

**ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS
WITH SPECIAL NEEDS ON MINNESOTA STATEWIDE
ASSESSMENTS**



For a paper or electronic copy, contact:

Statewide Assessments
1500 HWY 36 West
Roseville, MN 55113
651-582-8830
ann.iweriebor@state.mn.us

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ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH SPECIAL NEEDS ON MINNESOTA STATEWIDE ASSESSMENTS

This document provides guidelines regarding testing accommodations and modifications for students taking Minnesota's statewide assessments. Testing accommodations are allowed so that the assessment more accurately measures the student's knowledge and skills. The purpose of accommodations, such as using large print materials or allowing extra time, is not to give any students an advantage over others, but to remove "distortions or biases" created by conditions such as a student's disability or language difference.

Accommodations are commonly provided at testing sites, as long as they do not alter a test's validity, reliability, or security. Many are permissible for all students, while others are limited to students with disabilities in accordance with special education or 504 planning procedures. Students with disabilities do not always require accommodations. As a rule of thumb, accommodations for state assessments should be similar to those a student needs for classroom tests and instruction. Accommodations that have not previously been a part of instruction with a student should not be introduced for the first time during a state assessment, as the abrupt change could be distracting or confusing. Finally, ensuring validity in testing means that accommodations are provided so that students have a fair opportunity to show what they in fact know and can do. Other changes in test conditions are not accommodations. Any change in testing that leads to misreporting what a student knows and can do is a change that invalidates the testing.

Modifications differ from accommodations because they are more substantive adjustments that affect test validity and reliability. Modifications are made available to students with disabilities to help ensure their inclusion in the assessment program. *See* 34 C.F.R. § 300.138. Examples include exemptions from testing or lowering the passing score.

Decisions about testing accommodations and modifications for students with disabilities are always made by the student's IEP or 504 team, in accordance with due process and parent consent rights. For further information on school responsibilities and these guidelines, see the end of this document for a list of contacts with Minnesota's Department of Education. Please note that the Department also has a separate set of guidelines for testing students with limited English proficiency (LEP) that is also available on the department's web site. For those students who have both LEP and disability-related needs, please consult both sets of guidelines.

DEFINITION OF TERMS

Accommodations. Accommodations are typically minor adjustments made to the test setting, the timing of the test, how the test is presented to the student, or response formats that do not compromise the validity, reliability or security of the test. Accommodations are permitted for both system accountability testing and diploma testing. Not every accommodation is appropriate for every test. See the District/School Coordinator Manual for Mathematics and Reading for specific accommodations permitted for each subject. The Manual identifies accommodations that require special test books, materials or special handling are noted; these accommodated materials must be requested by the district on the Registration/Enrollment Form.

When selecting accommodations for a student with a disability, IEP or 504 teams should consider the needs of the student that occur in daily instructional situations as well as any additional needs that might arise in a secure testing situation. Students may require multiple accommodations such as use of an interpreter for directions and extended testing time. If the district wishes to provide an accommodation not listed in these guidelines, please check first with the state's Office of Statewide Testing or Office of Special Education Policy (see end of this document for contact information).

Modifications. Modifications are an adjustment to the passing standard, the test, or the testing conditions that are significant enough to result in a change in the level of difficulty. Modifications permit students who are unable to take the test under standard conditions to demonstrate what they do know in the content area being assessed. Modifications must not compromise test security.

No modifications are permitted for accountability tests. Modifications are only permitted for BSTs after the accountability administration (i.e., eighth grade for Reading and Mathematics and tenth grade for Written Composition). However, the IEP or 504 team may determine that a student taking a BST under accountability conditions can have an individual passing score lower than the state standard. The test vendor will still score the test. If the student meets a modified standard, but not the state standard, the student is considered to have passed for diploma purposes but not for the district's accountability report.

Modifications should reflect solely on the needs of the individual student and may combine several strategies. In each case, IEP or 504 teams must set the test modifications or modify the state standards.

Following are examples of modifications that may be considered by an IEP or 504 team:

- The team sets a lower passing score for the BST. The test vendor will score the test.
- The team allows a student to use a spellchecker for the test of written composition. School personnel will score the composition.
- The team allows the student an additional day of testing. The test vendor will score the test.
- The team selects a test other than the state test. Possible substitute tests are the Woodcock-Johnson, Key Math, or the TOWL (Test of Written Language). School personnel will score the test.
- The team creates a test specifically for an individual student. School personnel will score the test.

<p>NOTE: Whenever possible, students should be encouraged to attempt to pass a BST at the state level. Teams should consider the goals and objectives of the student's IEP or 504 plan when setting an individually modified standard. Once a team has sufficient testing history to establish an appropriate passing standard for a student, a previously earned score may be used to award a "Pass Individual" notation.</p>

Exemptions. Exemptions are allowed for those very few students whose goals and objectives of their IEP or 504 plan are not consistent with or do not address the test content or standard.

Students may be exempted if they are incapable of taking a statewide test due to:

- Lack of cognitive ability to participate in learning at the lowest level of the test;
- Lack of exposure to material within the range and scope of the test;
- Severe anxiety in a testing situation. This is an anxiety reaction that is beyond the normal test jitters experienced by many students and which would be determined detrimental to the student.

Students should NOT be exempted from accountability testing 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
- Program placement or setting of services (e.g., self-contained classroom)
- Disability category

Alternate Assessment. The Individuals with Disabilities Education Act (IDEA, 1997) requires states to evaluate students with an alternate assessment when a student is exempted from a state accountability test. 34 C.F.R. § 300.138 (b). Minnesota has developed an Alternate Assessment that consists of rating scales completed by teachers by assessing Developmental Academic Skills or Functional Living Skills. This instrument is accessible on MDE's special education website.

When a student is exempted from a specific content area on a state test because of a gap between daily academic skill focus and the content of the state test, progress in the relevant skill area is assessed using a six-point rating scale. The scale is used to rate progress on a continuum from awareness to understanding to application of academic skills. Points are assigned to students based on teacher observation. Separate scores are given in the areas of reading, mathematics and written composition. These rating scales may be used with students at all grade levels.

Some students who are exempted from the state tests are working on functional living skills rather than developmental academic skills. For state accountability purposes, their progress towards acquiring functional living skills is evaluated using the Functional Skills Rating Scale. They are also assessed by using a six-point scale in the areas of home living, recreation and leisure, community participation, jobs and training, social skills, communication, and academics.

MINNESOTA HAS THREE STATEWIDE ASSESSMENTS

The State of Minnesota measures educational progress of students with three series of tests. Each series was designed to collect a particular set of data about schools and students. Students with disabilities are included in each series.

Accountability Tests

Accountability testing occurs with the Minnesota Comprehensive Assessments (MCAs) in reading and mathematics at grades 3, 5, 7, 10, & 11. The information from these tests is used to determine proficiency levels in each school and district for purposes of AYP (Adequate Yearly Progress). Specific grades and subjects are indicated in Table 1. The BST tests in grades 8 and 10 and the MCA grade 5 Writing test are not included in the AYP calculations.

Table 1. ACCOUNTABILITY TESTS		
Grade	Subject	Test
3	Reading & Mathematics	MCA
5	Reading, Mathematics & Writing	MCA
7	Reading & Mathematics	MCA
8	Reading & Mathematics	BST*
10	Reading	MCA
10	Written Composition	BST*/MCA
11	Mathematics	MCA

Diploma Tests

To be eligible for a Minnesota diploma, students must meet local school requirements and passing scores on the Basic Skills Tests (BSTs). The BSTs ensure that all graduates have minimum levels of literacy in reading, mathematics and written composition. As shown in Table 2, students are required to begin testing in reading and mathematics in eighth grade, and written composition in tenth grade:

Table 2. DIPLOMA TESTS			
Grade	Subject	Test	Required?
8*	Reading & Mathematics	BST	Yes
10*	Written Composition	BST	Yes

*The BSTs are first administered at these grade levels. Students are allowed to retake these tests in later grades to attain passing scores for diploma eligibility.

Language Proficiency Tests

There are two language proficiency assessments for students identified as 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 both progress and proficiency for reading and writing, while the MN SOLOM is used by teachers to rate a student's oral language proficiency.

Table 3. TESTS FOR LEP STUDENTS			
Grades	Subject	Test	Required?
K-12	Listening, Speaking	MN SOLOM	Yes

3-12	Listening, Speaking, Reading & Writing	MN SOLOM & TEAE	Yes
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FREQUENTLY ASKED QUESTIONS

1. Are students with disabilities to be included in both the accountability tests and the diploma tests?

Yes. Students with disabilities are included in both testing series, but the procedures for inclusion vary depending on the purpose of the test.

2. How are students with disabilities included in the accountability tests?

IEP teams examine sample tests and determine if there is some curricular overlap between the test content and the student's daily instructional program. If the easiest items of the test match the student's daily instruction, the student should be included in the test. Students may have accommodations to facilitate their inclusion in the testing process.

3. What kinds of accommodations are permitted?

An accommodation is defined as any change in testing conditions that does not alter the validity, reliability or security of the tests. Accommodations are permitted in these general areas:

- Setting
- Scheduling
- Presentation Format
- Response Format

Specific accommodations are explained more thoroughly starting on page 11. Appendix A also offers a quick reference table of the numerous accommodations permitted. Appendix A shows that most accommodations are permitted for any student, while a few are limited to students with disabilities based on the recommendations of their IEP or 504 team.

4. Are seniors taking the April BST allowed any accommodation without requiring an IEP or 504 Plan?

Yes. Students who are seniors scheduled for the April BSTs are a special case; they are allowed any of the accommodations available to students with a disability without the requirement for an active IEP or 504 plan. This special case does not extend to modifications, which are more substantive changes that affect test reliability and validity.

5. What if a student's daily work is very different from what is being tested?

If there is very little curricular overlap, students with an active IEP or 504 Plan may be exempted from accountability testing listed in Table 1. The IEP or 504 team must evaluate each subject area separately to determine if the state tests, with or without accommodations, are appropriate for the student. Exemptions must first be documented in the corresponding IEP or 504 plan, and then also noted on the student's answer document at the time of testing (i.e., the test booklet for Grade 3 MCA, the answer sheet for other tests). The number of students exempted in each district must be included in the school district's accountability report.

6. What if the student is working on similar academic content but is emotionally not able to test?

Exemptions are permitted for students who are disabled by severe anxiety in a testing situation, as verified on an IEP or 504 Plan. This is an anxiety reaction that is beyond the normal test jitters experienced by many students. Exemptions must be documented in the IEP or 504 Plan, and also noted on an answer document at the time of testing.

7. How are exemption decisions from statewide tests determined for students with an IEP or a 504 Plan?

The decision to exempt students rests solely with the student's IEP or 504 team. The parameters for these exemption decisions are defined by Minn. R. 3501.0090, Subpart 1(A)(3):

An exemption from the statewide standard shall be granted to a special needs student when the student cannot demonstrate the required degree of learning with appropriate accommodations or modifications if:

(a) the student's IEP or section 504 accommodation plan does not and never has included the requirements on which the tests are based; or

(b) the student is enrolled in special education classes for the subject matter included in the test, but the student's IEP or section 504 accommodation plan does not include a majority of concepts tested.

8. If a student is exempted from the accountability tests, is any other state assessment required as a substitute?

Yes. All students must be included in the statewide accountability system. The purpose of the accountability tests listed in Table 1 is to determine how well schools are meeting state standards.

NOTE: The first administration of the BST also serves as an accountability test. As such, eighth grade students exempted from the BST must still be tested with the Minnesota Alternate Assessment to measure their progress. For further information, see the state contacts at the end of this document.

9. Are high school students who are exempted from the BST also required to take the Alternate Assessment?

Yes, but the requirement for exempted students to take the Minnesota Alternate Assessment applies only to eighth graders; this mandate does not apply to exempted students in grades 9-12.

10. What about students with disabilities who go ahead and take the BSTs?

When students take the eighth grade Reading and Mathematics BST and the tenth grade test of Written Composition, the testing accommodations permitted are those listed in these guidelines. For further clarification of possible accommodations, please contact CFL staff listed at the end of this document.

Some students with disabilities may also be allowed testing modifications, which are different from accommodations. Modifications may substantively change the testing conditions, reliability, validity and difficulty of the test.

11. 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, and using a highlighter. The accommodations described in these guidelines are permitted for all state tests, except where noted differently. Some accommodations are permissible for any student, but some require an active IEP or 504 Plan.

Modifications are changes to the test or testing situation that alter the validity or reliability of the test, and are essentially limited to students with an active IEP or 504 Plan. Examples include exemption from testing, lowering the passing score to an individual standard, orally presenting a written passage to a blind student, or substituting an alternate test. Modifications like these are permitted for diploma tests (BSTs) but not for accountability tests (MCAs).

When a modification is made, students are still being evaluated on the construct (i.e., reading or mathematics) but in a manner that is no longer equivalent to the standard administration. For example, the IEP or 504 team may determine that a passing score lower than the state standard is appropriate for the first administration of the BSTs for an individual student. In these cases, the test vendor must still score the test. A modified score standard must be reported to the District MARSS Coordinator to enter on the student's permanent record. A modified passing score may be determined either before or after test administration.

As explained above, some eighth grade students with disabilities may be exempted from the BST and take the Alternate Assessment. However, at a later grade the IEP team may decide to have these students participate in BST testing with modifications. For example, the IEP team could decide that a student should have testing spread over two school days.* Or, the IEP team could later decide that a student's passing score should be 580 instead of 600. In the case of a modified

passing score, “Pass Individual” would be entered on the student’s personal transcript if the student meets the standard set by the IEP team. “Pass Individual” indicates that the student is reading at an individually determined level that is lower than the state standard.

*NOTE: When a second day is required for a student with a disability to complete a BST, use a short-segmented test to help preserve test security.

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

The passing score for Reading and Mathematics for the graduation year 2001 and later 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 criterion scores have fulfilled the state’s BST requirements.

13. How long should schools try to get a student with a disability to pass at the state standard?

Generally speaking, students should try to pass at the state standard as long as the IEP or 504 team determines that it is a reasonable target. For some students, modifications will not be applied until eleventh or twelfth grade. Other students may either be exempted for the duration of their high school career or until some other standard will be established when appropriate. In all cases, it is a local team decision as to when to modify the state standard.

14. What score results are available for students with disabilities who take the BST?

One of these five notations* must be entered in district records and on MARSS reports.

- Pass State – no modifications
- Pass Individual – met individual passing requirements as determined by the team
- Pass Translate – applies only to locally translated scripted tests (see LEP Guidelines)
- Exempt – not required to test based on team decision
- Not Passed – did not meet passing requirements (standard or individual)

*NOTE: It is the local school district’s obligation to maintain records of student eligibility for a Minnesota diploma, including BST status. The district has discretion whether to record the actual scores from the BSTs on the high school transcript.

15. Can the BST “Not Passed” notation on the transcript ever be changed?

Yes. Any of the notations listed in Question #14 could potentially be changed for circumstances that may arise. For example, an eighth grade student who did not pass the BST will have “Not Passed” noted on the transcript. Later in high school, the IEP team could decide to modify the passing score requirement so the transcript notation could be changed to “Pass Individual.”

COMMON ACCOMMODATIONS PERMITTED FOR ALL STUDENTS

This section provides more detailed information about some common accommodations which are permissible for all students (Table 4) and those which require an IEP or 504 Plan (Table 5). Passing the BST tests with these accommodations will result in a “Pass State” notation on the transcript. Please note the accommodation code that must be entered in the student’s answer document.

Table 4. Common Accommodations Permitted for ALL Students		
IF YOU USE THIS ACCOMMODATION	FOR THIS ASSESSMENT,	USE CODE:
Extended time may be provided to a student. While each test has a suggested amount of time for test administration, there is no limit to the amount of time a student may be 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	OA
Individual or small group administration may be provided to students who have a need to test alone in a room or with a small group of students.	Mathematics Reading Written Composition	OA
Special settings may be provided for students. Tests may be administered in rooms with special lighting, acoustics or furniture to accommodate needs.	Mathematics Reading Written Composition	OA
Testing time during the day may be adjusted according to the needs of the student. Students may test at any time during the officially designated test day to accommodate affects of medication, health status or other circumstances.	Mathematics Reading Written Composition	OA
Respond directly in test books. Students may record answers directly onto the test books. This includes using highlighters in the reading books or working math problems in the mathematics books. General education students must transfer their own answers onto a scannable answer document. For IEP or 504 students in this case, their answers must be transferred onto a scannable answer document 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. Note: Grade 3 students have scannable Test/Answer Books. Note: Answer documents must be written in pencil, not in ink.	Mathematics Reading	WD
Reading aids allowed include highlighters, colored plastic overlays, and markers.	Mathematics Reading Written Composition	OA
An abacus may be used to substitute for pencil and paper, as the calculations are still done mentally by the student.	Mathematics	OA

ACCOMMODATIONS LIMITED TO STUDENTS WITH IEPs OR 504 PLANS

This section provides more detailed information about certain accommodations that are permissible only for students with a disability in accordance with an IEP or 504 Plan. (An exception to this requirement is made for seniors taking the April BSTs, who are eligible for any accommodation.) Passing the BST tests with these accommodations will result in a “Pass State” notation on the transcript. Please note the accommodation code that must be entered in the student’s answer document.

Table 5. Accommodations Limited to Students with an IEP or 504 Plan		
IF YOU USE THIS ACCOMMODATION	FOR THIS ASSESSMENT,	USE CODE:
<p>Directions may be given in any format necessary to accommodate students (American Sign Language, audiotape, amplified, repeating, etc.). Test administrators must use the script in the test manual to explain the task to students and are not allowed to go beyond the script in giving or clarifying directions.</p> <p>Directions are found in the test administration manual. These are non-secure documents and should be reviewed prior to test administration.</p>	<p>Mathematics Reading Written Composition</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. (Large print is available in 14-, 18-, 24- and 36-point font size.) Written Composition is only available in 24- and 36-point font size. All large print Reading and Mathematics BSTs and tenth and eleventh grade MCA tests are in the short segment format.</p> <p>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. Written Composition papers must be written in pencil, not in ink.</p> <p>*Special Order Materials</p>	<p>Mathematics Reading Written Composition</p>	<p>14 PT or 18 PT or 24 PT or 36 PT</p>
<p>*Large Print Answer Documents are provided for students who require more space to accommodate the size of their handwriting. This accommodation is only provided for the MCA’s fifth grade Written Composition.</p> <p>Written Composition papers must be transcribed to the regular scannable answer document. 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. Students responses on large print answer documents must be transcribed exactly as written by the student without edits by school personnel. Testing personnel in the district must fill in personal information.</p> <p>Note: Written Composition responses must be written in pencil, not in ink.</p> <p>*Special Order Materials</p>	<p>Written Composition (5th grade)</p>	<p>24 PT 36 PT</p>

Table 5. Accommodations Limited to Students with an IEP or 504 Plan

IF YOU USE THIS ACCOMMODATION	FOR THIS ASSESSMENT,	USE CODE:
<p>*Braille versions of all tests are available to students who are blind or partially sighted and are trained in the Braille system. 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 or word processor ▪ dictated to a scribe ▪ recorded by the student using a Braillewriter 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.</p> <p>School testing personnel must transfer answers to a scannable answer document. 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.</p> <p>Note: Written Composition papers must be written in pencil, not in ink.</p> <p>*Special Order Materials</p>	<p>Mathematics Reading Written Composition</p>	<p>BR</p>
<p>Braille notetaking devices may be used by students trained to use them. Since Braille notetaking devices include “spellcheckers” which are difficult to remove from the device, a monitor must verify that the student has not activated the spellchecker.</p> <p>School testing personnel must transfer answers to a scannable answer document. 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.</p> <p>Note: Written Composition responses must be written in pencil, not in ink.</p>	<p>Mathematics Reading Written Composition</p>	<p>BR</p>
<p>Magnification or low vision aids may be used by visually impaired students. Examples of low vision aids are magnifying glasses, cardboard cut-outs, colored paper, and colored transparencies for an overhead.</p>	<p>Mathematics Reading Written Composition</p>	<p>LV</p>
<p>Templates to reduce visual print field may be used by students when reading the test.</p>	<p>Mathematics Reading Written Composition</p>	<p>LV</p>
<p>*Short Segment test booklets 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 instructional test day. (There are no short segment test books for the MCA 3rd and 5th grade tests.)</p> <p>*Special Order Materials</p>	<p>Mathematics Reading</p>	<p>SS</p>

Table 5. Accommodations Limited to Students with an IEP or 504 Plan

IF YOU USE THIS ACCOMMODATION	FOR THIS ASSESSMENT,	USE CODE:
<p>*Audiocassettes may be provided for students who have difficulty with printed material and/or who acquire knowledge primarily through the auditory channel. (Materials must be ordered separately.)</p> <p>Note: Cassettes should be used with headphones or in individual situations.</p> <p>*Special Order Materials</p>	Mathematics	MC
<p>*A script of the audiocassette 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 audiocassette is not appropriate.</p> <p>*Special Order Materials</p>	Mathematics	MS
<p>*Interpretation of the Mathematics test may be provided for deaf or hard of hearing students. The audiocassette or the audiocassette script must be used for interpreting to maintain the validity of the test. Only literal interpretation of the script is acceptable as an accommodation.</p> <p>*Special Order Materials</p>	Mathematics	OL
<p>Word processor or similar devices may be used if the IEP or 504 team* determines it is necessary for the student to be tested fairly. Students may not have access to the following features of word processing programs: spell check, thesaurus, grammar check, or other reference or preparation materials.</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 document so it fits <u>within the text boxes</u> provided. The essays MUST be cut down to 7"x9". ▪ "Flag" the essay by affixing a yellow Post-It™ note. ▪ Fill out a Test Administration Report indicating that these steps have been taken. Include the names of school personnel involved. Submit the scannable answer document with the other documents to be scored. <p>School testing personnel must transfer answers for the Reading and Mathematics tests to a scannable answer document. Be sure to check that answers are transferred exactly as the student chose.</p> <p>*In some cases a general education student with an injury may be allowed to use a word processor. Call CFL for instructions.</p>	<p>Mathematics Reading Written Composition</p>	CA

Table 5. Accommodations Limited to Students with an IEP or 504 Plan

IF YOU USE THIS ACCOMMODATION	FOR THIS ASSESSMENT,	USE CODE:
<p>Voice-activated computers may be used by students who are trained to use them. After a students voice-inputs the composition, a scribe will require the student to spell back every word and to orally provide grammar and punctuation. The student must be given the time needed to edit the composition. Other alternatives include having the scribe input spelling, grammar and punctuation with the screen turned away from the student.</p> <p>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. ▪ Tape the essay into a scannable answer document so that the essay fits within the text boxes provided. ▪ “Flag” the essay by affixing a yellow Post-It™ note to it. <p>Fill out a Test Administration Report indicating that these steps have been taken. Include the names of school personnel involved. Submit the scannable answer document with the other documents for scoring.</p> <p>School testing personnel must transfer answers for the Reading and Mathematics tests to a scannable answer 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 transcribed exactly as the student chose.</p>	<p>Mathematics Reading Written Composition</p>	<p>CA</p>
<p>Scribes may be provided for students whose visual or motor responses inhibit their ability to write answers. Scribes must be impartial and should be experienced in transcription. They must write exactly what the student dictates. Students must spell out every word and give punctuation for the scribe to write following the dictation of the composition. Students may be given scripted responses for editing purposes.</p> <p>School testing personnel must transfer personal information to a scannable answer document. 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.</p> <p>Answer documents must be written in pencil, not in ink.</p>	<p>Mathematics Reading Written Composition</p>	<p>SC</p>

Table 5. Accommodations Limited to Students with an IEP or 504 Plan

IF YOU USE THIS ACCOMMODATION	FOR THIS ASSESSMENT,	USE CODE:
<p>Tape recorder 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 document 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.</p> <p>Answer documents must be written in pencil, not in ink.</p>	<p>Mathematics Reading</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</p>	<p>MT</p>
<p>Tape recording of pre-writing is permitted 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>	<p>Written Composition</p>	<p>MT</p>
<p>Writing prompts may be read aloud to students who have difficulty with printed words and/or who acquire knowledge primarily through the auditory channel. A test monitor may read the prompt aloud to student(s). No audiocassette will be provided for the writing prompt.</p>	<p>Written Composition</p>	<p>OA</p>

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

Nancy Hof
 Minnesota Department of Education
 Statewide Assessments
 (651)582-8221
nancy.hof@state.mn.us

Matt Malay
 Minnesota Department of Education
 Statewide Assessment
 (651) 582-8758
matt.malay@state.mn.us

If you have questions about Special Education policies, please contact:

Alternate Assessment
 Emily Knight
 Minnesota Department of Education
 Office of Special Education
 (651) 582-8296
emily.knight@state.mn.us

Special Education
 Barbara Stahl
 MN Department of Children, Families & Learning
 Office of Special Education
 (651) 582-8659
barbara.stahl@state.mn.us

APPENDIX A. ACCOMMODATIONS ALLOWED IN MINNESOTA ASSESSMENTS

The testing accommodations in this table allow state assessments to more accurately measure a student's knowledge and skills. The purpose is not to give some students an advantage over others, but to remove distortions or biases created by a student's disability or language difference. Some accommodations are permissible for all students, while others are appropriate only for students with disabilities or limited English proficiency.

TYPE OF ACCOMMODATION	General Education	Special Ed Or 504	LEP
<i>Presentation Format</i>			
Reading scripted directions	Yes	Yes	Yes
Oral reading of math test in English	No	Yes	Yes
Oral reading of math test in native language	No	No	Yes
Oral or written translation of scripted directions into native language	No	Yes	Yes
Oral or written translation of scripted test into native language (Math, WC)	No	No	Yes
Bilingual version of math test	No	No	Yes
Repeat directions	Yes	Yes	Yes
Large print test & answer documents	No	Yes	No
Short segment booklet	No	Yes	Yes
One-on-one administration	Yes	Yes	Yes
Braille edition of assessment	No	Yes	No
Audio tape administration of math test	No	Yes	Yes
Sign language presentation of scripted directions	No	Yes	No
Sign language presentation of scripted math test	No	Yes	No
Highlighter, color overlay, marker	Yes	Yes	Yes
Templates to reduce visual print, magnification, low vision aids	No	Yes	No

<i>Setting Format</i>			
Administer test in special setting	Yes	Yes	Yes
Test in small groups or individually	Yes	Yes	Yes

<i>Timing/Scheduling</i>			
Extended testing time (same day)	Yes	Yes	Yes

<i>Response Format</i>			
Braille writers	No	Yes	No
Word processors or similar assistive device	No*	Yes	No
Write directly in test booklet	Yes	Yes	Yes
Tape recorder	No*	Yes	No
Scribes	No*	Yes	Yes, MCA
Answer orally, point to answer	No*	Yes	No
Calculator (except where specifically prohibited)	Yes	Yes	Yes
Abacus	Yes	Yes	Yes
Voice-activated computer	No	Yes	No
Scratch paper, grade 3 MCA	Yes	Yes	Yes
Scratch paper, all other tests	No	Yes	No
Large print Answer Document	No	Yes	No

*In some cases a general education student with an injury may be allowed to use a word processor. Call CFL for instructions.

APPENDIX B. FLOW CHART FOR TESTING DECISIONS

