



MISSISSIPPI TESTING ACCOMMODATIONS MANUAL

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OFFICE OF STUDENT ASSESSMENT

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INTRODUCTION

The Mississippi Testing Accommodations Manual (MTAM) establishes guidelines to use for the selection and administration of accessibility features and accommodations for the assessment of all students: students with disabilities (including students with significant cognitive disabilities [SCD]), English learners (ELs), ELs with disabilities (including ELs with SCD), students with a diagnosis of dyslexia, and students without an identified disability or EL status.

Supports herein include both embedded (digitally provided) and non-embedded (locally provided) universal features that are available to all students as they access assessment content, accessibility features that are available for those students for whom the need has been identified by an informed Student Evaluation Team (SET)/Multidisciplinary Evaluation Team (MET), and accommodations that are available for students for whom there is documentation on the Individualized Education Program (IEP), Section 504 Plan, or Language Service Plan (LSP). The glossary at the end of the manual provides definitions of terms used in this manual.

The Mississippi Testing Accommodations Manual (MTAM) is intended for use by the following audience:

- General education, English learner (EL), and special education teachers (e.g., to find assessment supports for their students);
- School and test administrators and related services personnel (e.g., to assist selection and administration of assessment supports for each student);
- Assessment staff, administrators (e.g., to provide guidance for teachers, test administrators, etc. on specific supports); and
- Parents and guardians (e.g., to serve as a tool when advocating for supports for their children).

The MTAM emphasizes an individualized approach to the implementation of supports. It recognizes the critical connection between accessibility features and accommodations during assessments, as well as the iterative nature of reevaluating decisions for more informed decision-making as student needs evolve.

This manual presents a three-tier framework of universal features, accessibility features, and accommodations. It is important to keep in mind that the same support can be considered an accommodation in one assessment but a modification in another. This difference usually depends on the construct which is the focus of a particular assessment. Some accessibility features which are allowable on an alternate assessment or a general content assessment may be prohibited on specific domains of the English Language Proficiency Test (ELPT), or vice versa.

GENERAL INFORMATION

Inclusion of All Students in the State Assessment System

Federal law, federal guidance, state law, and State Board of Education policy require that *all* students, including English learners (EL) and students with disabilities (SWD), must be administered assessments. Under section 1111(b)(2) of the Elementary and Secondary Education Act (ESEA), all students with disabilities, including students with significant cognitive disabilities (SCD), must be included in all assessments with appropriate accommodations. The federal laws include the reauthorization of the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and Section 504 of the Rehabilitation Act of 1973.

The electronic Code of Federal Regulations (e-CFR) § 200.6(b)(3) requires that a student with a disability receive appropriate accommodations, as determined by the respective team in § 200.6(b)(1)(i), (ii), or (iii), so that the student with a disability can participate in the assessment and receive the same benefits from the assessment as non-disabled students. The determination of which accommodations would be appropriate for a student must be made individually by the student's IEP team, 504 Plan team, LSP team, or other LEA team designated to make these decisions.

To enable participation in assessments, States must provide all appropriate accommodations, including assistive technology, for students with disabilities.

e-CFR [\(a\)\(2\)\(i\)](#)

Except as provided in paragraph (a)(2)(ii)(B) of this section, a student with a disability under paragraph (a)(1) of this section must be assessed with an assessment aligned with the challenging State academic standards for the grade in which the student is enrolled.

e-CFR [\(a\)\(2\)\(ii\)](#)

*A student with the most significant cognitive disabilities under [paragraph \(a\)\(1\)\(ii\)](#) of this section may be assessed with **(A)** the general assessment under [paragraph \(a\)\(2\)\(i\)](#) of this section; or **(B)** if a State has adopted alternate academic achievement standards permitted under section 1111(b)(1)(E) of the Act for students with the most significant cognitive disabilities, an alternate assessment under [paragraph \(c\)](#) of this section aligned with the challenging State academic content standards for the grade in which the student is enrolled and the State's alternate academic achievement standards.*

Assessments

[Mississippi Academic Assessment Program (MAAP), Mississippi Academic Assessment Program - Alternate (MAAP-A)]

MAAP Algebra I – General content assessment

MAAP English II - General content assessment

MAAP Biology - General content assessment

MAAP-A Algebra I - Alternate assessment for students with SCD

MAAP-A English II - Alternate assessment for students with SCD

MAAP-A Biology I - Alternate assessment for students with SCD

MAAP English Language Arts (ELA) - General content assessment in grades 3-8

MAAP Math - General content assessment in grades 3-8

MAAP Science - General content assessment in grades 5 & 8

MAAP-A ELA - Alternate assessment for students with SCD in grades 3-8

MAAP-A Math - Alternate assessment for students with SCD in grades 3-8

MAAP-A Science - Alternate assessment for students with SCD in grades 5 & 8

Kindergarten Readiness - General content assessment

3rd Grade Reading Summative - General content assessment

English Language Proficiency Test (ELPT) - Language proficiency assessment for English learners in grades K-12

English Language Proficiency Test Alternate (ELPT-A) - Language proficiency assessment for English learners with SCD in grades K-12

Individuals with Disabilities Education Improvement Act (IDEA) of 2004

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

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

[Sec. 614 (d)(1)(A)(V) and (VI)].

Section 504 of the Rehabilitation Act of 1973

Section 504 provides individuals with disabilities with certain rights and protects individuals with disabilities against discrimination from federally funded programs and activities. Section 504 states the following:

No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency.

In school settings, Section 504 legislation guarantees and protects students with disabilities who may not otherwise have an IEP but are still considered individuals with disabilities. The definition of a student with disabilities is much broader under Section 504 than it is under IDEA. An important part of the 504 Plan developed by schools for students with disabilities are often the lists of accommodations that the student can utilize on assessments.

Equal Access to Grade-Level Content

All educators should be familiar with current standards and accountability systems at both the district and state levels. This knowledge frames a context in which educators are required by law to make sure that all students, including students with disabilities, ELs, and ELs with disabilities work toward grade-level academic content standards; for ELs, this means maintaining grade-level work while also improving their English-language proficiency. The goal is to provide meaningful, differentiated instruction of grade-level content for diverse students by selecting appropriate accommodations and fostering continual collaboration between EL/special education educators and their general education counterparts.

Educators are expected to actively engage in a planning process that addresses

- implementation of supports to facilitate universal student access to grade-level instruction and assessment(s);
- use of alternate assessments to assess achievement of those students with the most significant cognitive disabilities;
- equitable access to grade-level instruction and English-language development services for all EL students; and
- inclusion of ELs in both academic and English language proficiency assessments.

To aid the goal of providing equal access to grade-level content, accessibility features and accommodations must be provided for students during both instruction and assessments.

Accommodation and Accessibility Features Basics

Accommodations and accessibility features must

- not alter the construct of the assessment,
- not interfere with what the test purports to measure, and
- be based on the needs of the student.

Accessibility features are supports that do not reduce or change learning expectations but do meet specific needs of students and enable a student's work to be a valid measure of what the student knows and can do.

Accommodations and accessibility features must be used consistently before use on a state assessment.

Modifications

Modifications refer to practices or materials that change, lower, or reduce state-required learning expectations. Modifications can change the underlying construct of an assessment. Examples of modifications include

- requiring a student to learn less material (e.g., fewer objectives);
- reducing or revising assignments and assessments (e.g., complete only the easiest questions, remove some of the answer options);
- using a support that alters the intended construct; and
- using a support that interferes with what the assessment purports to measure.

Providing modifications during classroom instruction and classroom assessments may reduce the student's opportunities to learn critical content, creating unintended inequities. Nevertheless, if modifications are deemed necessary in instruction, students and parents must be made aware that *these modifications will not be provided on the state assessments*. It is important to emphasize that when students' access to critical, assessed content is reduced, they are put at risk for not meeting state requirements.

Providing a modification during a state accountability assessment constitutes a test irregularity, invalidates test scores, and results in an investigation of the school's or district's testing practices by the state.

One Size Does Not Fit All Students

One size does not fit all students with accommodations and accessibility features. To ensure all students are engaged in grade-level instruction, educators should consider individual needs and characteristics when making these decisions. Supports for dually identified students should be approached with both their English-language needs and disability needs considered. For example,

IEP team members for ELs with disabilities will need to make individual decisions based on the specific language- and disability-related challenges faced by each student. Moreover, it is critical to recognize that a student's needs are not static but lie on a continuum; accommodations and accessibility features can change as a student's English-language or disability-related needs change.

Three levels of Support

Universal Features	• Universal features are available to all students as they access instructional or assessment content. • Supports that are either embedded and provided digitally through instructional or assessment technology (e.g., answer choice eliminator), or non-embedded and provided non-digitally at the local level (e.g., scratch paper).
Accessibility Features	• For students receiving special education or Section 504 Plan services, the IEP Team or the 504 Plan Team (including parents/guardians and the student if appropriate) must make decisions about designated features and document them in the respective student's IEP or the 504 Plan. • For students <u>not</u> receiving special education or Section 504 services, the SET/MET (Student Educational Team/Multidisciplinary Educational Team) members (including parents/guardians and the student if appropriate) who are familiar with the student's characteristics and needs should make decisions about accessibility features. • Decisions should reflect those supports that the student requires and uses during instruction and for assessments. • The decision to use selected accessibility features for specified assessments must be clearly documented in the SET/MET minutes/notes and placed in the respective student's cumulative folder.
Accommodations	• Accommodations are available for students for whom there is a documented need on an IEP or 504 Plan, and/or an LSP. • Changes in procedures or materials that ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. • Embedded accommodations (e.g., text-to-speech) are provided digitally through instructional or assessment technology, while

	non-embedded accommodations (e.g., scribe) are provided locally.
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Each accommodation is labeled with one or more of the following plans:

- Individualized Education Program (IEP)
- 504 Plan
- Language Service Plan (LSP)

Mississippi requires an LSP for each English learner. Lack of fluency in English is not a disability; therefore, ELs do not use disability-related accommodations unless that student is an EL with a disability. In the Accommodation chart, some accommodations apply to the LSP, whereas others apply only to students with either an IEP or a 504 Plan.

For ELs with a disability in Mississippi, the student must have either an IEP and an LSP or a 504 Plan and an LSP.

Temporary Disability

Per the Office of Civil Rights, Protecting Students with Disabilities FAQ, “a temporary impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. The issue of whether a temporary impairment is substantial enough to be a disability must be resolved on a case-by-case basis, taking into consideration both the duration (or expected duration) of the impairment and the extent to which it actually limits a major life activity of the affected individual.”

In the Americans with Disabilities Act Amendments Act of 2008 ([Amendments Act](#)), effective January 1, 2009, Congress clarified that “an individual is not regarded as an individual with a disability if the impairment is transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.”

Students with an injury that interferes with their ability to mark/write their test answers may require emergency accommodation on the statewide assessment(s). If the student is unable to use the non-injured arm/hand and must use a scribe/dictation, all scribe guidance will apply. If possible, include the student in decisions regarding how best to respond to test questions. The district test coordinator (DTC) will adjudicate the internal district request form received from the local district school. Officially record the accommodation in the student’s cumulative record and include a copy of both (1) the signed, adjudicated, internal district request form and (2) the documentation from a medical doctor confirming that the student has a temporary impairment (i.e. broken hand/wrist/arm/shoulder, eye injury). The school must document in the student’s permanent record the notification to the student’s parent/legal guardian of the planned accommodation use on the specific state assessment(s).

Lastly, the DTC must complete the state's Temporary Disability Form online in Caveon Core and upload the physician's documentation as an attachment. This step notifies the MDE Office of Student Assessment of the action taken in the local district regarding the emergency use of an accessibility feature and/or accommodation during the state assessment administration. The MDE Office of Student Assessment will monitor all online temporary disability forms and attached documentation.

Administering Assessments with Accommodations

State Board of Education policies assure test security in the administration of assessments. Each District Test Coordinator (DTC) must be trained to administer the state assessments through the program-specific trainings provided by the Office of Student Assessment and in conjunction with the assessment vendor. The DTCs are then required to train their school test coordinators (STC) and ensure that other personnel [i.e., test administrators, proctors, and other staff] involved in test administration are trained. Test administrators who are required to provide a read-aloud or scribe accommodation for a student must follow the Read-Aloud Guidance and the Scribe Guidance in Appendix 1.

Test administrators and other personnel involved in the assessment administrations must

- take appropriate test security precautions before, during, and after the administration of an assessment;
- understand the procedures to administer the assessment prior to the actual test administration;
- administer the assessments according to prescribed procedures and conditions;
- notify the appropriate person if any non-standard condition occurs;
- avoid any situation during the assessment that might invalidate the results;
- provide (and document) all allowable accommodations for the administration of the assessment to students with disabilities and English learners; and
- avoid any action that would allow individuals or groups to receive scores that do not represent their actual levels of attainment.

Deviation from these practices could constitute a test irregularity which must be reported and investigated according to state (and local) testing policies.

In the absence of an alternate ELPT for students with SCD, additional accommodations (based on the student's special needs) that do not interfere with what the test purports to measure and do not alter the construct of the test are available.

Unique Accommodation Request

Special circumstance, non-standard accommodation requests are researched and evaluated with the focus on ensuring that students with disabilities can fairly and equitably access the assessment(s). This type of request must be submitted via an Accommodation Request Form (ARF) to the OSA as soon as the DTC has knowledge of the special circumstance and as far in advance of the opening of

the test window as possible to give the OSA time to contemplate options, discuss the situation with the district, and construct a definitive solution.

HOW TO READ THE TABLES

Type	Abbreviation	Definition
Embedded	E	The software tool can be accessed within the online test system.
Non-Embedded	NE	The tool/item must be physically provided by the school.

Four (4) Types of Accommodations and Accessibility Features

Type	Abbreviation	Effect
Timing	T	Changes the allowable length of testing time and the way the time is organized
Setting	S	Changes in the environment or in how the environment is structured
Presentation	P	Change the way that directions and information are presented
Response	R	Allows students with disabilities to demonstrate their learning by completing assessments through ways other than typical verbal or written responses

TYPE	CODE #	ACCOMMODATIONS
R	70 1	2 → Scribe / Transcription 3 → Refer to procedure; includes transcribing into test system 4 → IEP/504 Plan/LSP 5 → • Not allowable for the ELPT Writing domain ¹ 6

1. Code # is the Accommodation number
2. Name of the accommodation/accessibility feature
3. Special note regarding the accommodation
4. Program/plan(s) to which this accommodation applies
5. Not-allowable note for specific assessment(s)
6. Superscript number refers to why the accommodation/accessibility feature is not allowable. The code references are found in the headings under both the Accommodation chart and the Accessibility Features chart.

TYPE <u>E</u> Embedded, <u>N</u> on- <u>E</u> Embedded	UNIVERSAL FEATURES FOR ALL STUDENTS
E	Answer masking / answer eliminator
E	Color contrast
E / NE	Embedded tools (i.e., ruler, protractor, calculator)
E / NE	Highlighter
E / NE	Line guide tool
E	Audio control (volume)
E	Flag for review
E	Enlarge text and graphics (per computer limits)
E / NE	MAAP Writing Rubric, Math Formula Sheet
E	Digital notepad / Sticky notes ● <i>Disabled for grades 3-5 on MAAP ELA and MAAP Math.</i>
E	Writing tools (undo, redo, bold, italics, underline, unordered list, font size, indent, outdent, spell check, dictionary/thesaurus, writer's checklist)
NE	Color overlay
NE	Distraction and stress minimizers (e.g., noise-cancelling headphones/earplugs, stress ball)
NE	Adaptive furniture

TYPE <u>T</u> iming, <u>S</u> etting, <u>P</u> resentation, <u>R</u> esponse	CODE #	ACCESSIBILITY FEATURES Non-allowable Code and Explanation Interferes with what the test measures ¹ Alters the construct of the test ²
S	3	Small group (2-9 students)
S	4	Test Individually
S	7	At home (i.e., homebound student) or in a facility (i.e., medical, behavioral, or detention)
S	12	Medical Monitoring Device - medical devices, such as blood glucose monitors and medical alert devices, that are accessed through a smartphone that is always in the student's possession for medical reasons.)
T	21	Scheduled rest breaks (Specify the time and duration of each break.)
P	43	Amplification devices (e.g., speakers, FM system)
P	49	Stay on task reminder (" <i>Please continue working on your test.</i> ")
P	57	Student reads test aloud to self (<i>Requires #4 or a Whisper Phone-type device to not distract other students.</i>)
R	76	Assistive technology devices / Computer software programs used to facilitate communication for students with limited expressive language ability. (e.g., Proloquo2Go)
R	81	Bilingual dictionary/glossary (word-to-word format in paperback, hardback, or approved unedited without pictures, definitions, conjugations, and sample sentences). ● <i>Not allowable for the ELPT¹.</i> Embedded glossing translation for MAAP Math and Science ● <i>Not allowable for the ELPT¹.</i>
T S P R	83-89	Specify additional allowable accessibility feature(s). Use a separate number in the specified range for each one.

TYPE <u>T</u> iming, <u>S</u> etting, <u>P</u> resentation, <u>R</u> esponse	CODE #	ACCOMMODATIONS Non-allowable Code and Explanation Interferes with what the test measures ¹ Alters the construct of the test ²
T	20	Extra time (Specify the amount of extra time) – Cannot extend beyond the end of the instructional day. IEP/504 Plan/LSP
T	25	Administer the test over consecutive days (Specify the number of days, i.e... two or three days) IEP/504 Plan/LSP ● <i>Not allowable for the ELPT Speaking domain ¹</i>
P	40	Large print (paper test) <u>or</u> online enlargement (i.e., Smart Board) (Specify which the student will use.) IEP/504 Plan
P	41	Braille IEP/504 Plan ● <i>Not available for the current K-Readiness Assessment.</i>
P	48	Supplemental Aids (IEP/504 Plan) - mnemonics, blank graphic organizers, math charts, math graphics, science graphics, and social studies graphics. <i>Supplemental aids selected must not alter the construct or interfere with what the test measures.</i>
P	55	Read test questions and answer choices (Includes ASL, human reader, and Text-to-Speech) IEP/504 Plan/LSP – Specify the delivery method in the respective document(s). ● <i>Not allowable for the ELPT Reading domain ¹ and the Third Grade Reading Summative ^{1,2}.</i> ● <i>For ELA (grades 3-8) and English II, passages cannot be read to the student ¹.</i> ● <i>ASL is not allowable for the ELPT ^{1,2}.</i>
P	62	Paper test IEP/504 Plan/LSP
R	70	Scribe / Transcription Refer to procedure; includes transcribing into test system IEP/504 Plan/LSP ● <i>Not allowable for the ELPT Writing domain ¹</i>

R	75	Braille Writer / Braille Notetaker IEP/504 Plan
R	77	Speech-to-Text (STT) without auto-correct features. Refer to the Speech-to-Text Guidance page. IEP/504 Plan • <i>Not allowable for the ELPT¹</i>
T S P R	93-99	Specify additional, allowable accommodation(s). Use a separate number in the specified range for each one.

Accommodation Notes

1. Use of the student's **primary language** is not permitted on the ELPT.
2. **Paraphrasing** is not permitted on an assessment.
3. **#20:** Specify the extra amount of time using one of the following increments:
 - a) the number of extra minutes,
 - b) the number of extra hours, or
 - c) the full instructional day.
4. **#48:** Supplemental Aids
 - a) Mnemonic devices must not contain subject-specific words.
 - b) Blank graphic organizers must not contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, and variables.
 - c) Pictorial models of fraction bars or fraction circles must be blank.
 - d) Pictorial models of geometric figures must not contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, and variables and must not be provided in both three-dimensional and two-dimensional forms.
 - e) Number charts that identify or illustrate a calculation function are not allowable.
 - f) Place value charts may not contain place value labels (i.e., words) or numbers as examples.
 - g) Science graphics may not contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, and variables. Graphics of scientific concepts may be used if they do not provide a direct source of answers on the test.
 - h) Timelines can only contain dates; however, labeling (e.g., color, letters, numbers, pictures, words) the events connected with those dates in any way is not allowed.
 - i) The supplemental aid must be error-free, concise, and well organized so that a student can easily access the information.
5. **#55:** Sign language is not permitted on the ELPT.
6. **#55:** When preparing to administer assessments to students who require Braille or ASL, the test administrator may review the test material (i.e., math, science, or history read-aloud scripts, test booklet, and the non-reading sections of the English language arts tests) prior to the test administration. The review must be authorized by the DTC and must take place in a

controlled, secure environment. Test administrators must be familiar with specific symbols or abbreviations specific to the content area being assessed.

7. **#55:** If American Sign Language is the student's primary language, the student may have directions and or items signed to them (except for the reading section of the MAAP). Other allowable signing systems are Signing Exact English (SEE), Signed English (SE), Sign Supported English (SSE or CASE), or Contact Sign (i.e., Pidgin Sign English [PSE]). Sign language from other countries (i.e., Auslan, BSI, LSF) or non-standard sign systems (i.e., home sign) are not permitted to be used.

APPENDIX 1

- A. Dyslexia Guidance
- B. Text-to-Speech and Read-Aloud Accommodations
- C. Speech-to-Text Guidance for ELA Writing
- D. Scribe Guidance
- E. Disability Preclusion Guidance for the ELPT

A. Dyslexia Guidance

Students with a diagnosis of dyslexia that were evaluated by a licensed psychologist, psychometrist, or speech-language pathologist (HB 1031, July 2012) may be afforded the accommodations listed in the chart below.

TYPE <u>T</u> iming, <u>S</u> etting, <u>P</u> resentation, <u>R</u> esponse	CODE #	ACCOMMODATIONS Non-allowable Code and Explanation 1 = Interferes with what the test measures 2 = Alters the construct of the test
T	20	Extra time (Specify the amount of extra time) – Cannot extend beyond the end of the instructional day. IEP/504 Plan/LSP
T	25	Administer the test over consecutive days (Specify the number of days.) IEP/504 Plan/LSP ● <i>Not allowable for the ELPT Speaking domain¹</i>

For students with either an IEP or a 504 Plan, these accommodations must be listed and specified for the assessment(s) to which they will apply.

For students without either an IEP or a 504 Plan, the student must have a documented diagnosis of dyslexia on file in accordance with Mississippi Code 37-173-1 et seq.

B. Text-to-Speech and Read-Aloud Accommodations

Instructions for Administration

If a student is testing online and requires the accommodation of having the test read aloud (Accommodation #55), then the accommodation must be marked in the DRC INSIGHT and the Questar Nextera platforms by the DTC or STC prior to the start of the assessment.

If a student's IEP, 504 Plan, or LSP requires the use of a paper test (#62) and/or a human reader, a read-aloud script should be ordered. If a read-aloud script is needed, contact the STC, who will compile orders for the school for the DTC.

The student should use the same read-aloud mode (text-to-speech or human reader) on the assessment that he or she has been using routinely in classroom instruction.

Allowable Read-Aloud Accommodations

Text-to-speech (TTS) requires an internet connection and will not function when a device is offline. When the internet connection is restored, the student with the text-to-speech accommodation will be able to select the play button again, and the TTS will load.

Instructions to the Human Read-Aloud Administrator

The human reader is required to review and comply with these instructions. All remaining requirements concerning test security still apply. The reader must be familiar with the read-aloud accommodation prior to administration.

All questions rely on the students' ability to comprehend and respond to items exactly as written or with allowable accommodations on the Language Service Plan, Individualized Education Program (and the LSP if applicable), or the Section 504 Plan (and the LSP if applicable). The human read-aloud script must be read to students verbatim. Any additional information or explanation must not be provided, as this will affect what the test is designed to measure.

The human read-aloud is not applicable to the Kindergarten Readiness Assessment due to the time limitation.

Note to the Human Reader

1. Pause after reading the question number and before reading the question itself.
2. Emphasize words or phrases that are underlined, italicized, or entirely capitalized.
3. The human read-aloud script includes exactly what can be read to the student (i.e. directions, test questions, and answer choices) according to the allowable accommodations in the Mississippi Testing Accommodations Manual.
4. Pronounce abbreviations by voicing each initial letter (N-E-A, U-N, U-S-A) unless otherwise specified.

5. Hyphenated phrases should be read as one unit, in an even tone, and with a shorter pause between words than normal.

C. Speech-to-Text Guidance for ELA Writing

This guidance is intended for students who have speech-to-text as an accommodation on the Individual Education Plans (IEPs) or Section 504 Plans.

Test Administration

- Speech-to-text software cannot be used while the online test system is running; therefore, students who will use a speech-to-text accommodation must test on paper.
- A student using speech-to-text must be tested in a separate setting so that other students are not disturbed and that the student's spoken answers are not heard by other students.
- The ELA Writing responses may be printed and transcribed.
- If students use speech-to-text to provide responses for ELA Reading, Mathematics, Science, or EOC tests, the responses must be transcribed by a test administrator into the online test.
- All electronic files containing student responses and/or planning must be deleted immediately after the test session.

Allowable Functionalities

- The MDE does not provide a list of suggested programs to use for a speech-to-text accommodation. The program should be one that the student uses on a regular basis for classroom accommodations so that he or she is familiar with it.
- A student who has a text-to-speech accommodation, in addition to a speech-to-text accommodation, may use the text-to-speech functionality to read back his or her response(s).
- For ELA Writing, students who use speech-to-text devices must have the opportunity to plan their writing and view their planning notes using the device.
- It is the student's responsibility to go back and edit his or her response and make sure that there were no mispronunciations.

Prohibited Functionalities

- The software must be able to function without the use of the internet, and students must be monitored to ensure that they do not open any other programs during testing.
- If the software allows for macros, spelling autocorrect, grammar autocorrect, or word prediction, then those features must be turned off. (*Note: The component that includes correct spelling currently counts for two (2) of the twelve (12) possible points on the MAAP ELA/English II Writing component.*)

D. Scribe Guidance

The circumstances where a scribe is needed are many and varied. Students with permanent disabilities, medical conditions, and recently acquired temporary disabilities or injuries may utilize the scribe accommodation. If it is listed as an accommodation on the Language Service Plan (LSP), Individualized Education Program (and the LSP), or the Section 504 Plan (and the LSP), it must be specified for the assessment for which it will be used. Implementing this accommodation generally necessitates the use of an alternate location, individual testing, and extended time.

Students receiving the scribe accommodation may respond to test items in several ways, including (but not limited to)

- orally,
- by gesturing or pointing,
- using eye-gaze, or
- using a communication device.

A scribe writes exactly what the student dictates (or produces) as a response into either the online assessment or the paper test booklet at the time of testing. The scribe will either type/mark the student's responses directly into the online test or write/mark the student's responses in the student's answer booklet (paper-based test).

- A scribe administers the accommodation to only one student at a time during a testing session; therefore, each student receiving the scribe accommodation must be tested individually.
- A student using a scribe must be given the opportunity to plan and draft a constructed response. The scribe may write an outline, plan, or draft as directed by the student.
- The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read a response that was already dictated. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as directed by the student, even if the change is incorrect.
- When the student can't think of a particular word, the scribe should leave a space shown by a blank line. This will indicate where the student needs to return if they have time prior to the end of the test.
- If a recording device is recommended to implement this testing accommodation, this should be written as an accommodation in the student's IEP (and the LSP) or the 504 Plan (and the LSP).
- All scribing, including changes, must be completed during the test session.

Qualifications

The scribe must

- be a certificated employee of the district/school;

- be trained by the LEA on how to reliably and accurately provide the scribe accommodation (including opportunities to practice scribing and receive immediate, direct feedback prior to working with a student);
- sign a Confidentiality Agreement;
- be proficient in English;
- produce legible text (paper-based) or be proficient at typing (online); and
- have good interpersonal skills.

The student must have experience with the scribe accommodation on an ongoing basis, except in the case of an unforeseen event that necessitates an emergency accommodation (e.g., scribe due to a broken fingers, hand, wrist, arm, or shoulder). In this situation, the student and scribe must be allowed time to practice together before taking the assessment. During the practice sessions, the student must be clearly apprised of the allowable and non-allowable scribing practices.

Allowable Scribing Practices

- The scribe may ask “Are you finished?” or “Is there anything you want to add or delete?”
- The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” The scribe may respond “No.”
- The scribe may prompt and remind the student of instructions or dictation rules, as needed, such as “Please spell that word.”
- The student should only need to spell nouns, verbs, adjectives, and adverbs. Words (e.g. if, and, or, nor, but, the, a, an) do not need to be spelled by the student.
- After a word is spelled once by the student, each time that word is used, always use the student’s initial spelling for that word.
- If the student requests that the scribe read a previously dictated response, the scribe must read that response, being careful not to cue the student to errors.
- The scribe may ask the student to slow down or repeat the dictated response.
- If the student uses a word that the scribe does not understand or a non-English word, the scribe must prompt the student to spell the word (e.g., “How do you spell twall?”) and write down the student's spelling of the word. Thereafter, the scribe must spell the word exactly as the student first spelled it. (e.g., chairs, C-H-A-I-R-S)
- The scribe may manipulate embedded universal tools (e.g. notepad, line guide, or color contrast setting) as requested and directed by the student.

Non-allowable Scribing Practices

- The scribe should not write down unrelated vocalizations (“um” or “uh”) by the student.
- The scribe must not influence the student’s response in any way.
- The scribe must not coach the student by giving specific directions, clues, or prompts. (e.g., “Remember to tell me to capitalize the first letter of a sentence.”)
- The scribe must not tell the student whether an answer is correct/incorrect or clue the student to mistakes.
- The scribe must not answer the student’s questions related to the test content. (e.g., “Can you tell me what this word means?”)
- The scribe must not suggest that the student say more or check any of the other responses.

Bubbling into the test

Another aspect of using a scribe is bubbling into either the online assessment or the paper test booklet. The scribe will either mark the student’s multiple-choice responses directly into the online test or mark the student’s responses in the student’s paper-based test booklet.

Transcription into the Online Test System (Where Applicable)

After the student completes the paper-based test booklet, two certificated personnel must transcribe the student’s responses into the online test system exactly as marked in the test booklet and as written in the writing section.

E. Disability Preclusion Information for the ELPT

Under [34 C.F.R. §200.6\(h\)\(4\)\(ii\)](#), if it is determined on an individualized basis that an EL has a disability that precludes assessment in one or more domains of the ELP assessment (speaking, listening, reading and writing), such that there are no appropriate accommodations for the affected domain or domains, an SEA must assess the child's English language proficiency based on the remaining domains in which it is possible to assess the student.

A determination that a disability precludes assessment in one or more domains must be made on an individualized basis by the child's IEP Team, the student's 504 team or, for students covered under Title II of the ADA, by the team or individual designated by the LEA to make those decisions. Under the very rare circumstances when a student's disability precludes assessment in one or more domains, the student may be exited under the State's exit procedures based on a score of proficient on the remaining domains in which the student is able to be appropriately assessed.

The U.S. Department of Education expects that only in very rare circumstances will children need to be assessed in fewer than four domains due to a disability that precludes assessment in a particular domain, and that the vast majority of ELs with disabilities will be able to be assessed in all four domains, with appropriate accommodations as needed, or by taking an alternate ELP assessment for ELs who are students with the most significant cognitive disabilities. The Department's assessment peer review process will evaluate the technical quality of the ELP assessment, including that it provides valid and reliable results. This includes the State's procedures for assessing ELs with disabilities on less than the four domains.

Example provided in 34 C.F.R. §200.6(h)(4)(ii):

A non-verbal EL who, because of an identified disability, cannot take the speaking portion of the ELP assessment.

The EL is not precluded from the domain because he or she **has** a disability; rather, there is not an appropriate accommodation to enable the student to **access** the test.

- ❖ The IEP Team and the 504 Team cannot exempt an English learner (EL) from taking the English Language Proficiency Test or remove the EL designation.

Procedure

The DTC must follow the procedure outlined in the ELPT Administration Training PowerPoint.

Application of the Disability Preclusion

The domain(s) for which the student is precluded does not count for or against the student. The student's overall score is calculated based on the remaining domains. For example, a student who is

precluded from taking the Reading domain but takes the Speaking, Listening, and Writing domains will have the Overall score calculated using only those three domains.

Example 1

Jane Doe has a disability preclusion for the Reading domain. She takes the Listening, Speaking, and Writing domains. Her proficiency levels in the three domains are as follows: L = 5, S = 4, W = 4. Her Overall proficiency level is four (4).

Does this student meet the Mississippi exit criteria? The answer is yes, this student meets the Mississippi exit criteria based on the following:

Proficiency Level 4 or 5 in Overall – Yes

Proficiency Level 4 or 5 in Reading – Disability Preclusion

Proficiency Level 4 or 5 in Writing - Yes

Example 2

John Doe has a disability preclusion for the Speaking domain. He takes the Listening, Reading, and Writing domains. His proficiency levels in the three domains are as follows: L = 4, R = 4, W = 2. His Overall proficiency level is three (3).

Does this student meet the Mississippi exit criteria? The answer is no, this student does not meet the Mississippi exit criteria based on the following:

Proficiency Level 4 or 5 in Overall – No

Proficiency Level 4 or 5 in Reading – Yes

Proficiency Level 4 or 5 in Writing - No

Appendix 2

A. Code and Accommodation Changes

A. Code and Accommodation Changes

Removed

- #1 At the front of the room
- #2 Facing the test administrator
- #6 With a familiar teacher
- #8 Study carrel
- #24 Administer test over several sessions in the same day.
- #47 Provide cues on answer form.
- #50 Highlight key words/phrases in directions by test administrator
- #53 Read and paraphrase test directions
- #58 Read test directions and test items to individual students or the groups, repeating directions/items and paraphrasing directions.
- #72 Allow marking of answers in test booklet and transferring of answers to answer document.
- #74 Tape record responses for later verbatim transcription
- #78 Computer/word processor without word completion
- #79 Computer/word processor with word completion
- #82 Spelling dictionaries
- #100 Use of a computer mouse

Added

- #12 Medical Monitoring Device
- #57 Student reads test aloud to self.
- #62 Paper test
- #77 Speech-to-Text (STT)

Combined

- #70 + #72 + #74 Dictation of answers / allow marking answers in test book and transfer to answer document / provide copy assistance. This is now the updated Scribe Guidance (#70)
- #76 + #77 + #80 Communication board / Augmentative communication device / Adaptive keyboard. This is now Assistive Technology Device (#76).

Code/Wording Change

- #3 becomes Small group (2-9 students)
- #23 becomes #20 Extra time
- #77 becomes Speech-to-Text (STT)
- #76 becomes Assistive technology device

GLOSSARY

504 Plan: Comes from Section 504 of the Rehabilitation Act of 1973 and requires public schools to provide certain supports to students with disabilities even if they do not qualify for special education services under IDEA. <https://www2.ed.gov/about/offices/list/ocr/504faq.html>

accessibility: The reduction or elimination of barriers that prevent students from demonstrating what they know and can do.

accessibility feature: Supports that do not reduce or change learning expectations but do meet specific needs of students and enable a student's work to be a valid measure of what the student knows and can do.

accommodation: Change in procedures or materials that ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. Accommodations must not reduce expectations for learning.

alternate assessment: A test designed for students with the most significant cognitive disabilities with a reduced depth and breadth from the general assessment.

assessment: An evaluation or test of what a person knows and can do in regard to a specific content area.

construct: A construct is a hypothesized, non-material cause of an observable behavior. It is not a physical entity with length, mass, depth, etc. that can be directly measured. For example, grade 3 math knowledge is the hypothetical cause for a student answering grade 3 math questions correctly.

content: The material covered in class (e.g., math, reading, art, etc.).

EL(s): English learner(s) are students whose native language is not English and who do not yet possess sufficient English language proficiency to fully access curriculum that is in English. <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

ELP: English language proficiency

ELPT: English Language Proficiency Test – A secure, large-scale, assessment administered to kindergarten through 12th grade students who have been identified as ELs in the domains of Listening, Speaking, Reading, and Writing.

ELs with disabilities: Students whose native language is not English, who do not yet possess sufficient English language proficiency to fully access content that is in English, and who have disabilities served by IDEA or Section 504.

embedded feature: A feature that is part of the technology delivery of the instruction or assessment.

general education students: Students who do not have an identified disability or EL status. Although students with disabilities, ELs, and ELs with disabilities are also general education students, within this document this term is a simple way to refer to students who do not have a disability, are not identified as an EL, or who are not identified as an EL with a disability.

IDEA: Individuals with Disabilities Education Act <https://sites.ed.gov/idea/>

IEP: Individualized Education Program - A federally required document for any student with a disability that outlines the resources and services a student needs in order to access the curriculum.

MAAP: Mississippi Academic Assessment Program

MAAP-A: Mississippi Academic Assessment Program Alternate – Content assessment program for students with SCD.

modifications: Changes in practices or materials that lower or reduce state-required learning expectations.

SCD: significant cognitive disability

non-embedded feature: A support that is provided locally and not through the technology delivery of the instruction or assessment.

students with disabilities: Students who are eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

universal design: Policies and practices that are intended to improve access to learning and assessments for all students and reduce the need for accommodations.

universal feature: Supports that are available to all students as they access instructional or assessment content.