

UNIVERSAL TOOLS

Universal tools for use on the MAP Grade-Level Assessment are available to ALL STUDENTS unless noted. Please read the full description prior to usage.

Tools with a code (Sxxx) need to be marked in eDIRECT prior to administering the assessment. Some tools are only for use by English Learner (EL) students (EL students are those coded LEP_RCV or LEP_NRC in MOSIS).

Tool	Description	Code
Bilingual Dictionary	<p>EL students may have access to a physical Bilingual Dictionary for use ONLY on the sessions of ELA that have a writing prompt. If the Bilingual Dictionary is electronic, it may not connect to the Internet.</p> <p>This tool must be chosen in eDIRECT under student accommodations prior to testing.</p>	S431
Break (Pause)	<p>All students may take breaks of up to 20 minutes as needed. There is no limit to how many times a student may use this during an assessment.</p> <p>The INSIGHT student platform allows all students to pause the online assessment for up to 20 minutes. If the test is paused for more than 20 minutes, the student will have to log back in.</p> <p>If the need arises to move a student from one computer to another, pause the test and choose the exit button. The test will remain incomplete until the student logs back in and completes the test.</p>	N/A
<p>Calculator*</p> <p>*Use of a calculator is allowed on all science assessments and on some sessions of math in grades 6-8</p>	<p>The INSIGHT student platform features an embedded calculator for all students to use on items where calculator use is allowed.</p> <p>All students may have access to a physical calculator, on items where calculator use is allowed. The memory of the physical calculator must be cleared before and after testing by the test examiner.</p> <p><i>Please Note: Use of a calculator is only for the Science assessments and certain sessions of Math in grades 6-8. Please see the manual to determine which sessions allow calculator use.</i></p>	N/A
Color Contrast – Online Testing	<p>The INSIGHT student platform allows all students to adjust background or font color based on student needs or preferences.</p>	N/A
Color Contrast – Paper Testing	<p>All students taking the paper/pencil assessment may have the test printed in different colors based on student needs or preferences.</p> <p>This tool must be chosen in eDIRECT under student accommodations prior to testing.</p>	S102
Color Overlay	<p>All students taking the paper/pencil assessment may have a color transparency placed over the test presented to them based on student needs or preferences.</p> <p>This tool must be chosen in eDIRECT under student accommodations prior to testing.</p>	S103

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Tool	Description	Code
English Dictionary	All students may have access to a physical English Dictionary for use ONLY on the sessions of ELA that have a writing prompt. If the English Dictionary is electronic, it may not connect to the internet.	N/A
Grammar Handbook	All students may have access to a physical Grammar Handbook for use ONLY on the sessions of ELA that have a writing prompt. If the Grammar Handbook is electronic, it may not connect to the internet. The Grammar Handbook must be one that is published. It cannot be a district, school or classroom made handbook.	N/A
Graphing Tool	The INSIGHT student platform allows all students to use an embedded tool to graph functions.	N/A
Highlighter	The INSIGHT student platform allows all students access to a highlighter for marking desired text. All students may have access to a physical highlighter.	N/A
Keyboard Navigation	The INSIGHT student platform allows all students to navigate through the text by using the keyboard.	N/A
Line Guide	The INSIGHT student platform allows all students to use an embedded line guide that brings focus to a single line of text.	N/A
Magnification	The INSIGHT student platform allows all students to magnify the screen by 1.5 or 2 times the original size. All students taking the paper/pencil or Large Print assessments may have access to a physical magnifying device.	N/A
Magnification – Assistive Technology	Students with visual impairments may attempt to use assistive technology software that magnifies the screen beyond the built in capabilities of the embedded magnifier. <i>Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom. While the use of assistive technology software is not directly supported by DRC, the help desk will work with districts needing to use the software. The software must be provided by the district.</i> This tool must be chosen in eDIRECT under student accommodations prior to testing.	S105
Mark For Review (Flag)	The INSIGHT student platform allows all students to mark an item for review.	N/A

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Tool	Description	Code
Masking – Online Testing	The INSIGHT student platform allows all students access to an embedded masking tool to block off content that is not of immediate need or that may be distracting.	N/A
Masking – Paper Testing	<p>All students taking the paper/pencil or Large Print assessments may use a masking tool to block off content that is not of immediate need or that may be distracting.</p> <p>This tool must be chosen in eDIRECT under student accommodations prior to testing.</p>	S107
Non-Accommodation Paper Based Assessment	<p>This tool is available for the following scenarios:</p> <p>For students that need to test off-site in a non-district building (e.g. hospital, juvenile facility, etc.), the student may use the paper/pencil Based Assessment.</p> <p>For EL students who are using the Translation tool (S109) or Read Aloud – Native Language (S111), where the translator needs access to the assessment prior to administration to conduct translation services. Please see the section on Translation that follows the Tools/Accommodations lists for more information.</p> <p>For students using Read Aloud – Human Reader (S043) where the examiner needs a paper copy to read from. Please see the section on Read Aloud that follows the Tools/Accommodations lists for more information.</p> <p>Answers from students who access the assessment using the paper/pencil format must be entered into INSIGHT prior to shipping the paper assessment back. Please follow the return instructions found in the manual. All the answers given in the online system must be in English.</p> <p><i>Please Note: There is a \$15 charge to the district for each printed paper/pencil assessment not required by an IEP. If the off-site student does have an IEP that requires using a paper/pencil assessment, use accommodation A102 instead.</i></p> <p><i>The note above applies only to the Spring Summative Assessment. A paper version of the practice test can be downloaded from the DESE MAP Grade-Level Assessment webpage (https://dese.mo.gov/college-career-readiness/assessment/grade-level).</i></p> <p>This tool must be chosen in eDIRECT under student accommodations prior to testing.</p>	S112

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Tool	Description	Code
Protractor	<p>The INSIGHT student platform allows all students to use an embedded protractor on specific items where appropriate.</p> <p>All students taking the paper/pencil, Large Print or Braille assessments may have access to a physical protractor for use on specific items where appropriate.</p>	N/A
Read Aloud	<p><i>Please see the Read Aloud section after the universal tools/accommodations list.</i></p>	
Read Aloud Test To Self	<p>All students may read aloud the test to themselves, either in a one-on-one setting or by using a device (such as a whisper phone) that does not disturb other students or allow other students to hear what is being said.</p> <p>In order to ensure that use of this tool does not disturb other students, the use of this tool may need to be paired with the use of separate setting (S501).</p>	N/A
Reference Sheet	<p>The INSIGHT student platform allows all students access to use an embedded reference sheet on applicable assessments. Not all assessments have a reference sheet.</p> <p>Students may have physical copies of the reference sheets during testing. Copies of the reference sheets can be found in the appendices of the manuals.</p>	N/A
Ruler	<p>The INSIGHT student platform allows all students to use an embedded ruler on specific items where appropriate.</p> <p>All students taking the paper/pencil, Large Print or Braille assessments may have access to a physical ruler for use on specific items where appropriate.</p>	N/A
Scratch Paper (Sticky Notes)	<p>The INSIGHT student platform allows all students to use an embedded notepad (called Sticky Notes) to make notes about an item. Electronic notes DO NOT carry over from previous sessions. If a student logs off prior to finishing a session, any electronic notes WILL NOT carry over when the student logs back in.</p> <p>All students taking the online, paper/pencil, Large Print or Braille assessments may have access to physical scratch paper to make notes about an item. Scratch paper can be blank, ruled, graph or grid paper. Physical scratch paper should be collected and destroyed IMMEDIATELY upon the conclusion of a testing session.</p>	N/A

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Tool	Description	Code
Scribe	<p>Students who obtain a physical injury prior to testing that prevents them from responding may dictate their responses to a scribe.</p> <p>OR</p> <p>Students with physical disabilities that may prevent them from responding themselves may dictate their responses to a scribe, who must follow the scribing guidelines (http://dese.mo.gov/sites/default/files/asmt-scribing-guidelines.pdf).</p> <p><i>Please Note: DESE does not recommend the use of Scribe for students who do not use it as part of their everyday learning in the classroom. The use of Scribe for some students can prove distracting and become a hindrance to student performance. The scribe should be familiar to the student and have scribing experience with the student in some capacity prior to the state assessment.</i></p> <p>This tool must be chosen in eDIRECT under student accommodations prior to testing.</p>	S351
Separate Setting	<p>All students may be allowed to test in a separate setting from other students. This includes testing individually or testing as part of a smaller group.</p> <p>This tool must be chosen in eDIRECT under student accommodations prior to testing.</p>	S501
Strikethrough (Cross Off)	The INSIGHT student platform allows all students access to use an embedded tool to cross out answer options.	N/A
Thesaurus	All students may have access to a physical Thesaurus for use ONLY on the sessions of ELA that have a writing prompt. If the Thesaurus is electronic, it may not connect to the internet.	N/A
Translation	<i>Please see the Translation section after the universal tools/accommodations list.</i>	
Writing Tools	The INSIGHT student platform allows all students access to use an embedded set of writing tools on specific items where appropriate. The tools include the ability to bold, italicize and underline text, create bullet points, undo/redo typing, create indents and copy/paste text the student has typed.	N/A

ACCOMMODATIONS

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All accommodations need to be marked in eDIRECT prior to administering the assessment. Some tools are only for use by English Learner (EL) students (EL students are those coded LEP_RCV or LEP_NRC in MOSIS).

Accommodation	Description	Code
Abacus	<p>Students with this accommodation in their IEP/504 plan may have access to an abacus.</p> <p>This accommodation must be chosen in eDIRECT under student accommodations prior to testing.</p>	A391
Alternate Response Options	<p>Students with this accommodation in their IEP/504 plan may respond to items using an alternate option, including but not limited to: Adapted Keyboards, StickyKeys, MouseKeys, FilterKeys, Adapted Mouse, Touch Screen, Head Wand and Switches.</p> <p><i>Please Note: While the use of alternate response options is not directly supported by DRC, the help desk will work with districts needing to use one. The option must be provided by the district.</i></p> <p>This accommodation must be chosen in eDIRECT under student accommodations prior to testing.</p>	A441
Braille	<p>Students with visual impairments with this accommodation in their IEP/504 plan may access the assessment via a Braille version. Tactile overlays and graphics tools may be used to assist the student in accessing the content.</p> <p><i>Please Note: Answers from students who access the assessment using the Braille format must be entered into INSIGHT prior to shipping the Braille assessment back. Please follow the instructions found in the Braille kit.</i></p> <p>This accommodation must be chosen in eDIRECT under student accommodations prior to testing.</p>	A012
<p>*INVALIDATION*</p> <p>Calculator**</p> <p>** For Non-Calculator Allowed Items in Grade 3</p> <p>*INVALIDATION*</p>	<p>Students in 3rd grade with this accommodation in their IEP/504 plan may have access to a physical calculator, on mathematics items where calculator use is not allowed. The memory of the physical calculator must be cleared before and after testing by the test examiner.</p> <p><i>Please Note: Use of this accommodation will cause an invalidation for the Mathematics Assessment and the student will receive the Lowest Obtainable Scale Score (LOSS) and an achievement level of Below Basic.</i></p> <p>This accommodation must be chosen in the eDIRECT under student accommodations prior to testing.</p>	A392

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Accommodation	Description	Code
Calculator*** *** For Non-Calculator Allowed Items in Grades 4-8	<p>Students in grades 4-8 with this accommodation in their IEP/504 plan may have access to a physical calculator, on mathematics items where calculator use is not allowed. The memory of the physical calculator must be cleared before and after testing by the test examiner.</p> <p>This accommodation must be chosen in the eDIRECT under student accommodations prior to testing.</p>	A393
Closed Captioning	<p>Hearing Impaired students with this accommodation in their IEP/504 plan may have Closed Captioning available for ELA listening items.</p> <p>This accommodation must be chosen in the eDIRECT under student accommodations prior to testing.</p>	A053
Large Print	<p>Students with visual impairments with this accommodation in their IEP/504 plan may access the assessment via a Large Print version.</p> <p><i>Please Note: Answers from students who access the assessment using the Large Print format must be entered into INSIGHT prior to shipping the Large Print assessment back. Please follow the instructions found in the Large Print kit.</i></p> <p>This accommodation must be chosen in eDIRECT under student accommodations prior to testing.</p>	A021
<p>*INVALIDATION*</p> Multiplication Table Grade 3 <p>*INVALIDATION*</p>	<p>Students in grade 3 with this accommodation in their IEP/504 plan may have access to a single digit multiplication table.</p> <p><i>Please Note: Use of this accommodation will cause an invalidation for the Mathematics Assessment and the student will receive the Lowest Obtainable Scale Score (LOSS) and an achievement level of Below Basic.</i></p> <p>This accommodation must be chosen in eDIRECT under student accommodations prior to testing.</p>	A394
Multiplication Table Grades 4-8	<p>Students in grades 4-8 with this accommodation in their IEP/504 plan may have access to a single digit multiplication table.</p> <p>This accommodation must be chosen in eDIRECT under student accommodations prior to testing.</p>	A395

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Accommodation	Description	Code
Paper Based Assessment	<p>Students with this accommodation in their IEP/504 plan may take the assessment using the paper/pencil format.</p> <p><i>Please Note: Answers from students who access the assessment using the paper/pencil format must be entered into INSIGHT prior to shipping the paper assessment back.</i></p> <p>This accommodation must be chosen in eDIRECT under student accommodations prior to testing.</p>	A102
Read Aloud (ELA Reading Passages)	<p><i>Please see the Read Aloud section after the universal tools/accommodations list.</i></p>	
Sign Language	<p>Hearing Impaired students with this accommodation in their IEP/504 plan may have ELA listening items translated into American Sign Language (ASL), Signing Exact English (SEE) or any other form of sign language.</p> <p><i>Please Note: The INSIGHT Platform provides video of ASL for these items. If the student uses SEE or another form of sign language or the preference is for a local translation into ASL, the signing of ELA Listening items will require the download of a script. See the manual for more details.</i></p> <p>This accommodation must be chosen in the eDIRECT under student accommodations prior to testing.</p>	A052
<p>Specialized Calculator****</p> <p>**** Use of a specialized calculator is allowed on all science assessments and on some sessions of math in grades 6-8</p>	<p>Students with this accommodation in their IEP/504 plan may have access to a specialized calculator. The specialized calculator can include a talking calculator or Braille calculator among others. The memory of the physical calculator must be cleared before and after testing by the test examiner.</p> <p><i>Please Note: Use of a calculator is only for the Science assessments and certain sessions of Math in grades 6-8. Please see the manual to determine which sessions allow calculator use.</i></p> <p><i>To use a specialized calculator on sessions where calculator use is not allowed, this accommodation must be used in conjunction with code A392 (if the student is in grade 3) or A393 (if the student is in grades 4-8).</i></p> <p>This accommodation must be chosen in eDIRECT under student accommodations prior to testing.</p>	A396

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Accommodation	Description	Code
Speech-To-Text – Assistive Technology	<p>Students with this accommodation in their IEP/504 plan may use that technology in conjunction with INSIGHT. The software must be provided by the district.</p> <p><i>Please Note: The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom. While the use of assistive technology software is not directly supported by DRC, the help desk will work with districts needing to use the software. The software must be provided by the district.</i></p> <p>This accommodation must be chosen in eDIRECT under student accommodations prior to testing.</p>	A352

Read Aloud

Read Aloud for statewide testing should only be used with students who truly need it.

The **Read Aloud** tool for statewide testing should only be available to students who can benefit from it. **Read Aloud** can be over-used when it is provided to every struggling student including those who can decode but have poor comprehension skills and those who simply have not mastered decoding skills.

Any student taking the online, paper/pencil, Large Print or Braille assessments may have the test directions and items (questions and answer choices) in all content areas read aloud to them without an IEP/504 plan. In order to have reading passages in English language arts read aloud, a student needs that accommodation listed in their IEP/504 plan.

How To Determine If The Student Needs Read Aloud

Providing **Read Aloud** to students who do not need it can have negative consequences for instruction and decoding and comprehension skills. For example, some educators might assume that students who receive **Read Aloud** no longer need to be instructed on decoding and fluency skills, which is clearly an inappropriate assumption.

Additionally, the use of **Read Aloud** for some students can prove distracting and become a hindrance to student performance.

Here are some questions in helping to make a determination:

- Does this student have an identified reading-based disability that affects the student's decoding, fluency or comprehension skills?
- Is there evaluative information indicating that, even after explicit and systematic reading instruction, the student's disability precludes or severely limits the student's ability to decode print?
- Has the student been provided systematic, explicit, research based reading intervention(s) to improve decoding skills?
- Would the student's functioning reading level affect his or her performance on a state test that does not measure reading comprehension?
- Is there evidence that the student's access to, and/or performance on, print-based tasks improves when information is presented to the student in auditory formats?
- Is the student provided instructional materials in auditory formats? Does the student use **Read Aloud** during formative assessments or during other assessments? (If a student receives **Read Aloud** for instruction but not for formative assessments, it is likely that the student does not need **Read Aloud** for the state content assessments.)
- When test items are read aloud for classroom assessments, is every item read aloud or only items requested by the student?
- Does someone (e.g., teacher, paraprofessional, another student, parent) regularly read aloud to the student in school?
- If the student is blind or visually impaired, has it been determined that his or her disability precludes or severely limits the ability to access and/or develop proficiency in Braille?
- If the student is hearing impaired, is there evidence demonstrating that the student's disability precludes or severely limit his or her ability to decode printed text (possibly due to other co-occurring disabilities or long-term language deprivation in early childhood)?

Additionally, time should be set aside to talk to the student about his or her reading skills and the need for **Read Aloud**. Asking whether it is easier to read for themselves or to listen to someone read may provide an indication that **Read Aloud** may be appropriate. Caution needs to be exercised here, however, because struggling readers may indicate a preference for **Read Aloud** even though they do not understand better when the accommodation is provided.

Even if *Read Aloud* is not chosen for the student, the examiner may still read one word per sentence to any student.

For all content areas and subjects, readers may not clarify, elaborate, paraphrase, assist, cue a student through uneven voice inflection, etc.

Choosing The Correct Read Aloud

There are multiple ways to use the **Read Aloud** tool and accommodations.

- **Embedded Text-To-Speech** technology – The computer reads to the student.
- **Assistive Technology** – The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom. While the use of assistive technology software is not directly supported by our testing vendors, the appropriate help desk will work with districts needing to use the software. The software must be provided by the district.
- **Native Language** – *Please see the section on Translation that follows this.*
- **Human Reader** – A human reader should:
 - Be trained on the administration, security policies and procedures of the assessment.
 - Have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student. Ideally, they are familiar with the student, and are typically responsible for providing this support during educational instruction and assessments.
 - Read each question exactly as written, as clearly as possible.
 - Strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
 - Avoid gestures, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
 - Avoid conversing with the student about test questions, as this would be a violation of test security.
 - Not paraphrase, interpret or define any items, words, or instructions, as this would be a violation of test security.
 - Not spell any words requested by the student.

In order to be sure that the student correctly receives *Read Aloud*, the tool MUST be marked in the system AT LEAST 48 HOURS PRIOR TO ADMINISTRATION.

Choosing The Correct Read Aloud - Codes

For those without an IEP, the **test directions and items** in English Language Arts, Mathematics, Science and Social Studies can read aloud to them via:

<u>READ ALOUD – UNIVERSAL TOOLS</u>	
Tool	Code
Read Aloud (Not Including ELA Reading Passages) – Text-To-Speech	S041
Read Aloud (Not Including ELA Reading Passages) – Human Reader	S043
Read Aloud (Not Including ELA Reading Passages) – Assistive Technology	S042
Read Aloud (Not Including ELA Reading Passages) – Native Language	S111

In order to have **reading passages in English Language Arts** read aloud, a student would need that accommodation listed in their IEP/504 plan.

Please Note The Following

- Use of Text-To-Speech, Human Reader, Assistive Technology or Native Language for students in grades 3-5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) resulting in an achievement level of below basic. In the chart below, these accommodations are noted with an asterisk. This excludes blind students who do not yet possess adequate Braille skills.
- Marking one of these accommodations only triggers the allowance of ELA Reading Passages. When using one of these accommodations, they need to be marked in conjunction with one of the ***Read Aloud*** universal tools.
- Blind students who do not yet possess adequate Braille skills with this accommodation in their IEP/504 plan may have the ELA Reading Passages read aloud by a human reader.

<u>READ ALOUD - ACCOMMODATIONS</u>		
Accommodation	Code	Use With
Read Aloud (ELA Reading Passages) – Text-To-Speech (Grades 3-5)*	A040	S041
Read Aloud (ELA Reading Passages) – Text-To-Speech (Grades 6-8)	A043	S041
Read Aloud (ELA Reading Passages) – Human Reader (Grades 3-5)*	A041	S043
Read Aloud (ELA Reading Passages) – Human Reader (Grades 6-8)	A045	S043
Read Aloud (ELA Reading Passages) – Assistive Technology (Grades 3-5)*	A042	S042
Read Aloud (ELA Reading Passages) – Assistive Technology (Grades 6-8)	A044	S042
Read Aloud (ELA Reading Passages) – Native Language (Grades 3-5)*	A111	S111
Read Aloud (ELA Reading Passages) – Native Language (Grades 6-8)	A112	S111
Read-Aloud (ELA Reading Passages) – Blind Students (All Grades)	A046	S043

Read Aloud Scenarios

*Student testing using Native Language – Please see the section on Translation that follows this. *

Text-To-Speech

Choose code **S041** for the student(s). This can be done individually or in a group setting. Student(s) will need to be provided headsets to listen with.

NOTE: If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, then also choose code **A040** (For Grades 3-5) or **A043** (For Grades 6-8). Use of Text-To-Speech for students in grades 3-5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS).

Assistive Technology

Choose code **S042** for the student.

NOTE: If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, then also choose code **A042** (For Grades 3-5) or **A044** (For Grades 6-8). Use of Text-To-Speech for students in grades 3-5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS).

The student should test in a one-on-one setting. Code **S501** should be marked for separate setting.

Human Reader

Computer Based Assessment:

Choose Codes:

- **S043** (Human Reader)
- **A041** (Grades 3-5) **OR** **A045** (Grades 6-8) for Human Reader – ELA Reading Passages. Only use if the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them. Use of Human Reader for students in grades 3-5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS).

Then, read the items to the student via one of the following methods:

- **Option #1:** Read the items and answer choices off the student’s screens – either a single student or multiple students.
- **Option #2:** Read the items off a second display attached to a system being used by a student.
- **Option #3:** Print off a paper copy and read to the student(s) from the paper copy. After testing is complete, mark that copy as an “Examiner Copy” and send it back to the vendor with the other student paper assessments.

Paper Based Assessment:

Choose Codes:

- **A102** (Paper Based Assessment)
- **S043** (Human Reader)
- **A041** (Grades 3-5) **OR** **A045** (Grades 6-8) for Human Reader – ELA Reading Passages. Only use if the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them.
- **S501** (Separate Setting) Assessing the student can be done either one-on-one or in a small group setting.

After testing is complete, mark that copy as an “Examiner Copy” and send it back to the vendor with the other student paper assessments.

Translation

Translation for statewide testing should only be used with students who truly need it.

Any English Learner (EL) taking the online, paper/pencil, Large Print or Braille assessments may have the test directions and items (*questions and answer choices*) in English language arts, mathematics, science and social studies read aloud to them in their native language without an IEP/504 plan. In order to have reading passages in English language arts read aloud in their native language, a student would need that accommodation listed in their IEP/504 plan.

Additionally, any EL taking the online, paper/pencil, Large Print or Braille assessments may respond to the assessment in their native language. The answers would need to be translated and transcribed into the system.

How To Determine If The Student Needs Translation

Here are some questions you can ask about the student to help make a determination:

- Does the student have an overall WIDA score of 3 or lower?
- Has the student attended a school where his/her first language is the primary language of instruction?
- Has the student ever received instruction in his/her first language?
- Does the student perform better when class assignments or assessments are translated?

Additionally, time should be set aside to talk to the student about his or her reading skills and the need for **Translation**. Asking whether it is easier to read for themselves in English or to listen to someone read in their native language may provide an indication that **Translation** may be appropriate. Caution needs to be exercised here, however, because struggling readers may indicate a preference for **Translation** even though they do not understand better when the accommodation is provided.

Choosing The Correct Translation – Codes

Read Aloud via Native Language can only be done by a human reader. There is no Native Language Text-To-Speech option.

When Using A Translator

- The district must find and contract with the translator on their own. DESE does NOT provide a list of translation services available.
- The district must provide the translator to do the oral reading at their own cost.
- The translator cannot be a family member of the student.
- The district must train the translator just as they would a test examiner.
- If the translator is not a district employee, a trained examiner from the district must be a proctor in the room as well.

<u>TRANSLATION</u>		
Accommodation	Code	Use With
Read Aloud (Not Including ELA Reading Passages) – Native Language	S111	
Read Aloud (ELA Reading Passages) – Native Language (Grades 3-5)	A111	S111
Read Aloud (ELA Reading Passages) – Native Language (Grades 6-8)	A112	S111
Translation	S109	A102

Translation Scenarios

There are multiple factors to consider in using choosing the correct *Translation* tools and accommodations.

- How many students are being tested?
- Is the student using the Read Aloud – Native Language tool?
- Does the student’s IEP/504 plan allow the use of Read Aloud – Native Language for the ELA Reading Passages? If so what grade is the student in?
- Does the translator doing the Read Aloud need an advance copy of the assessment to translate technical terms?
- Is the student going to respond in their native language?
- Is the student testing online or does the student’s IEP/504 plan allow them to test via paper/pencil, Large Print or Braille?

Marking Codes

- **S501** (Separate Setting) Assessing the student can be done either one -on-one or in a small group setting.
- **S111** (Read Aloud)
- **A111** (Read Aloud – ELA Reading Passages Grades 3-5) Only use if the student has an IEP/504 plan that allows ELA Reading Passages to be read to them.
- **A112** (Read Aloud – ELA Reading Passages Grades 6-8) Only use if the student has an IEP/504 plan that allows ELA Reading Passages to be read to them.
- **S109** (Native Language) Only use if the student will be responding in their Native Language.

Prior Translation

If the person doing the Read Aloud **DOES** need a copy of the assessment in advance for translation purposes:

- Choose code **A102** (Paper Based Assessment) for one student. Print the paper copy, then go in and unmark the code. This will send the student back to an online assessment. Then choose the appropriate code(s) above.

Then, read and translate the items to the student via one of the following methods:

- **Option #1:** Read the items and answer choices off student’s screens – either a single student or multiple students.
- **Option #2:** Attach a second display to a system being used by a single student.
- **Option #3:** Print off a paper copy and read to the student(s) from the paper copy.

After testing is complete, mark that copy as an “Examiner Copy” and send it back to the vendor with the other student paper assessments.

Sample Student Tools/Accommodations Tracking Form

Student Name: _____

Class/Content: _____

Teacher/Instructor: _____

School: _____

Approved By: _____

Date: _____

Universal Tools – Automatic These tools are available by default and do not need to be marked.	<input type="checkbox"/> Break (Pause)	<input type="checkbox"/> Mark For Review
	<input type="checkbox"/> Calculator	<input type="checkbox"/> Masking – Online
	<input type="checkbox"/> Color Contrast – Online	<input type="checkbox"/> Protractor
	<input type="checkbox"/> English Dictionary	<input type="checkbox"/> Read Aloud Test To Self
	<input type="checkbox"/> Grammar Handbook	<input type="checkbox"/> Reference Sheet
	<input type="checkbox"/> Graphing Tool	<input type="checkbox"/> Ruler
	<input type="checkbox"/> Highlighter	<input type="checkbox"/> Scratch Paper (Sticky Notes)
	<input type="checkbox"/> Keyboard Navigation	<input type="checkbox"/> Strikethrough (Cross Off)
	<input type="checkbox"/> Line Guide	<input type="checkbox"/> Thesaurus
	<input type="checkbox"/> Magnification	<input type="checkbox"/> Writing Tools

Universal Tools – To Be Marked These tools need to be marked 48 hours prior to testing in order to use them. *Without ELA Reading Passages	<input type="checkbox"/> Bilingual Dictionary	<input type="checkbox"/> *Read Aloud – Human Reader
	<input type="checkbox"/> Color Contrast – Paper	<input type="checkbox"/> *Read Aloud – Native Language
	<input type="checkbox"/> Color Overlay	<input type="checkbox"/> *Read Aloud – Text-To-Speech
	<input type="checkbox"/> Magnification – Assistive Tech	<input type="checkbox"/> Scribe
	<input type="checkbox"/> Masking – Paper	<input type="checkbox"/> Separate Setting
	<input type="checkbox"/> Non-Accommodation Paper Based	<input type="checkbox"/> Translation
	<input type="checkbox"/> *Read Aloud - Assistive Tech	

Accommodations Accommodations need to be marked 48 hours prior to testing in order to use them. **With ELA Reading Passages	<input type="checkbox"/> Abacus (Math)	<input type="checkbox"/> **Read Aloud - Assistive Tech
	<input type="checkbox"/> Alternate Response Options	<input type="checkbox"/> **Read Aloud – Human Reader
	<input type="checkbox"/> Braille	<input type="checkbox"/> **Read Aloud – Native Language
	<input type="checkbox"/> Calculator – Non Calc Items	<input type="checkbox"/> **Read Aloud – Text-To-Speech
	<input type="checkbox"/> Closed Captioning	<input type="checkbox"/> Sign Language
	<input type="checkbox"/> Large Print	<input type="checkbox"/> Specialized Calculator (Math/Sci)
	<input type="checkbox"/> Multiplication Table (Math)	<input type="checkbox"/> Speech-To-Text
	<input type="checkbox"/> Paper Based Assessment	