

Assessment Accommodation Summary Table FAQs

1) *Why was it necessary to update the Assessment Accommodation Summary Table?*

The original State Board of Education approved Assessment Accommodation Summary Table was approved in the summer of 2005 and did not include Michigan's newest assessment, MEAP-Access. In addition to updating this table in order to add MEAP-Access, the Office of Educational Assessment and Accountability (OEAA) decided the table should be reviewed in its entirety for clarity, to determine whether additional accommodations were needed, and to update the table to reflect changes in Michigan's Educational Assessment System since 2005.

2) *What are the major changes?*

- reader scripts, the most commonly used accommodation, was changed from individually administered only, to allowing for small group administration (no more than 5 students);
- examples were added to certain accommodations;
- assistive technology measures were added;
- some redundant accommodations were condensed into one general accommodation;
- table was reordered to keep similar accommodations clustered together;
- some accommodations were designated as universal (accommodations that any student can utilize, regardless of eligibility);
- references to ELA were revised to reading and writing;
- MEAP-Access was added;
- glossary was enhanced;
- NAEP accommodations were updated to reflect current practice;
- Individualized Educational Program (IEP) and Section 504 were combined, as the same accommodations are available for both;
- Participation and Supported Independence were combined, as the same accommodations are available for both.

3) *Are there changes that affect English Language Learners?*

The revised Summary Table addresses accommodations for English Language Learners (ELLs) with, and without, disabilities. If a student is an ELL without disabilities, users must refer to the "ELL" column on the table. There are several accommodations that are considered Nonstandard (NS) accommodations for ELLs that are Standard (S) accommodations for ELLs with Disabilities. It is important that accommodations providers read the "IEP/504" column when determining whether an accommodation is a standard or non-standard accommodation for an ELL with a disability.

4) *Does the revised Summary Table retain the same numbering?*

The revised Summary Table was reordered to keep similar accommodations clustered together. In addition, some redundant accommodations were combined into one. Consequently, the revised Summary Table is numbered slightly differently than the original Table. A crosswalk illustrating the numbering changes

is available on the MI-Access Web page at www.michigan.gov/mi-access under the "What's New" heading.

5) *When is the revised Summary Table effective?*


The revised Assessment Accommodations Summary Table will provide a more clear, concise, and useful tool for those responsible for the assessment of students with disabilities and English Language Learners. The revised Assessment Accommodation Summary Table is effective for the fall 2009 assessment window.

6) *Who made the changes?*

In January 2009, the Assessment of Students with Disabilities (ASWD) Advisory Committee was formed, a sub-committee of the OEAA Advisory Committee. The committee is comprised of specialists in the area of students with disabilities. This committee was charged with the task of reviewing the current assessment accommodations table and making recommendations to the OEAA. In addition to public school and university faculty, the following organizations are represented on the committee:

- Michigan Association of Administrators of Special Education
- Michigan Council for Exceptional Children
- Michigan's Integrated Technology Supports
- OSE-EIS Special Education Advisory Committee

7) *What exactly are "Universal Accommodations"?*

Universal Accommodations are accommodations that any student can utilize, regardless of eligibility, without changing what is being measured by the assessment. The ASWD Advisory Committee recommended 11 accommodations be treated as Universal Accommodations. Universal Accommodations are indicated on the table with this icon: 

8) *Will there still be a separate Michigan Merit Examination (MME) Accommodation Summary Table?*

Yes, the MME Accommodation Summary Table will be updated and posted to the MME Web page.

9) *Are there special instructions for IEP Teams in light of the revised Assessment Accommodation Summary Table?*

IEP Teams should use the revised table when making decisions on participation in state assessments. If the IEP Team decides to change the accommodations on a student's IEP in light of the revised table, they may do so through the IEP addendum process, or reconvene the IEP team.

10) *Are there special instructions for MEAP-Access?*

The revised Assessment Accommodation Summary Table displays MEAP and MEAP-Access together, but ONLY students with a disability who meet the eligibility criteria may be assessed with MEAP-Access. The eligibility criteria are posted at www.michigan.gov/meap-access.

11) *Given the new policy allowing the use of reader scripts in small groups (see FAQ #2), can audio CDs also be administered in small groups?*

No. The Assessment of Students with Disabilities Advisory Committee recommended to the OEAA that the practice of one-on-one CD administration continue as is. The only time small group CD administration may take place is when each student has a headset, counter, and control over the audio equipment. This is not a change from prior CD administration use.

12) *Accommodation #21 addresses reading the content and questions in a student's native language. Can the MEAP or MEAP-Access student writing samples be read aloud to a student or translated to a student in his/her native language?*

No. The student writing samples may NOT be read aloud or translated to any student. If a reader script does not exist for a MEAP or MEAP-Access subject area test, then no portion of that test can be read aloud or translated for a student. There is no reader script for the reading or writing tests.

Note: Reading aloud or translating the writing prompt is considered part of the test directions and can be read aloud or translated for the student.

- English language learners may have the test directions read to them in their native language (see accommodation #15) but the student writing samples may not be translated, as doing so would transform the English errors that purposefully appear in student writing samples into an illogical translation that would (a) be incongruent with the multiple choice items that follow the student writing sample, and (b) alter, or eliminate the standard being assessed in those items.
- For all students, reading aloud the student writing samples is not permitted. Reader scripts were not created for the student writing samples. The rationale behind this is: the teacher reading aloud the sample may inadvertently clue the student with voice inflection, intonation, etc. See accommodation #19.