exhibits severe anxiety in a testing situation.

An alternate assessment should not replace the regular MCA, BST, or TEAE solely on the basis of:

Anticipated low scores,

History of low test scores,

Presence of cognitive, physical, sensory, emotional, or communicative disability,

Administrative pressure to exclude a student with an IEP,

Program placement or setting of services (e.g., self-contained classroom), or

Disability category.

Special education teachers use current instructional data and assessment information to complete the MDE Alternate Assessment, which are aligned with state standards. There are nine versions, one for reading, five for math, two for writing and one for functional skills. Visit http://education.state.mn.us/html/intro_speced_assess_studt.htm for these assessments. Special education teachers rate student performance on a seven-point continuum from awareness to application.

Functional Skills

The Functional Skills form is for students whose primary goals in school are from such basic areas as social skills, jobs and training, community participation and home living. Teachers should use current information gathered in the assessment process and from classroom observation to rate the student in each area using the following scale: Nonparticipation/Full Support, Moderate Participation/Moderate Support, and Full Participation/No Support.

Frequently Asked Questions: Students with IEPs

- 1. Are students with IEPs included in both the accountability tests (MCA and TEAE) and the Basic Skills Tests (BSTs)?**

Yes. All students with IEPs must be included in all statewide tests in accordance with IDEA '97 and NCLB requirements.

2. How are students with IEPs included in the MCA, TEAE, or BST?

IEP teams examine the curricular overlap between the test specifications and the student's daily instructional program. If the easiest test content matches the student's daily instruction, generally, the student should take the regular test with or without an accommodation. If there is no curricular overlap, the IEP will indicate that the student will participate via the MDE Alternate Assessment.

3. What are the types of accommodations for students with IEPs?

An accommodation is any change in testing conditions that does not alter the validity, reliability or security of the tests. Most accommodations fall within these general areas:

- Setting
- Scheduling
- Presentation Format
- Response Format

Specific accommodations are explained more thoroughly in Table 6 that follows. When determining accommodations for a student with an IEP, the IEP team should carefully consider the accommodations the student uses in daily instructional situations. A student may require multiple accommodations such as interpreted directions and a small group setting. Practice tests are available to familiarize teachers and students with the formats of the tests.

4. What if the daily instructional work for a student with an IEP is very different from what is being tested on an MCA, TEAE, or BST?

If there is very little curricular overlap between the daily instructional work and the skills tested on the MCA, BST, or TEAE for students with an IEP, an alternate assessment may be used. The decision to use an alternate assessment must be an IEP team decision prior to testing and documented on each IEP. Annually, the IEP team must address each subject area (reading, math, writing) separately when determining if taking the test, with or without accommodations, is appropriate for the student. If the IEP team's decision is to use the MDE Alternate Assessment in a specific area or in all areas, the decision must be documented in the IEP prior to testing and coded appropriately on the student's answer book (i.e., the test booklet for Grade 3 MCA, the answer booklet for other tests). The number of students with an MDE Alternate Assessment in each district must be included in the school district's *Annual Report on Curriculum, Instruction and Student Performance*.

5. What if the instruction for a student with an IEP is the same as the general education grade level content but the student's severe anxiety makes it impossible to take the test?

The MDE Alternate Assessment is available for a student with an IEP who has severe anxiety in a testing situation as verified by the IEP team on the student's IEP.

Alternate assessments must be documented in the IEP and also coded appropriately (ALT) on the regular answer booklet.

6. What does the law say about alternate assessments?

The decision to use alternate assessment rests solely with a student's IEP team and is required by IDEA 1997 as follows:

34 C.F.R. § 300.138. Participation in assessments.

Those States must have on file with the Secretary information to demonstrate that –

- (a) Children with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations and modifications in administration, if necessary;
- (b) As appropriate, the State or LEA –
 - (1) Develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and district-wide assessment programs;
 - (2) Develops alternate assessments in accordance with paragraph (b)(1) of this section; and
 - (3) Beginning no later than July 1, 2000, conducts the alternate assessments described in paragraph (b)(2) of this section.

7. What's the difference between an *accommodation* and a *modification*?

Accommodations are changes that do not alter the validity, reliability, or security of a test. Examples include large print materials, extending testing time, small group administration, or using a highlighter. Accommodations described in these guidelines are available for all statewide tests except where noted. Some accommodations are available for any student while others require documentation in a student's IEP.

Modifications are changes to the BST or BST testing format that alter the validity or reliability of the BST and are available to students with IEPs. Examples include lowering the passing score, orally presenting a written passage to a blind student, or using a different test. Modifications may not be made for the MCA or TEAE.

When a modification is made, students with IEPs are still evaluated on the construct (i.e., reading or mathematics), but in a manner that is no longer considered equivalent to the standard administration of the test. For example, the IEP team may determine that a passing score lower than the state standard is appropriate on the BST for a student with an IEP. In these cases, the test vendor still scores the test. The special education case manager or DAC reports a test result of *Pass Individual* (PI) to the District MARSS Coordinator and entered on the student's permanent record. A modified passing score may be determined before or after the BST is administered.

An IEP team may determine that an eighth-grade student with an IEP should participate in BST testing by using an alternate assessment. However, in a later grade the IEP team may determine that the student participate in BST testing with modifications. For example, the IEP team subsequently could decide that a student's passing score should be 580 instead of 600 in the BST for reading. In the case of a modified passing score, *Pass Individual (PI)* would be entered on the student's transcript if the standard set by the IEP team is met. *Pass Individual (PI)* indicates that the student is reading at a level that is different than the state standard.

8. What is the state standard for a passing score on the BSTs?

The passing score for reading and mathematics is a scale score of 600. For written composition, it is 3 (from a holistic process with a score range from 1 to 4). Students who meet or exceed these scores have fulfilled the state's BST requirements.

9. How many times should a student with an IEP attempt the state standard on the BSTs?

Generally speaking, students with IEPs should try to pass at the state standard as long as the IEP team determines it is a reasonable target. For some students with IEPs, modifications will not be applied until eleventh or twelfth grade. For other students with IEPs, an alternate assessment may be determined appropriate until the IEP team establishes a different standard. In all cases, an IEP team decides when and how to modify the state standard on the BSTs.

10. When can students with IEPs use assistive technology devices for the MCA, BST, or TEAE?

If an IEP team determines that a student needs a particular assistive technology device(s) (34 CFR § 300.5) to complete academic tasks and has developed competence in the use of that device, the student should use the device(s) during administration of the assessments. If the use of an assistive technology device affects the rigor of the BST, the student might receive a *Pass Individual (PI)* score.

11. Can the BST *Not Passed (NP)* notation on the transcript ever be changed?

Yes. Any of the notations could be changed when the IEP team determines that a student needs a modification for a BST not previously documented in the IEP. For example, an eighth-grade student with an IEP who did not pass a BST will have *Not Passed (NP)* noted on the transcript. Later in high school, the IEP team could decide to modify the passing score requirement or use an alternate assessment so the transcript notation might be changed to *Pass Individual (PI)*.

Accommodations for Students with IEPs

Table 6

Table 6. Accommodations Available for Students with IEPs

Table 6 provides detailed information about BST, MCA, or TEAE accommodations that are available only for students with IEPs in accordance with IDEA '97 requirements with the following exceptions:

- All seniors taking the April BST are eligible for any accommodation in Table 6.
- Certain accommodations for test presentation are also available for LEP students as well, and are indicated in Table 6.

Passing the BST tests with these accommodations will result in a *Pass State (PS)* notation on the transcript. Note the appropriate test code that must be entered on the student's answer booklet. *Accommodations determined necessary by the student's IEP team must also be available for all districtwide tests.*

Accommodations preceded by an asterisk (*) require special materials that the District Assessment Coordinator orders from the test vendor during the regular order process.

IF YOU USE THIS ACCOMMODATION	FOR THIS SUBJECT	USE CODE
<p>Directions may be given in any format necessary (American Sign Language, CD, amplified, etc.). Test administrators must use the script in the Test Monitor Directions to explain the task to students and are not allowed to go beyond the script in giving or clarifying directions. Test Monitor Directions are non-secure documents and should be reviewed prior to test administration.</p>	<p>Mathematics Reading Written Composition TEAE</p>	<p>OA</p>
<p>*Large Print is an enlarged copy of a test. Students who use the large-print edition are allowed to mark their answers in the large-print test books. If a student's IEP team determines it is appropriate for the student to have a font size other than the available 18- or 24-point font, contact the appropriate MDE Regional Assessment Contact listed at the end of this document. Transfer of answers must be documented (including the names of school personnel involved) on the Test Administration Report. Answers must be transferred accurately. Written Composition papers must be written in pencil, not in ink.</p>	<p>Mathematics Reading Written Composition TEAE</p>	<p>18 or 24</p>
<p>*Large Print Answer books may be provided for students who require more space to accommodate the size of their handwriting. If a student's IEP team determines it is appropriate for the student to have a font size other than the available 24-point font, contact the appropriate MDE Regional Assessment Contact listed at the end of this document.</p> <p>Written Composition papers must be transcribed to the regular scannable answer book. Transcription of answers must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of all transcribed answers. School personnel must transcribe students' responses on large print answer books without edits. Testing personnel in the district must fill in student demographic information on the answer book. Written Composition responses must be written in pencil, not in ink.</p>	<p>Written Composition (5th grade)</p>	<p>24</p>

Accommodations for Students with IEPs
Table 6

IF YOU USE THIS ACCOMMODATION	FOR THIS SUBJECT	USE CODE
<p>*Braille versions of all tests are available to students who are blind or partially sighted and are competent in the Braille system as determined by the student's IEP team. Student responses may be recorded in one of the following ways:</p> <ul style="list-style-type: none"> ▪ by a proctor, ▪ marked in the test booklet by the student, ▪ with a typewriter, computer or word processor, ▪ dictated to a scribe, or ▪ by the student using a Braille writer or a slate and stylus. <p>A regular print version of the Braille tests will be provided to test administrators or proctors working with students at the time of testing. School testing personnel must transfer answers to a scannable answer book. The transfer of answers must be recorded (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of all transferred answers. Written Composition papers must be written in pencil, not in ink.</p>	<p>Mathematics Reading Written Composition TEAE</p>	<p>BR</p>
<p>Braille note-taking devices may be used by students competent in their use as determined by the student's IEP team. School testing personnel must transfer answers to a scannable answer book. Transfer of answers must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of all transferred answers. Written Composition responses must be written in pencil, not in ink.</p>	<p>Mathematics Reading Written Composition TEAE</p>	<p>BR</p>
<p>Magnification or low vision aids may be used by visually impaired students if the IEP team determines they can competently use them. Examples of low-vision aids are:</p> <ul style="list-style-type: none"> magnifying glasses, electronic magnifiers, cardboard cut-outs, colored paper, and colored transparencies for an overhead. 	<p>Mathematics Reading Written Composition TEAE</p>	<p>OA</p>
<p>Templates to reduce visual print field may be used by students competent in their use. Templates are not available from the state.</p>	<p>Mathematics Reading Written Composition TEAE</p>	<p>OA</p>
<p>*Segmented test booklets (BST only) may be ordered for students who are unable to take the entire test in one sitting. These tests may be administered only the designated test day. Segmented test booklets are allowed for LEP students.</p>	<p>Mathematics Reading</p>	<p>SS</p>

Accommodations for Students with IEPs
Table 6

IF YOU USE THIS ACCOMMODATION	FOR THIS SUBJECT	USE CODE
<p>*Compact disks in English may be provided for students who have difficulty with printed material and/or who acquire knowledge primarily through the auditory channel. These are also allowed for LEP students.</p> <p>Note: Test vendors supply CDs for mathematics accommodations. District Assessment Coordinators making audiocassette copies of the CD must follow the policy on <i>CD Duplication to Other Media</i> found on the District Assessment Coordinator web page and submit their duplication plans for approval.</p>	Mathematics	MC
<p>*An English script of the CD may be provided for testing personnel to read or interpret the mathematics test for any student who has difficulty with printed material and for whom the CD is not appropriate. Math scripts are keyed to a Form 1 test book that must be ordered for the student. These are also allowed for LEP students.</p>	Mathematics	MS
<p>*Interpretation of the Mathematics test may be provided for deaf or hard-of-hearing students. The CD or its script must be used for administration to maintain the validity of the test. Only the literal interpretation of the script is acceptable as an accommodation.</p>	Mathematics	OL
<p>Tape recording of pre-writing is available in individual testing settings. Students may record their ideas to assist in pre-writing organization. The students may replay their dictation as they organize their compositions.</p>	Written Composition TEAE	MT
<p>Clarification or Translation/Interpretation of Directions may be given in any format or language necessary to accommodate students (repeating directions in English, American Sign Language, CD, interpreting directions into another language, etc.). Test administrators must use the script in the test manual to explain the task to students. They are not allowed to go beyond the script in giving or clarifying directions. Directions are in the Test Monitor Directions. Test Monitor Directions are non-secure documents and should be reviewed prior to test administration. This is also allowed for LEP students.</p>	Mathematics Reading Written Composition TEAE	TD
<p>Other Accommodations: These include scratch paper or large-print answer booklets. (Large-print answer booklets require special order materials.) For other accommodations identified by the student's IEP team, please check with the appropriate MDE Regional Assessment Contact listed at the end of this manual.</p>	Mathematics Reading Written Composition TEAE	OA

Accommodations for Students with IEPs
Table 6

IF YOU USE THIS ACCOMMODATION	FOR THIS SUBJECT	USE CODE
<p>Computers, word processors or a similar devices may be used if the student’s IEP team determines the device is necessary to fairly test the student. Students may use portable note takers such as an Alphasmart or similar device and related application programs (such as a spellchecker or word prediction) commonly used in their individual academic settings as determined by their IEP teams. Students must be competent in their use.</p> <p>For the MCAs, spell check and any word predictor program must be turned off because it is considered a resource. For the BSTs, spell check and any word predictor program must be turned off for the student to earn a <i>Pass State (PS)</i>. If the student uses a spell check and word predictor program on the BSTs, then the test has been modified and the student can earn a <i>Pass Individual (PI)</i>.</p> <p>When submitting Written Composition papers that are produced by word processors, follow these instructions:</p> <ul style="list-style-type: none"> ▪ Print the word-processed essay. ▪ Paste the essay into a scannable answer book so it fits <u>within the text boxes</u> provided. The essays MUST be trimmed to fit completely within the text box provided in order for the essay to be scanned by the vendor. ▪ Submit the scannable answer book with the other documents to be scored but include in a separate envelope labeled “Computer Assisted tests to be scored.” ▪ Fill out a Test Administration Report indicating that these steps have been taken. Include the names of school personnel involved. <p>School testing personnel must transfer answers in pencil for the reading and mathematics tests to a scannable answer book. Be sure to check that answers are transferred exactly as the student chose.</p> <p>Note: The student’s IEP team determines the student’s need for computer-assisted testing to present test items, allow responses by the student, or both – as explained in the student’s IEP. The following are requirements when a computer is allowed:</p> <ul style="list-style-type: none"> ▪ Lock out Internet access ▪ Lock out calculators for the portions of the tests where calculators are not allowed. ▪ Use headphones with multiple students in an open space. <p>Computer lab connections must allow individual students to test at their own pace and return to previous items.</p> <p><i>In some cases a general education student with an injury may be allowed to use a word processor. See the District Assessment Coordinator Manual for instructions.</i></p>	<p>Mathematics Reading Written Composition TEAE</p>	<p>CA</p>

Accommodations for Students with IEPs
Table 6

IF YOU USE THIS ACCOMMODATION	FOR THIS SUBJECT	USE CODE
<p>Voice-activated computers may be used by students who are competent in their use as determined by student's IEP team. The student must be given the time needed to edit the documents. Follow the instructions below when submitting written composition papers that are produced by voice-activated computers:</p> <ul style="list-style-type: none"> ▪ Print the essay. ▪ Paste the essay into a scannable answer book so it fits <u>within the text boxes</u> provided. The essays MUST be trimmed to fit completely within the text box provided in order for the essay to be scanned. ▪ Submit the scannable answer book with the other documents to be scored but include in a separate envelope labeled "Computer Assisted tests to be scored." ▪ Fill out a Test Administration Report indicating that these steps have been taken. Include the names of school personnel involved. <p>School testing personnel must transfer answers in pencil for the reading and mathematics tests to a scannable answer book. Transfer of answers must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check that answers are transcribed exactly as the student chose.</p>	<p>Mathematics Reading Written Composition TEAE</p>	<p>CA</p>
<p>Scribes may be provided in rare instances for students whose visual or motor responses inhibit their ability to write answers. The student's IEP must document the need for a scribe for academic and/or testing purposes. Scribing is available for students competent in the use of scribes as determined by the student's IEP team. Scribes must be impartial and experienced in transcription, and the student must be given the time needed to edit their documents.</p> <p>School testing personnel must transfer personal information to a scannable answer book. The transcription must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of any transcribed answers. Answer books must be written in pencil, not in ink.</p>	<p>Mathematics Reading Written Composition TEAE</p>	<p>SC</p>
<p>Tape recorders may be used to record (and edit) answers if the student is unable to mark a scannable answer book.</p> <p>Answers must be transferred to a scannable answer book by school testing personnel. Transfer of answers must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check that answers are transferred exactly as the student chose. Answer books must be written in pencil, not in ink.</p>	<p>Mathematics Reading TEAE</p>	<p>MT</p>
<p>Tape recording of the reading test may be done in individual testing settings. The student may read the reading test into a tape recorder. The student may replay the tape as the test is taken.</p>	<p>Reading TEAE</p>	<p>MT</p>

*Special Order Materials

ACCOMMODATIONS FOR STUDENTS WITH 504 PLANS

Introduction

Section 504 of the Rehabilitation Act of 1973 is designed to eliminate discrimination on the basis of a handicapping condition in any program or activity receiving federal financial assistance, such as statewide testing. In order for a statewide assessment to accurately measure the knowledge and skills of a student with a 504 Plan, it's sometimes necessary to provide test accommodations. The purpose of test accommodations is not to give the student with a 504 Plan an advantage, but to remove distortions or biases in the test results that otherwise would be created by the student's disability. Students with 504 Plans do not always require accommodations. Prior to testing, each 504 team makes an independent decision about whether the student needs an accommodation and documents its decision in the 504 Plan. (The requirements for 504 teams, including parent participation, are different from those for students with IEPs. For more information about students with 504 Plans, refer to the list of MDE contacts at the end of this manual.)

The 504 teams are encouraged to consider these general guidelines when making decisions about accommodations for individual students:

Accommodations are provided so that students have a fair opportunity to show what they know and can do.

Appropriate accommodations for the MCA, TEAE, and the BSTs are usually the same as those the student uses for classroom tests and instruction.

Accommodations that have not previously been a part of a student's instructional program should not be introduced during a statewide or districtwide assessment.

Some changes in test conditions are not accommodations. Any change in testing that leads to an invalid estimate of what a student knows and can do is a change that invalidates the test.

Accommodations

Accommodations are usually adjustments made to the test setting, the timing of the test, the presentation of the test, or the use of response formats that do not compromise the validity, reliability, or security of the test. Accommodations are permitted for both system accountability testing (MCA and TEAE) and basic skills testing (BST). Some accommodations are inappropriate for some tests. See the District Assessment Coordinator (DAC) Manual for specific accommodations available for each test. The DAC Manual identifies accommodations that require special test books, materials, or special handling, and must be ordered by the DAC.

The 504 teams should consider the needs of the student in daily instructional situations as well as any additional needs that might arise in a secure testing situation when determining necessary accommodations for a student with a 504 Plan. A student may require multiple accommodations such as use of an interpreter for directions and extended testing time. If the 504 team chooses an accommodation not listed in these guidelines, check first with MDE's Division of Assessment and Testing or the Special Education Policy Section.

Modifications (BST only)

Modifications, which are major changes in the BST or the testing conditions surrounding the BST, are available to students with an IEP or 504 Plan. Decisions to make a modification can only be made by the student's 504 team prior to testing, and must be documented on the 504 Plan. Some examples of modifications are lowering the passing standard (e.g., a score less than 600), or changing the test or test conditions in a way that would make the test easier. A modification may not compromise test security.

Modifications are not permitted for MCA or TEAE. Modifications should be geared to ameliorating the effects of the disability on test performance. Several different adjustments may be combined for a modification. In each case, the 504 team must make decisions about the appropriateness of the modifications prior to testing and document the decision on the student's 504 Plan.

Following are some examples of modifications that may be considered by a 504 team:

The team sets a lower passing score for the BSTs. The test vendor scores the test.
The team allows the student an additional day of testing. The test vendor scores the test.

The team selects a test other than the state test. Possible substitute tests might be the Woodcock-Johnson, Key Math, or the TOWL (Test of Written Language). School personnel score these tests.

The team creates a test specifically for an individual student. School personnel score the test.

NOTE: Students should be encouraged to attempt to pass a BST at the state level whenever possible. Teams should consider the goals and objectives of the student's 504 when setting an individually modified standard. A previously earned score below 600 (reading or math) or 3 (written composition) may be used to give a *Pass Individual (PI)* notation on the student's transcript once a 504 team has sufficient testing history to establish a lower but appropriate passing standard for a student.

Alternate Assessment

The MDE Alternate Assessment **must** be used any time an alternate assessment is chosen to replace a statewide test (BST, MCA, or TEAE). The MDE Alternate Assessment **may** be used when an alternate assessment is chosen to replace a districtwide test, or the district may use an appropriate alternate assessment of its own design or choosing.

When a 504 team determines that an accommodation (or even a modification in the case of the BST) is not appropriate, and that the student's curriculum as described in the student's 504 Plan does not overlap even the lowest level of the district or state test, an alternate assessment should be used. All students with 504 Plans must participate in and be accounted for in all statewide and districtwide assessments. Results from the MDE Alternate Assessments are used in the calculation of Adequate Yearly Progress (AYP), a requirement of NCLB. Results are also used for federal IDEA reporting requirements.

Accommodations for Students with 504 Plans

An alternate assessment may replace the MCA, BST, or TEAE when the student with a 504 Plan:

- Lacks the academic skills necessary to participate at the lowest level of the MCA, BST, or TEAE;
- Lacks exposure to curricular material within the range and scope of the test; or
- Exhibits severe anxiety in a testing situation.

An alternate assessment should not replace a regular MCA, BST, or TEAE solely on the basis of:

- Anticipated low scores,
- History of low test scores,
- Presence of cognitive, physical, sensory, emotional, or communicative disability,
- Administrative pressure to exclude a student with a 504 plan,
- Program placement or setting of services (e.g., self-contained classroom), or
- Disability category.

Special education teachers use current instructional data and assessment information to complete the MDE Alternate Assessment, which are aligned with state standards. There are nine versions, one for reading, five for math, two for writing and one for functional skills. Visit http://education.state.mn.us/html/intro_speced_assess_studt.htm for these assessments. Special education teachers rate student performance on a seven-point continuum from awareness to application.

Functional Skills

It is unlikely that a student with a 504 Plan would require a Functional Skills MDE Alternate Assessment. See previous section on students with IEPs for more information on this scale.

Frequently Asked Questions: Students with 504s

1. Are students with 504 Plans included in both the accountability tests (MCA and TEAE) and the Basic Skills Tests (BSTs)?

Yes. All students with 504 Plans must be included in all statewide tests in accordance with NCLB requirements.

2. How are students with 504 Plans included in the MCA, TEAE, or BST?

The 504 teams examine the curricular overlap between the test specifications and the student's daily instructional program. If the easiest test content matches the student's daily instruction, generally, the student should take the regular test with or without an accommodation. If there is no curricular overlap, the 504 Plans will indicate that the student will participate via the MDE Alternate Assessment.

3. What are the types of accommodations for students with 504 Plans?

An accommodation is any change in testing conditions that does not alter the validity, reliability, or security of the tests. Most accommodations fall within these general areas:

- Setting
- Scheduling
- Presentation Format
- Response Format

Specific accommodations are explained more thoroughly later in Table 7 that follows. When determining accommodations for a student with a 504 Plan, the 504 team should carefully consider the accommodations used in daily instructional situations. A student may require multiple accommodations such as interpreted directions and a small group setting. Practice tests are available to familiarize teachers and students with the formats of the tests.

4. What if the daily instructional work of a student with a 504 Plan is very different from what is being tested on an MCA, TEAE, or BST?

If there is very little curricular overlap between the daily instructional work and the skills tested on the MCA, BST, or TEAE for a student with a 504 plan, an alternate assessment may be used. The decision to use an alternate assessment must be a 504 team decision prior to testing and documented on the 504 plan. Annually, the 504 team must address each subject area (reading, math, writing) separately when determining if taking the test, with or without accommodations, is appropriate for the student. If the 504 team's decision is to use the MDE Alternate Assessment in a specific area or in all areas, the decision must be documented in the 504 Plan prior to testing and also coded appropriately on the student's answer book (i.e., the test booklet for Grade 3 MCA, the answer booklet for other tests). The number of students with an MDE Alternate Assessment in each district must be included in the school district's *Annual Report on Curriculum, Instruction and Student Performance*.

5. What if the instruction for a student with a 504 Plan is the same as the general education grade level content but the student's severe anxiety makes it impossible to take the test?

An MDE Alternate Assessment is available for a student with a 504 Plan who has severe anxiety in a testing situation, as verified on the student's 504 Plan and in an evaluation. An MDE Alternate Assessment must be documented in a student's 504 Plan and also coded appropriately (ALT) on the regular answer booklet.

6. How are alternate assessment decisions determined for students with 504 Plans?

The decision to use an alternate assessment rests solely with a student's 504 team.

7. What's the difference between an *accommodation* and a *modification*?

Accommodations are changes that do not alter the validity, reliability, or security of the test. Examples include large print materials, extending testing time, small group administration, or using a highlighter. Accommodations described in these guidelines are available for all statewide tests except where noted. Some accommodations are available for any student while others require documentation in a student's 504 Plan.

Modifications are changes to the BST or BST testing format that alter the validity or reliability of the BST and are available for students with 504 Plans. Examples include lowering the passing score, orally presenting a written passage to a blind student, or using a different test. Modifications may not be made for the MCA or TEAE.

When a modification is made, students with 504 Plans are still evaluated on the construct (i.e., reading or mathematics), but in a manner that is no longer equivalent to the standard administration of the test. For example, the 504 team may determine that a passing score lower than the state standard is appropriate on the BST for a student with a 504 Plan. In these cases, the test vendor still scores the test. The 504 Plan coordinator or the DAC reports a test result of *Pass Individual (PI)* to the District MARSS Coordinator and entered on the student's permanent record. A modified passing score may be determined before or after the BST is administered.

A 504 team may determine that an eighth grade student with a 504 Plan should participate in BST testing by using an alternate assessment. However, in a later grade, the 504 team may determine that the student participate in BST testing with modifications. For example, the 504 team subsequently could decide that a student's passing score should be 580 instead of 600 for reading. In the case of a modified passing score, *Pass Individual (PI)* would be entered on the student's transcript if the standard set by the 504 team is met. *Pass Individual (PI)* indicates that the student is reading at a level that is different from the state standard.

8. What is the state standard for a passing score on the BST?

The passing score for reading and mathematics is a scale score of 600. For written composition, it is 3 (from a holistic process with a score range from 1 to 4). Students who meet or exceed these scores have fulfilled the state's BST requirements.

9. How many times should a student with a 504 Plan attempt the state standard on the BST?

Generally speaking, students should try to pass at the state standard as long as the 504 team determines that it is a reasonable target. For some students with 504 Plans, modifications will not be applied until eleventh or twelfth grade. For other students with 504 Plans, the alternate assessment is determined appropriate until the 504 team

Accommodations for Students with 504 Plans

establishes a different standard. In all cases, a 504 team decides when and how to modify the state standard on the BSTs.

10. When can students with 504 Plans use assistive technology devices for the MCA, BST, or TEAE?

If a 504 team has determined that a student needs a particular assistive technology device(s) to complete academic tasks and has developed competence in the use of that device, the student should use the device(s) during administration of the assessments. If the use of an assistive technology device affects the rigor of the BST, the student might receive a *Pass Individual (PI)* score.

11. Can the BST *Not Passed (NP)* notation on the transcript ever be changed?

Yes. Any of the notations could be changed when the 504 team determines that a student needs a modification on the BSTs not previously documented in the 504 plan. For example, an eighth-grade student who did not pass the BSTs will have *Not Passed (NP)* noted on the transcript. Later in high school, the 504 team could decide to modify the passing score requirement so the transcript notation might be changed to *Pass Individual (PI)*.

Accommodations for Students with 504 Plans

Table 7

Table 7. Accommodations Available for Students with 504 Plans

Table 7 provides detailed information about accommodations that are available only for students with 504 Plans in accordance with federal requirements with the following exceptions:

1. All seniors taking the April BSTs are eligible for any accommodation in Table 7.
2. Certain accommodations for test presentation are also available for LEP students as well, and are indicated in Table 7.

Passing the BST tests with these accommodations will result in a *Pass State (PS)* notation on the transcript. Note the accommodation code that must be entered in the student's answer book. Accommodations, as determined necessary by the student's 504 team, must also be available for all districtwide tests.

Accommodations preceded by an asterisk (*) require special materials that the District Assessment Coordinator orders from the test vendor during the regular order process.

IF YOU USE THIS ACCOMMODATION	FOR THIS SUBJECT	USE CODE
<p>Directions may be given in any format necessary (American Sign Language, CD, amplified, etc.). Test administrators must use the script in the Test Monitor Directions to explain the task to students and are not allowed to go beyond the script in giving or clarifying directions. Test Monitor Directions are non-secure documents and should be reviewed prior to test administration.</p>	<p>Mathematics Reading Written Composition TEAE</p>	<p>OA</p>
<p>*Large Print is an enlarged copy of a test. Students who use the large-print edition are allowed to mark their answers in the large-print test books. If a student's 504 team determines it is appropriate for the student to have a font size other than the available 18- or 24-point font, contact the appropriate MDE resource person listed at the end of this document. Transfer of answers must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check that answers are transferred exactly. Written Composition papers must be written in pencil, not in ink.</p>	<p>Mathematics Reading Written Composition TEAE</p>	<p>18 or 24</p>
<p>*Large Print Answer books may be provided for students who require more space to accommodate the size of their handwriting. If a student's 504 team determines it is appropriate for the student to have a font size other than the available 24-point font, contact the appropriate MDE resource person listed at the end of this document.</p> <p>Written Composition papers must be transcribed to the regular scannable answer book. The transcription of answers must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of all transcribed answers. School personnel must transcribe students' responses on large print answer books without edits. Testing personnel in the district must fill in student demographic information on the answer book. Written Composition responses must be written in pencil, not in ink.</p>	<p>Written Composition (5th grade)</p>	<p>24</p>

Accommodations for Students with 504 Plans
Table 7

IF YOU USE THIS ACCOMMODATION	FOR THIS SUBJECT	USE CODE
<p>*Braille versions of all tests are available to students who are blind or partially sighted and are competent in the Braille system as determined by the student's 504 team. Student responses may be recorded in one of the following ways:</p> <ul style="list-style-type: none"> ▪ recorded by a proctor, ▪ marked in the test booklet by the student, ▪ recorded with a typewriter, computer, or word processor, ▪ dictated to a scribe, or ▪ recorded by the student using a Braille writer or a slate and stylus. <p>A regular print version of the Braille tests will be provided to test administrators or proctors working with students at the time of testing. School testing personnel must transfer answers to a scannable answer book. Transfer of answers must be recorded (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of all transferred answers. Written Composition papers must be written in pencil, not in ink.</p>	<p>Mathematics Reading Written Composition TEAE</p>	<p>BR</p>
<p>Braille note-taking devices may be used by students-competent in their use as determined by the student's 504 team. School testing personnel must transfer answers to a scannable answer book. Transfer of answers must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of all transferred answers. Written Composition responses must be written in pencil, not in ink.</p>	<p>Mathematics Reading Written Composition TEAE</p>	<p>BR</p>
<p>Magnification or low-vision aids may be used by visually impaired students. Examples of low vision aids are:</p> <ul style="list-style-type: none"> magnifying glasses, electronic magnifiers, cardboard cut-outs, colored paper and colored transparencies for an overhead. 	<p>Mathematics Reading Written Composition TEAE</p>	<p>OA</p>
<p>Templates to reduce visual print field may be used by students when reading the test. Templates are not available from the state.</p>	<p>Mathematics Reading Written Composition TEAE</p>	<p>OA</p>
<p>*Segmented test booklets (BST only) may be ordered for students who are unable to take the entire test in one sitting. These tests may be administered only on the official date during the designated test day. Segmented test booklets are allowed for LEP students.</p>	<p>Mathematics Reading</p>	<p>SS</p>

Accommodations for Students with 504 Plans
Table 7

IF YOU USE THIS ACCOMMODATION	FOR THIS SUBJECT	USE CODE
<p>*Compact disks in English may be provided for students who have difficulty with printed material and/or who acquire knowledge primarily through the auditory channel. These are also allowed for LEP students.</p> <p>Note: Test vendors supply CDs for mathematics accommodations. District Assessment Coordinators needing to make audiocassette copies of the CD must follow the policy on <i>CD Duplication to Other Media</i> found on the District Assessment Coordinator web page and submit their duplication plans for approval.</p>	Mathematics	MC
<p>*An English script of the CD may be provided for testing personnel to read or interpret the mathematics test for any student who had difficulty with printed material and for whom the CD is not appropriate. Math scripts are keyed to a Form 1 test book that must be ordered for the student. These are also allowed for LEP students.</p>	Mathematics	MS
<p>*Interpretation of the Mathematics test may be provided for deaf or hard-of-hearing students. The CD or its script must be used for administration to maintain the validity of the test. Only the literal interpretation of the script is acceptable as an accommodation.</p>	Mathematics	OL
<p>Tape recording of pre-writing is available in individual testing settings. Students may record their ideas to assist in pre-writing organization. The students may replay their dictation as they organize their compositions.</p>	Written Composition TEAE	MT
<p>Clarification or Translation/Interpretation of Directions may be given in any format or language necessary to accommodate students (repeating directions in English, American Sign Language, CD, interpreting directions into another language, etc.). Test administrators must use the script in the test manual to explain the task to students. They are not allowed to go beyond the script in giving or clarifying directions. Directions are in the Test Monitor Directions. Test Monitor Directions are non-secure documents and should be reviewed prior to test administration. This is also allowed for LEP students.</p>	Mathematics Reading Written Composition TEAE	TD
<p>Other Accommodations: These include scratch paper or large-print answer booklets. (Large-print answer booklets require special order materials.) For other accommodations identified by the student's IEP team, please check with the appropriate MDE Regional Assessment Contact listed at the end of this manual.</p>	Mathematics Reading Written Composition TEAE	OA

Accommodations for Students with 504 Plans
Table 7

IF YOU USE THIS ACCOMMODATION	FOR THIS SUBJECT	USE CODE
<p>Computer, word processor or similar devices may be used if the student’s 504 team determines the device is necessary for the student to be tested fairly. Students may use portable note takers such as an Alphasmart or similar device and related application programs (such as a spellchecker or word prediction) commonly used in their individual academic settings as determined by their 504 teams. Students must be competent in their use.</p> <p>For the MCAs, spell check and any word predictor program must be turned off because it would be considered a resource. For the BSTs, spell check and any word predictor program must be turned off for the student to earn a <i>Pass State</i> (PS). If the student uses a spell check and word predictor program on the BSTs, then the test has been modified and the student will earn a <i>Pass Individual</i> (PI).</p> <p>When submitting Written Composition papers that are produced by word processors, follow these instructions:</p> <ul style="list-style-type: none"> ▪ Print the word-processed essay. ▪ Paste the essay into a scannable answer book so it fits <u>within the text boxes</u> provided. The essays MUST be trimmed to fit completely within the text box provided. ▪ Submit the scannable answer book with the other documents to be scored but include in a separate envelope labeled “Computer Assisted tests to be scored.” ▪ Fill out a Test Administration Report indicating that these steps have been taken. Include the names of school personnel involved. <p>School testing personnel must transfer answers for the reading and mathematics tests to a scannable answer book. Be sure to check that answers are transferred exactly as the student chose.</p> <p>Note: The student’s 504 team determines the student’s need for computer-assisted testing to present test items, allow responses by the student, or both – as explained in the student’s 504 Plan. The following are requirements when a computer is allowed:</p> <ul style="list-style-type: none"> ▪ Lock out Internet access ▪ Lock out calculators for the portions of the tests where calculators are not allowed. ▪ Use head phones with multiple students in an open space <p>Computer lab connections must allow individual students to test at their own pace and return to previous items.</p> <p><i>In some cases a general education student with an injury may be allowed to use a word processor. See the District Assessment Coordinator Manual for instructions.</i></p>	<p>Mathematics Reading Written Composition TEAE</p>	<p>CA</p>

Accommodations for Students with 504 Plans
Table 7

IF YOU USE THIS ACCOMMODATION	FOR THIS SUBJECT	USE CODE
<p>Voice-activated computers may be used by students who are competent in their use as determined by student's 504 team. The student must be given the time needed to edit the documents. Follow the instructions below when submitting written composition papers that are produced by voice-activated computers:</p> <ul style="list-style-type: none"> ▪ Print the essay. ▪ Paste the essay into a scannable answer book so it fits <u>within the text boxes</u> provided. The essays MUST be trimmed to fit completely within the text box provided. ▪ Submit the scannable answer book with the other documents to be scored but include in a separate envelope labeled "Computer Assisted tests to be scored." ▪ Fill out a Test Administration Report indicating that these steps have been taken. Include the names of school personnel involved. <p>School testing personnel must transfer answers for the reading and mathematics tests to a scannable answer book. Transfer of answers must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check that answers are transcribed exactly as the student chose.</p>	<p>Mathematics Reading Written Composition TEAE</p>	<p>CA</p>
<p>Scribes may be provided in rare instances for students whose visual or motor responses inhibit their ability to write answers. The student's 504 Plan must document the need for a scribe for academic and/or testing purposes. Scribing is available for students competent in the use of scribes as determined by the student's 504 team. Scribes must be impartial and experienced in transcription, and the student must be given the time needed to edit their documents.</p> <p>School testing personnel must transfer personal information to a scannable answer book. The transcription must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of any transcribed answers. Answer books must be written in pencil, not in ink.</p>	<p>Mathematics Reading Written Composition TEAE</p>	<p>SC</p>
<p>Tape recorders may be used to record answers if the student is unable to mark a scannable answer book.</p> <p>Answers must be transferred to a scannable answer book by school testing personnel. Transfer of answers must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check that answers are transferred exactly as the student chose. Answer books must be written in pencil, not in ink.</p>	<p>Mathematics Reading TEAE</p>	<p>MT</p>
<p>Tape recording of the Reading test may be done in individual testing settings. The student may read the reading test into a tape recorder. The student may replay the tape as the test is taken.</p>	<p>Reading TEAE</p>	<p>MT</p>

*Special Order Materials

ACCOMMODATIONS FOR LEP STUDENTS

Introduction

Testing accommodations are available so that the reading, math, and writing assessments more accurately measure the knowledge and skills of LEP students, rather than measuring the effects of their language differences. The purpose of accommodations, such as using large print materials or allowing extra time, is not to give a student an advantage over other students, but to remove distortions or biases created by their language differences on the test. Individual LEP students do not always require testing accommodations. Decisions regarding accommodations must be made on an individual basis.

ELL teachers are encouraged to consider these general guidelines when making decisions about accommodations for an individual student:

Accommodations are provided so that students have a fair opportunity to show what they know and can do.

Appropriate accommodations for the MCA, BST, or TEAE are usually the same as those the student uses for classroom tests and instruction.

Accommodations that have not previously been a part of a student's instructional program should not be introduced during a statewide or districtwide assessment.

Some changes in test conditions are not accommodations. Any change in testing that leads to an invalid estimate of what a student knows and can do is a modification that invalidates the test.

Accommodations

Accommodations are usually adjustments made to the test setting, the timing of the test, the presentation of the test, or the use of response formats that do not compromise the validity, reliability, or security of the test. Accommodations are permitted for both system accountability testing (MCA and TEAE) and basic skills testing (BST). All accommodations are not appropriate for all tests. See the District Assessment Coordinator (DAC) Manual for specific accommodations available for each test. The DAC Manual identifies accommodations that require special test books, materials, or special handling, and must be ordered by the DAC.

ELL teachers should consider the needs of the student in daily instructional situations as well as any additional needs that might arise in a secure testing situation when determining necessary accommodations for LEP students. A student may require multiple accommodations such as use of an interpreter for directions and extended testing time.

Frequently Asked Questions: LEP Students

1. Are LEP students to be included in both the accountability tests (MCAs) and the Basic Skills Tests (BSTs)?

Yes. All LEP students must be included in all statewide tests. However, certain exceptions may exist for the BST as noted in Question #3 or in rare instances for the MCA as noted in Question #17.

2. How are LEP students included in the accountability tests (MCA and TEAE)?

Students with limited-English proficiency must participate in the accountability testing. Exceptions may exist when the student is “New to Country” (see Question #17). Appropriate accommodations may be used in order to meet each LEP student’s needs. See Table 8 for a list of common accommodations.

3. How are LEP students included in the BSTs?

Historically, when the BSTs were used as accountability tests under the Profile of Learning, there were two types of exemptions for LEP students: a one-year and a three-year LEP temporary exemption for diploma purposes. The one-year exemption is redundant with the three-year LEP temporary exemption and is no longer necessary. The three-year temporary exemption for LEP students is still BST policy.

Three-year LEP temporary exemption for diploma: To receive a diploma in a Minnesota public school, all students must meet local level graduation requirements and take and pass the BSTs. For a student identified as LEP in a school district, the student may be exempted from passing the BSTs for graduation if the student has been enrolled for fewer than three consecutive years of academic instruction in English.

This exemption is considered temporary as it expires once a student has more than three consecutive academic years in any school where the primary language of instruction was English. The three-year temporary exemption for individual LEP students must be reviewed annually through a process established by the district (Minn. Rules 3501.0100).

4. Are the BST exemption periods mandatory for LEP students?

No. Students should be encouraged to attempt the BSTs when they are ready to do so, regardless of their exemption status. The exemption option is in place to protect students from test anxiety. Sometimes students with limited English skills who are eligible for an LEP exemption can pass the math test, especially if they have had formal schooling in mathematics in their home language. Obtaining a passing score

during the LEP temporary exemption period would still counted as meeting the state BST requirements even if it is obtained during this three-year period.

5. How is the LEP exemption period on the BSTs established for an LEP student?

Districts also determine eligibility for the three-year temporary LEP exemption using student data available. Documentation at the district level is required, including the proper coding on the student's test booklets and notation in the student's file.

Federal Title III Guidelines define "three full academic years" as the following:

Immigrant children and youth are students who were not born in any state and have not been attending one or more schools in any one or more states for more than 3 full academic years. Some states define an academic year as 9 months, while other states count an academic year as 10 months. If a student has been in different schools in different school districts and even in different states, the number of months that the student has been in school in any one or more states must not add up to a total of more than three full academic years. (OELA guidelines, April 30, 2002)

This definition can also be applied to Minnesota's state-level BST exemption. For example, if a district has a 10-month school year, once the LEP student has had 30 consecutive months of instruction in English, the exemption period would no longer be valid. In this example, summer school would not be included as part of the 10-month school year.

6. Can an LEP rule student graduate?

Yes. If all district requirements are met, an LEP student who is exempted from the BSTs can graduate.

7. How are students identified as LEP?

All LEP students must take the language proficiency tests (TEAE and MN-SOLOM). A student is considered LEP if:

- a. The student's home language is not English. The home language questionnaire (HLQ) must be given to every student entering the district for the first time, regardless of perceived native language; and
- b. The student lacks the English language skills necessary to access the curriculum without linguistic support as determined by developmentally appropriate measures and practices (observations, teacher judgment,

parent recommendations, and/or developmentally appropriate assessment instruments).

8. What are the types of accommodations available to LEP students?

An accommodation is defined as any change in testing conditions that does not alter the validity, reliability, or security of the tests. Most accommodations fall within these general areas:

- Setting
- Scheduling
- Presentation Format
- Response Format

Specific accommodations are explained more thoroughly in Table 8 that follows.

When selecting accommodations for an LEP student, the teacher should consider the accommodations used in daily instructional situations. Students may require multiple accommodations such as interpreted directions and a small group setting. Practice tests are available to familiarize teachers and students with the format of the test.

9. Are all seniors taking the April BSTs (general education students, students with IEPs, students with 504 Plans, and LEP students) allowed any accommodation without requiring an IEP or 504 Plan?

Yes. Students who are seniors scheduled for the April BST are a special case: they are allowed any accommodation without an IEP, 504 Plan, or LEP status.

10. Which accommodations work best for LEP students?

When selecting accommodations for an LEP student, consider the needs of the student in daily instructional situations and in a secure testing situation. LEP students may require multiple accommodations such as use of a translator for directions and a small group setting. If the district wants to provide an accommodation not listed in these guidelines, please check first with MDE's Division of Assessment and Testing unit or the LEP unit.

Accommodations for state assessments are those a student would use regularly for classroom tests and instruction. Accommodations that have not previously been used with a student should not be introduced for the first time during a state assessment, as the abrupt change could be distracting or confusing. For example, when using written math or writing translations, it is appropriate to match the language of the student's instruction with the language of assessment. Therefore, if a student recently had formal instruction in another country or has been in a bilingual program where literacy and content are taught in the primary language, then a translation accommodation may be appropriate. A collaborative dialogue between the ESL/bilingual, general education teachers, and parents and families can help

Accommodations for LEP Students

determine what is best for the individual student based on the guidelines and instruction that student is receiving at the classroom level.

11. How is eligibility for testing LEP accommodations determined?

Eligibility for testing accommodations is determined through a local district process (Minn. Rules 3501.0100). This process must be established in each local district to determine an appropriate course of action for testing students whose first language is not English. District personnel, teachers of LEP students, and parents of LEP students must be involved in establishing this process. Districts are encouraged to establish a committee that is representative of their specific LEP populations. Also, districts are encouraged to provide translators, if necessary, to facilitate community involvement.

12. What is the translation policy for the BSTs and MCAs?

See the *MDE Policy for Languages Other Than Those Provided by the State* at the end of this section.

13. How do districts find translators?

Districts must hire qualified translators through a local process. MDE and Metro ECSU have set up an online database of language interpreters. The database can be accessed at <http://www.ecsu.k12.mn.us/interpreter/>.

14. How do districts work with translators?

Oral translators are not allowed to see the secure test materials until the day of the test and must sign a Non-Disclosure Form (see the DAC Manual) prior to doing the translation. Districts should follow policy listed in Question #12.

Translators of written documents are allowed to see the secure test materials no earlier than 48 hours prior to the day of the test and must sign a Non-Disclosure Form. Districts should follow policy listed in Question #12. The usefulness and reliability of this LEP accommodation is under review and may change for future testing upon notice to districts.

15. What is the state standard for a passing score on the BSTs?

The passing score for reading and mathematics is a scale score of 600. For written composition, it is 3 (a holistic score that ranges from 1 to 4). Students who meet or exceed these scores have fulfilled the state's BST requirements.

Accommodations for LEP Students

16. How many times should an LEP student attempt the BST?

Generally speaking, LEP students should try to pass at the BST with each administration. For some students, accommodations and modifications may apply in twelfth grade.

17. What is the *New-to-Country* flexibility on the MCA reading assessments?

In February 2004, the U.S. Department of Education gave states some flexibility in defining the participation and proficiency indicators for LEP new-to-country students for accountability measures. LEP students that are new to country are defined as those that did not attend any U.S. school in the previous school year. These new to country students must take the English Language Proficiency tests (TEAE and MN SOLOM) annually and may take the MCA reading tests. If an LEP new to country student arrives after the fall TEAE testing window, he/she must be assessed by a developmentally appropriate reading assessment that is kept on record at the district level. For accountability on the MCA reading, these new to country LEP identified students will count toward the 95% participation rates, but do not have to count in the proficiency calculations. All LEP identified students must take the MCA math assessments with or without accommodations. See the following chart that identifies four circumstances possible with these students.

FOR NEW TO COUNTRY LEP STUDENTS

Option	TEAE	Reading MCA	Math MCA	AYP Reading Participation (95% Assessment Rate Requirement)	AYP Proficiency on MCA Reading and Math Assessments
#1	Take it	Don't take it	Take it, with accommodations where appropriate	Counts-- turn in student's test document with other used answer documents	May be included. Click AYP Flag = Y/N New to Country*
#2	Take it	Take it	Take it, with accommodations where appropriate	Counts	May be included. Click AYP Flag = Y/N New to Country*
#3	Student misses the October test window	For 2004-05 school year, use the local developmentally appropriate reading assessment as part of LEP program entrance criteria	Take it, with accommodations where appropriate	Counts-- turn in student's test document with other used answer documents	May be included. Click AYP Flag = Y/N New to Country*
#4	Student misses the October test window, but has reading ability in English	Take it	Take it, with accommodations where appropriate	Counts	May be included. Click AYP Flag = Y/N New to Country*

*Note: Designating a student as *New to Country* = Y in the AYP Data Verification System removes both math and reading scores from the proficiency calculations.

MDE Policy for Languages Other Than Those Provided by the State

For the 2004-2005 school year, translations of mathematics tests and writing prompts are available directly from the test vendors. The following languages are offered: Hmong, Somali, Spanish, and Vietnamese. Also, some directions to tests may be orally translated. Specific details are listed in the section “State-developed Translations into Languages Other than English.”

For school districts that wish to have a mathematics test or writing prompt translated into languages other than the four provided, the DAC must follow the procedure described in the section “District-developed Translations Other than Those Provided by the State.”

Students have the option to write constructed-response answers for the mathematics test in a language other than English. Districts are responsible for translating the answers into English. The procedure for completing this translation is described in the section “Student Completion of Constructed Response in Languages Other Than English.”

In 2005-2006, translations will no longer be available from the state through the vendors.

State-developed Translations into Languages Other than English

Reading

All MCA Reading tests and the BST Reading test are available only in English, and these tests cannot be translated into another language. However, directions may be orally translated for LEP-identified students.

Writing

The Grade 5 Writing prompts are written only in English. However, the writing prompts may be read aloud to any student and translated for LEP students. For the Grade 5 Writing Test or the Grade 10 BST/MCA Written Composition Test, **students must write the final copy of their composition in English** on the Writing test/answer booklet. Student responses not written in English are scored “zero.”

The Grade 10 BST/MCA Written Composition prompts are available in Hmong, Somali, Spanish and Vietnamese. Translation of these prompts to languages other than the four provided languages should follow this policy.

For the Grade 5 Writing Test or the Grade 10 BST/MCA Written Composition Test, **students must write the final copy of their composition in English** on the Writing test/answer booklet. Student responses not written in English are scored “zero.”

Math

For 2004-05 BST Mathematics or MCA Mathematics tests of in grades 3, 5, 7, and 11 are available in the following state-prepared translations only from the test vendors (there are no state-developed translations for grades 4, 6, & 8):

Bilingual versions of the Mathematics Test Books (Form 1) in Hmong, Somali, Spanish and Vietnamese. Each test item is presented in both English and the other language.

Bilingual scripts (to be read by the test monitor) of the Mathematics Test Book (Form 1) in Hmong, Somali, Spanish and Vietnamese. Each test item is presented in both English and the other language.

CDs of the Mathematics Test Book (Form 1) items in Hmong, Somali, Spanish and Vietnamese. Items are orally presented in the other-than-English language with one item per track. The CD is an oral version of the script for Form 1.

An oral presentation of the Mathematics in English or one of the four state-prepared translations must always use a script that is provided by the state.

District-developed Translations Other than Those Provided by the State

Districts can develop *oral* or *written* translations of the math test and writing prompts into languages other than the four cited above. However, the usefulness and reliability of this LEP accommodation is under review and may change for future testing.

Prior to testing

1. The District Assessment Coordinator (DAC) must obtain prior written approval (fax or email) from the district's MDE Regional Testing Contact. At least one month prior to the testing window is preferred. This request for approval must include the following and follow this format:
 - a. The district name and number
 - b. DAC's name and phone number and e-mail address.
 - c. The school(s) in the district that will be using the translation(s)
 - d. The language(s) in which the translation(s) will be done
 - e. The number of students using each translation
 - f. The translator name(s), assigned language(s), and relationship to any student enrolled in the district, if any.
 - g. A description of the processes the district will use to ensure test security, including:
 - i. The procedure used by the translator to produce the original translated document in a secure environment.
 - ii. How copies will be produced in a secure environment.
 - iii. How a secure numbering system for tracking all copied translated tests will be implemented. .
 - iv. How all copies will be shipped between the SAC(s) and DAC in a secure manner.
 - v. How copies (written and/or audio) are destroyed in a secure manner, including any computer-generated documents/files.
2. Translators must sign a Non-disclosure Agreement prior to seeing any testing materials. This Agreement must be kept on file at the district for one year.

Accommodations for LEP Students

3. Translators creating written forms must use Form 1 of the BST or MCA math test.
4. Translators must be instructed to do a literal translation of each test item without embellishment.
5. Oral translators may see the secure test booklet the day of the test. Oral translators must use the state-prepared script (Form 1) for their translation.
6. Translators creating written forms may have up to 48 hours (two school days) prior to the scheduled test to view test items and/or English scripts and prepare a written translation (either using the English script or an English test book – Form 1) prior to the scheduled test. The test documents cannot leave district premises: translations must be completed in a district location.
7. A DAC or designee district employee (who also has signed a Non-disclosure Agreement) must supervise translators during the translation process.
8. If necessary, an audio tape(s) can be made from the written translation for use by the student(s). The audio tape(s) must be destroyed after completion of testing.
9. These other language translations may be duplicated for multiple-use in the district only – sharing translations across districts is not permitted.

After testing

1. The DAC collects, accounts for, and destroys all copies.
2. Within two weeks after the test date, the DAC e-mails the district's MDE Regional Testing Contact affirming the following have occurred as described in the request to translate:
 - a. Security of each copy (before the test, during the test, after the test) has been maintained.
 - b. Processes used for destruction of each copy—except one. In case of an audit, the DAC must keep a copy of each translation on file for one year.
 - c. Final tally counts showing that each copy has been accounted for.

Student Completion of Constructed Responses in Languages Other than English

Reading

For the constructed-response items on the MCA Reading Test, **students must write their responses in English.** Student responses not written in English are scored “zero.”

Writing

For the Grade 5 Writing Test or the Grade 10 BST/MCA Written Composition Test, **students must write the final copy of their composition in English.** Student responses not written in English are scored “zero.”

Math

For the constructed-response items on the MCA Mathematics Test students may write their responses in a language other than English. The district must arrange for a translation of these non-English responses after the student has completed all parts of the test. Student responses not translated into English are scored “zero.”

Accommodations for LEP Students

The non-English student response may be written in a separate, blank piece of paper. After the student completes all parts of the mathematics test, the following should be done under the supervision of school or district personnel:

1. The translator must sign a non-disclosure agreement prior to seeing any student answer book.
2. The translator must use pencil. Ballpoint and felt-tipped pens will not produce readable responses and will not be scored.
3. The translator must be instructed to do a literal translation without embellishment *directly in the answer booklet*. The scribe accommodation (SC) bubble must be filled in on the answer booklet.
4. The paper(s) with the non-English student response is destroyed after the translation is completely entered into the student test booklet.
5. The translator's name, signature, and relationship to the student, if any, must be included on the front page of the student's answer document in an area that does not overlap with any "bubbles."
6. For each student using this option, the Test Administration Report found in the DAC manual must include the student's name, MARSS #, the translator's name, and the relationship, if any, to the student.
7. All translations into English must be completed by the vendor's pick-up date for the test and packaged with other student answer documents from the student's school.

Accommodations for LEP Students

Table 8

Table 8. Accommodations Available for LEP Students

Table 8 provides more detailed information about certain accommodations that are permissible for LEP students (except that after April 1 of a student's senior year, general education students are eligible for any accommodation—including these). Passing the BST with these accommodations will result in a *Pass Translate* (PT) notation on the transcript.

Accommodations preceded by an asterisk (*) require special materials that the District Assessment Coordinator orders from the test vendor during the regular order process.

IF YOU USE THIS ACCOMMODATION	FOR THIS SUBJECT	USE CODE
<p>Clarification or Translation/Interpretation of Directions may be given in any format or language necessary to accommodate students (repeating directions in English, American Sign Language, CD, interpreting directions into another language, etc.). Test administrators must use the script in the Test Monitor Directions to explain the task to students. They are not allowed to go beyond the script in giving or clarifying directions. Directions are in the Test Monitor Directions. Test Monitor Directions are non-secure documents and should be reviewed prior to test administration.</p>	<p>Mathematics Reading Written Composition</p>	<p>TD</p>
<p>*An English script of the CD may be provided for testing personnel to read or interpret the mathematics test for any student who has difficulty with printed material and for whom the CD is not appropriate. Math scripts are keyed to a Form 1 test book that must be ordered for the student.</p>	<p>Mathematics</p>	<p>MS</p>
<p>*Compact disks in English may be provided for students who have difficulty with printed material and/or who acquire knowledge primarily through the auditory channel.</p> <p>Note: Test vendors supply CDs for mathematics accommodations. District Assessment Coordinators making audiocassette copies of the CD must follow the policy on <i>CD Duplication to Other Media</i> found on the District Assessment Coordinator web page and submit their duplication plans for approval.</p>	<p>Mathematics</p>	<p>MC</p>
<p>*Oral or written translations of test books may be developed at the district level for languages other than the four offered by the state. Districts should follow the translation policy listed above.</p>	<p>Mathematics Written Composition</p>	<p>OL</p>
<p>*Segmented test booklets (BST only) may be ordered for students who are unable to take the entire test in one sitting. These tests may be administered only on the official date during the designated test day.</p>	<p>Mathematics Reading</p>	<p>SS</p>

Accommodations for LEP Students
Table 8

IF YOU USE THIS ACCOMMODATION	FOR THIS SUBJECT	USE CODE
<p>*A bilingual script of the CD may be provided for testing personnel to read or interpret the Mathematics test for any student who had difficulty with printed material and for whom the CD is not appropriate. Scripts are available in English, Hmong, Somali, Spanish, or Vietnamese.</p> <p>In 2005-2006, this option will only be available in English.</p>	Mathematics	MS
<p>*Bilingual test books may be ordered for students who need a translated version of the test. Bilingual test books are available in Hmong, Somali, Spanish and Vietnamese. Writing prompts are available as translated only (not bilingual) for the BST only.</p> <p>In 2005-2006, this option will only be available in English.</p>	Mathematics Written Composition	HM SO SP VT
<p>*Translated CDs may be provided for students who have difficulty with printed material. Translated CDs are available in English, Hmong, Somali, Spanish or Vietnamese. CDs should be used with headphones or in individual situations.</p> <p>Note: Test vendors supply CDs for mathematics accommodations. District Assessment Coordinators wishing to make audiocassette copies of the CD need to follow the policy on <i>CD Duplication to Other Media</i> found on the District Assessment Coordinator web page and submit their duplication plans for approval.</p> <p>In 2005-2006, this option will only be available in English.</p>	Mathematics	MC
<p>Scribes may be provided when a student writes a math constructed response in a language other than English. Scribes must be impartial and experienced in translation.</p> <p>The translation must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of any translated answers. Answer books must be written in pencil, not in ink.</p> <p>Districts should follow the <i>MDE Policy for Languages Other Than Those Provided by the State</i>.</p>	Mathematics	SC

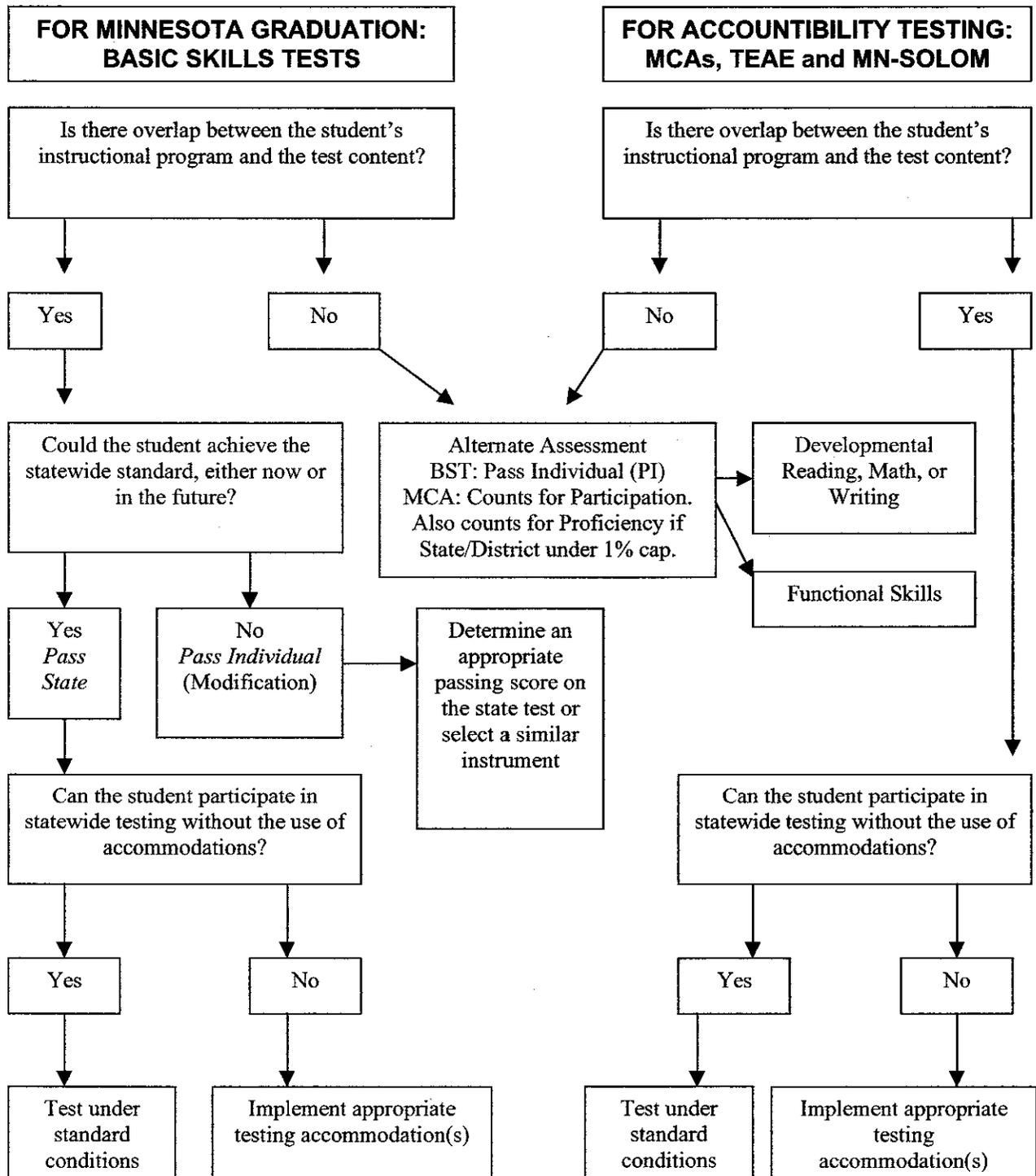
***Special Order Materials**

A QUICK REFERENCE FOR ACCOMMODATIONS

TYPE OF ACCOMMODATION	TEST CODE	General Education	Students with IEPs	Students with 504 Plans	LEP Students
Presentation					
Oral reading of math test in English	MS	No	Yes	Yes	Yes
Oral reading of math test in first language (not the 4 offered)	OL	No	No	No	Yes
Written translation of math test in first language (not the 4 offered)	OL	No	No	No	Yes
Oral or written translation of directions into first language	TD	No	Yes	Yes	Yes
Bilingual version of math test	HM SO SP VT	No	No	No	Yes
Repeat directions	No code	Yes	Yes	Yes	Yes
Read writing prompt aloud	No code	Yes	Yes	Yes	Yes
Large print test (Gr. 5 Writing in 24-point only)	18 or 24	No	Yes	Yes	No
Segmented test booklet (BST only)	SS	No	Yes	Yes	Yes
Braille edition of assessment	BR	No	Yes	Yes	No
CD administration of math test	MC	No	Yes	Yes	Yes
Sign language presentation of scripted directions	TD	No	Yes	Yes	No
Sign language presentation of scripted math test	OL	No	Yes	Yes	No
Highlighter, color overlay, marker	No code	Yes	Yes	Yes	Yes
Templates to reduce visual print, magnification, low vision aids	OA	No	Yes	Yes	No
Setting					
Administer test in special setting	No code	Yes	Yes	Yes	Yes
Test in small groups or individually	No code	Yes	Yes	Yes	Yes
Timing/Scheduling					
Extended testing time (same day)	No code	Yes	Yes	Yes	Yes
Response Format					
Braille writers	SC	No	Yes	Yes	No
Word processors or similar assistive device	CA	No*	Yes	Yes	No
Write directly in test booklet	No code	Yes	Yes	Yes	Yes
Tape recorder	MT	No*	Yes	Yes	No
Scribes	SC	No*	Yes	Yes	Yes, MCA
Answer orally, point to answer	SC	No*	Yes	Yes	No
Calculator (except where specifically prohibited in the test)	No code	Yes	Yes	Yes	Yes
Abacus (except where calculators are specifically prohibited in the test)	No code	Yes	Yes	Yes	Yes
Voice-activated computer	CA	No	Yes	Yes	No
Scratch paper or graph paper	OA	No	Yes	Yes	No
Large print answer book	OA	No	Yes	Yes	No
Other Accommodations					
If a student's IEP team or a student's 504 team make a determination to use an accommodation not on this list, please contact MDE at the numbers listed on the contact sheet.	OA	No	Yes	Yes	No
If an LEP student's IEP team or a student's 504 team make a determination to use an accommodation not on this list, please contact MDE at the numbers listed on the contact sheet.	OA	No	Yes	Yes	Yes

*In some cases a general education student with an injury may be allowed to use a word processor. See the District Assessment Coordinator Manual for instructions.

FLOW CHART FOR DECISIONS: IEP AND 504 TEAMS



CASE MANAGER BST ACCOMMODATIONS ORDER FORM (2004-2005)

This form is only a suggestion: it is not required nor is it returned to MDE.
Return this form to your District Assessment Coordinator by _____.

Case Manager:	
School:	

1. Review the IEPs or 504 Plans of students on your caseload. See page 3 of the IEP for any accommodations or participation in the MDE Alternate Assessment.
2. Place the number of accommodations needed for all students on your caseload in the appropriate box below. Boxes in gray indicate that accommodation is not available for that assessment.
3. Return this for to your District Assessment Coordinator by _____.

Any accommodations ordered for a student must be the result of a decision made by an IEP or 504 team prior to testing and listed in the student's IEP or 504 Plan. The translation and script accommodations listed on this form are also available to ELL students.

ACCOMMODATIONS

Code		Presentation Accommodations		Reading		Math		Written Comp	
18	18-pt font								
24	24-pt font								
BR	Braille								
HM	Hmong								
MC	Math CD/cass (math only)								
MS	Math Script (math only)								
OA	Other Accommodation								
OL	Other Language								
SO	Somali								
SP	Spanish								
SS	Segmented test								
TD	Translate Directions								
VT	Vietnamese								
Code		Response Accommodations							
CA	Computer assisted								
MT	Made tape of answers								
SC	Scribe								

CASE MANAGER MCA ACCOMMODATIONS ORDER FORM (2004-2005)

This form is only a suggestion: it is not required nor is it returned to MDE.
Return this form to your District Assessment Coordinator by _____.

Case Manager:	
School:	

1. Review the IEPs or 504 Plans of students on your caseload. See page 3 of the IEP for any accommodations or participation in the MDE Alternate Assessment.
2. Place the number of accommodations needed for all students on your caseload in the appropriate box below. Boxes in gray indicate that accommodation is not available for that assessment.
3. Return this for to your District Assessment Coordinator by _____.

Any accommodations ordered for a student must be the result of a decision made by an IEP or 504 team prior to testing and listed in the student's IEP or 504 Plan. The translation and script accommodations listed on this form are also available to ELL students.

ACCOMMODATIONS

Code		Presentation Accommodations		Gr 3 Reading	Gr 3 Math	Gr 4 Reading	Gr 4 Math	Gr 5 Reading	Gr 5 Math	Grade 5 Writing	Gr 6 Reading	Gr 6 Math	Gr 7 Reading	Gr 7 Math	Gr 8 Reading	Gr 8 Math	Gr 10 Reading	Gr 11 Math
18	18-pt font (not Gr 5 Writing)																	
24	24-pt font																	
BR	Braille																	
HM	Hmong																	
MC	Math CD/cass																	
MS	Math Script																	
OA	Other Accommodation																	
OL	Other Language																	
SO	Somali																	
SP	Spanish																	
SS	Segmented test (BST ONLY)																	
TD	Translate Directions																	
VT	Vietnamese																	
Code		Response Accommodations																
CA	Computer assisted																	
MT	Made tape of answers																	
SC	Scribe																	

MDE CONTACTS

If you have questions about testing or accommodation policies, please contact:

<i>MDE Regional Testing Contacts</i>	
Northwest MN School Districts	Roger Anderson 651-582-8841 roger.h.anderson@state.mn.us
Southwest MN School Districts	Margaret Biggerstaff 651-582-8511 margaret.biggerstaff@state.mn.us
Northeast MN School Districts	Chuck Johansson 651-582-8692 charles.johansson@state.mn.us
Southeast MN School Districts	Julie Nielsen-Fuhrmann 651-582-8837 julie.nielsen-fuhrmann@state.mn.us
Metro 7-County School Districts	Jim Colwell 651-582-8328 jim.colwell@state.mn.us

If you have questions about Special Education policies:

<i>Alternate Assessment</i>	
Marty Smith MDE, Special Education Policy 651-582-8883 marty.smith@state.mn.us	Dr. Nancy W. Larson MDE, Special Education Policy 651-582-8596 nancy.larson@state.mn.us
Emily Knight MDE, Special Education Policy 651-582-8296 emily.knight@state.mn.us	
<i>Accommodations and Modifications</i>	
For students with IEPs: Barbara Stahl MDE, Special Education Policy 651-582-8659 barbara.stahl@state.mn.us	For students with 504 Plans: Adele Ciriacy MDE, Office of Compliance and Assistance 651-582-8249 adele.ciriacy.@state.mn.us

If you have questions about LEP students:

For LEP policies: Leigh Schleicher, MDE, NCLB Federal Programs-LEP Unit 651-582-8326 leigh.schleicher@state.mn.us	For LEP accommodations: Julie Henderson 651-582-8299 julie.m.henderson@state.mn.us
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