

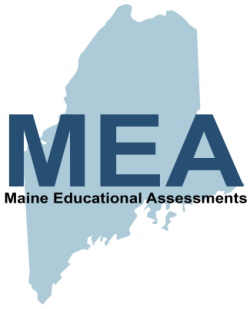
Maine Educational Assessments (MEA) Mathematics and English Language Arts/Literacy

eMPowerME (Grades 3-8)

2018 Accessibility Guide

Universal Tools/Supports/Accommodations Embedded & Non-embedded

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Maine Educational Assessment for Mathematics and English Language Arts/Literacy Grades 3-8 eMPowerME Tools, Accommodations & Supports

Introduction

Universal tools are available to all students for all items, unless designated as item specific. All support(s) and accommodation(s) used for the assessment of an individual student will be the result of a team decision made at the local level, with teams having variances in decision-making capacities. Supports and accommodations must be consistent with the student's normal routine during instruction and assessment.

Accommodations do not alter what the test measures or the comparability of results. When used properly, accommodations remove the barriers to participation in the assessment and provide students with diverse learning needs an equitable opportunity to demonstrate their knowledge and skills.

Scrap/scratch paper may be made available to all students during testing sessions. NO pre-authored aids such as templates, graphic organizers, reference sheets, multiplication tables, etc. are allowed.

Terminology & Definitions

Accommodations = Changes in procedures or materials that do not alter what the test measures, and are used to increase equitable access during assessment for students for whom there is a documentation of the need on an Individualized Education Program/Plan (IEP) or 504 Plan.

Embedded = Computer-delivered features that are a constructed part of the test delivery platform system.

Non-Embedded = Provisions outside of the computer-based test administration system. This may include the provision of an outside person item, or change in setting or time.

Read-Aloud = For students with documented (IEP/504 only) reading-related disabilities, or students who are blind/visually impaired and do not have adequate braille skills, text is read aloud to the student via a (non-embedded) human reader. Read-Aloud should be consistent with the student's normal routine during instruction and assessments. Read-Aloud content should be provided for specific text as outlined in Table 1 on page 9.

Scribe = Students with documented (IEP/504) dysgraphia difficulties may dictate answers to a scribe in an individual setting. A human scribe records verbatim what a student dictates and must give the student an opportunity to review scribed text. If a scribe is an approved

accommodation in a student’s IEP/504 plan, a scribe is allowed for **all test sessions including** the essay. Scribed text must be entered into the online testing platform—no paper submissions accepted.

Supports = Support(s) may provide more accessibility to the test for and are determined on an individual basis by an educational team such as Response to Intervention (RtI) and/or Student Assistance Team. Supports must be consistent with the student’s normal routine during instruction. Provision of supports does not alter the construct of any test item.

”Team” = Local educational teams such as Response to Intervention (RtI), Student Assistance Teams and/or Language Acquisition Teams.

Text-To-Speech (TTS) = For students with documented (IEP/504 only) reading-related disabilities, or students who are blind/visually impaired and do not have adequate braille skills, text is read aloud to the student via (embedded) TTS technology. TTS should be consistent with the student’s normal routine during instruction and assessment. Headphones/earbuds are necessary unless tested individually in a separate setting. TTS is available only for specific text outlined in Table 1 on page 9.

Universal Tool = Functions that are available to all students for all items, including some that are designated as item-specific tools.

For more information, see the *MEA Portal User Guide*, which is available on the MEA Help & Support page: <http://maine.onlinehelp.measuredprogress.org/guides>

If you have any questions or concerns, contact the Measured Progress Service Center at maineservicedesk@measuredprogress.org or (855) 652-8929

OR






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UNIVERSAL TOOLS – Available to All

These tools are available on all supported testing devices and are available to all students for all items, unless designated as item specific tools.

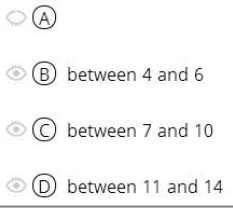






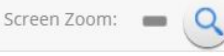

Embedded Universal Tools

Tool	Tool Icon	Description	All Items?
Ruler		The vector-based, partially translucent ruler is rotatable, draggable and resizable by the student.	item specific Math only
Protractor		The vector-based, partially translucent protractor is rotatable, draggable and resizable by the student.	item specific Math only
Calculators		Two calculator modes are available: 1) Basic, and 2) Scientific. <ul style="list-style-type: none"> The Basic calculator will be available for students Grades 3-6 taking the Mathematics test. The Scientific calculator will be available for students Grades 7-8 taking the Mathematics tests. 	item specific Math only
Sketch & Highlight		The sketch pad provides the following functionalities: <ul style="list-style-type: none"> Sketch or draw using black, red or blue brushes Highlight using a semi-transparent yellow highlighter brush Erase drawings and highlighting using the eraser brush. 	Yes
Notepad		A notepad is provided for students to write different notes for different items, meaning it uniquely persists per item. The notepad is resizable, draggable, and displays a timestamp for when the student last edited content.	Yes

Notepad Details:

- The notepad is retained per item. If the student writes notes on Item 1, navigates to Item 2, returns to Item 1, notes will still be there.
- Notes on passages are not viewable for all items pertaining to the passage. They will only appear for the item that they were written on.
- Notes **DO NOT** remain if a test is paused.
- Notes are **NOT** retained if a student submits a test session and then has state-approved reactivation.
- Students should **NOT** use the notepad to construct rough drafts.

The following tools must be individually activated by the student—e.g., Reverse Contrast enabled does not automatically set the screen as black with white letters; it simply gives the student the ability to switch back and forth.

Answer Masking		The student “hides” possible answer choices (for multiple-choice items only).	Yes
Guideline Tool		The student uses an onscreen tool to assist in reading by raising and lowering the tool for each line of text onscreen. This can be moved anywhere within the item.	Yes
Jump To Item		Student can access list of item numbers in a session and jump to a specific item number by clicking the down arrow next to the question number.	Yes
Formatting Tools		Students are able to cut, copy, paste, undo, redo, bold, italicize, underline.	Yes
Bookmark/Star Item		Student can bookmark or star  an item as a reminder to return.	Yes
Custom Masking		Provides the ability to mask certain parts of the test interface or question.	Yes
Screen Zoom		NEW 2018: Students can magnify the entire screen up to 300 percent. This is a full-vector zoom of the entire screen. Text can be enlarged in 4 increments: 100%, 150%, 200%, 300%.	Yes
Reverse Contrast		Inverts all color values in the user interface.	Yes
<p>* Denotes a feature that will be automatically enabled for all students. If Universal Tools are disabled (“Turn Off All Universal Tools”), these six tools are turned off.</p>			

Non-Embedded Universal Tool

Tool	Description
Scrap/Scratch Paper	Scrap/scratch paper is available to students during testing sessions and must be collected/shredded at the end of each test session. NO pre-authored aids such as templates, graphic organizers, reference sheets, multiplication tables, etc.

SUPPORTS

Requiring "Team" Documentation

(e.g., Response to Intervention (RtI), Student Assistance, Language Acquisition Team)

Users will assign supports to students within the Administration component; however, these accommodations require persons/item

s outside of the testing platform. The following supports are determined by the appropriate educational team, documented in an RtI, SAT Plan and/or Language Acquisition Plan, and must be provided in the testing environment/session by a School Test Coordinator and/or Test Administrator.

Embedded Support

Support	Description
Turn off universal tools (team-documented)	Selecting this accommodation will turn off the sketch and highlight tool, the guideline tool, screen zoom, the reverse contrast tool, custom masking, and the answer masking tool.

Non-Embedded Supports

Support	Description
Distraction Reduction (team-documented)	As documented in the support plan (e.g., study carrel, noise buffer, etc.)
Alternative/Assistive Aids & Devices (team-documented)	Visual, auditory and communication supports or aids used regularly for instruction as documented in the support plan.
External Calculator (for calculator-allowable items/sections ONLY) (team-documented)	Non-embedded calculator for students needing a special calculator such as large display or talking calculator unavailable within the assessment platform. USE IN CALCULATOR ALLOWABLE ITEMS/SECTIONS ONLY.
Color Overlays (team-documented)	Students may use personal color overlays to place on the computer screen if the 12 embedded Color Contrasts do not meet the student's needs.
Individual Separate Setting (team-documented)	Individual test setting to minimize distractions for students whose test is administered out of the classroom as documented in the support plan.
Small Group Separate Setting (team-documented)	Small group testing to minimize distractions for students whose test is administered out of the classroom as documented in the support plan.

Support	Description
Extended Time (team-documented)	Extended time beyond standard administration testing schedule. Individual scheduling may be used for a student whose school performance is noticeably affected by the time of day or day of the week on which it is administered.
Breaks (team-documented)	Multiple or frequent breaks for attention, distractibility, physical and/or medical conditions as documented in the support plan.
Bilingual Word Translation (Language Acquisition Team)	MATHEMATICS ONLY: Word-to-word translation glossary with NO definitions as determined by <u>Language Acquisition Committee/Team</u> for English Learners (ELs).

ACCOMMODATIONS

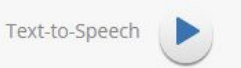

Requiring IEP/504 Documentation

Enabled in System by DAC/ITC/STC

Approved users will assign accommodations to students within the Administration component. Accommodations are entered and edited via the Student Profile by the District Assessment Coordinator (DAC), IT Coordinator (ITC) or the School Test Coordinator (STC) users.

The following Accommodations are determined by an appropriate team, documented in an IEP and/or 504 Plan, and enabled in the testing system by a School Test Coordinator or District Assessment Coordinator. Embedded accommodations will be available to students testing using the MEA kiosk.

Embedded Accommodations

Accommodation	Tool Icon	Description
**Text-to-Speech (TTS) (IEP/504 documented) MATHEMATICS & ESSAY		<p>Students can play, pause, or stop audio. Students can adjust the rate and volume, as well as select specific text to be read aloud on demand. Items support default and on-demand load playback orders. Text-to-Speech is assigned by content area and designated allowable text (directions vs. test questions, vs. answer choices vs. passages). **See Table 1 page 9, which outlines allowable text. <i>NOTE: Speed of TTS is not adjustable. Voice Pac is the voice set as the default on the device the student is using for testing. See Kiosk Installation Guide.</i></p> <ul style="list-style-type: none"> • Text-to-Speech Math • Text-to-Speech Essay
Color Contrast (IEP/504 documented)		<p>Students have the ability to choose a text and background color from a set of 12 predefined color combinations.</p>

Non-Embedded Accommodations

Users will assign accommodations to students within the Administration component; however, these accommodations require persons/items outside of the testing platform. The following Accommodations are determined by the appropriate educational team, documented in an IEP and/or 504 Plan, and must be provided in the testing environment/session by a School Test Coordinator and/or Test Administrator.

Accommodation	Description
Scribe (IEP/504 documented)	The student may dictate answers to scribe in an individual setting. Human scribe records verbatim what a student dictates, and must give the student an opportunity to review scribed text. If scribe is an approved accommodation in a student’s IEP/504 plan, a scribe is allowed for the essay. Scribed text must be entered into the online testing platform—no paper submissions accepted.
**Read-Aloud (IEP/504 documented) MATH & ESSAY	Text is read aloud to student by Test Administrator human reader as documented in the IEP/504 plan. Read-Aloud is restricted to designated content areas and text within item. **See Table 1 page 9, which outlines allowable text.
**American Sign Language (IEP/504 documented) MATH & ESSAY	Trained personnel may use sign language to administer the test for deaf or hearing-impaired students as documented in the IEP/504 plan. **Sign language may be used only for content selected to match availability for Text-To-Speech. See Table 1 page 9, which outlines allowable text.
Braille (IEP/504 documented)	Assessment provided via paper in the braille code (UEB, UEB with Nemeth and/or EBAE/Nemeth) in which the student is most proficient as documented in the IEP/504 plan.
Accommodation 01	<p>An educational team may request that a student be provided an accommodation not included on this standard list of accommodations. Like all other accommodations, these should be consistent with the student’s normal routine during instruction and assessment. Requests should be made to the DOE when accommodation plans are being made for a student prior to testing. DOE approval must be received for the requested accommodation to be coded as an 01 accommodation. Without pre-approval, use of an 01 accommodation will result in no credit being given.</p> <p>NEW 2018: Accommodation 01 includes clarified/simplified directions.</p>

Text-To-Speech / Read-Aloud / American Sign Language Specifications (Requiring IEP/504 Documentation)

The following chart outlines the components of grade-level, content-level, and specific text that will be accessed within the test platform system by students who have IEP/504 documented approval for Text-To-Speech (TTS). The same chart guidelines should follow for non-embedded accommodations documented by IEP/504 with approval for a human reader (Read-Aloud) and an interpreter (Sign Language). TTS and/or Read-Aloud must be made available to all students who are blind/visually impaired who do not have braille reading skills.

Table 1

TTS/Read-Aloud/ASL		
Content Area/Sessions	Item	Gr. 3 - 8
Reading 1&2	Test Directions	No
Reading 1&2	Test Questions	No
Reading 1&2	Answer Choices	No
Reading 1&2	Reading Passages	No
Mathematics 1&2	Test Directions	Yes
Mathematics 1&2	Test Questions	Yes
Mathematics 1&2	Answer Choices	Yes
Mathematics 1&2	Passages	Yes
Writing & Language 1&2	Test Directions	No
Writing & Language 1&2	Test Questions	No
Writing & Language 1&2	Answer Choices	No
Essay	Directions/Passages/ Prompt	Yes

Text-To-Speech / Read-Aloud / American Sign Language Specifications
Requiring IEP/504 Documentation
Text that CAN and CANNOT be read

Reading Example – NO TTS/Read Aloud/ASL

Practice Test

Directions

You will now read two related passages and answer the questions that follow. Some of these questions will ask you to compare the two passages.



Selection 1

Pioneering in the Ozarks

by William Anderson

- 1 Early on the morning of July 17, 1894, Laura and Manly and Rose said good-bye to Pa and Ma and Mary and Carrie and Grace. They left De Smet in a covered wagon and headed south.
- 2 For a month the Wilders drove through South Dakota, Nebraska, and Kansas. Each night they camped in a new spot, and Laura cooked over a campfire. She told Rose they were on one long



Read Passage 2. Then answer the questions that follow.



Laura Ingalls Wilder, her husband, Almanzo, and their daughter, Rose, journeyed West during the summer of 1894. They were to begin a new life growing apples. They decided to settle in a place called Mansfield, Missouri. Mansfield was called "The Gem City of the Ozarks," and "The Land of the Big Red Apple."



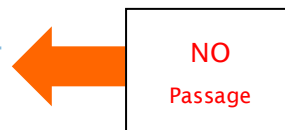
Selection 2

On the Way Home

by Laura Ingalls Wilder

August 22

- 1 A good start at 7:15 and this morning we are driving through pretty country. Crops look good. Oats are running 30 to 60 bushels to the acre, wheat from 10 to 30. All the wood you want can be had for the hauling and coal is delivered at the house for \$1.25 a ton. Land is worth from



1. In **Selection 1**, how does Rose feel about leaving Rocky Ridge Farm?

- A She thinks life will be easier in the city.
- B She is excited to live in a place with more people and jobs.
- C She is worried about moving far away from the farm.
- D She hopes her parents will take care of the farm while she is away.

NO
Question

NO
Answer
Choices

Writing & Language Example

NO TTS/Read Aloud/ASL

Sample Items

Directions

Read the passage. Then answer the questions that follow.

NO
Directions

Gray Wolves

1. Gray wolves are large, dog-like animals. 2. They have long, bushy tails, and their bodies are covered in thick fur. 3. Their fur is usually a mix of gray and brown colors. 4. Just because they are all called gray wolves, some have coats that are all black, brown, or white.

5. Most gray wolves live in North America and Asia. 6. They usually travels together in packs of six to ten wolves. 7. A wolf pack is usually made up of a mother and a father, their young pups, and the pups' older brothers and sisters. 8. Gray wolves are also called timber wolves.

NO
Passage

1. How should the underlined word in sentence 2 be changed?

- A NO CHANGE
- B bodes
- C bodys
- D bodees

NO
Question

NO
Answer
Choices

Mathematics Example

Use the information below to answer questions 5 and 6.

YES
Directions

Look at this problem.

Samira went jogging on Saturday. She ran a total of 8.5 miles in 1.75 hours. Samira burned a total of 1,050 calories while jogging. Assume that she burned the same number of calories each hour while jogging.

Lucas also went jogging. He ran a total of 10 miles in 2.25 hours.

At what rate, in calories per hour, did Samira burn calories while jogging?

YES
Passage

5. Which values from the given information are needed to answer the problem?

- A 10 and 2.25
- B 1.75 and 8.5
- C 1.75 and 1,050
- D 2.25 and 1,050

YES
Question

YES
Answer
Choices

NEW 2017: Essay Example

Directions Read the passage summaries. Then answer the question that follows.

YES
Directions

From the Mixed-Up Files of Mrs. Basil E. Frankweiler*

Jamie and Claudia are given one hour to find a mysterious secret file about Michelangelo's Angel without making a mess of the many files. Claudia and Jamie devise a plan and make a list of 11 related categories to search. They divide the list but do not find the secret file. When Jamie exclaims, "Boloney," Claudia remembers that the statue was bought in Bologna, Italy, which leads them to the secret file.

YES
Passage

The Missing Mystery Writer*

Someone has disappeared while backpacking in the wilderness. A group of amateur detectives are surprised when they learn the identity of the missing person: a popular crime writer. They are familiar with his books, some of which have been made into a series for television. They are excited when the writer's agent reveals that the author's most recent book is based on members of their organization.

YES
Passage

Write your answer to question 1 in the space provided in your Student Answer Booklet.

YES
Directions

1. You have read two passages with characters following a process to solve a mystery. Write an essay explaining ways that people solve mysteries. Your essay should explain two or three main ideas you want readers to learn about solving mysteries. Be sure to
- a. introduce the topic of your essay and the main ideas in the first paragraph.
 - b. use facts, definitions, and details from the passages to develop each idea.
 - c. use quotations from each passage to give examples of your main ideas.
 - d. use linking words and phrases to help ideas flow across sentences and paragraphs.
 - e. write a concluding statement or paragraph that restates the ideas you want the readers to learn from your essay.



YES
Prompt