

APPROVED ACCOMMODATIONS

All accommodations used must :

1. not change what is being measured
2. be approved for individual students by a team.
3. be a regular part of the student's daily instruction.

DRAFT

Code	Accommodations Category	Details on Delivery of Accommodations
Present <i>(Past)</i>		

T. TIMING

Tests were administered:

T1. <i>(A3)</i>	with time extended beyond standard administration (same day).	Extended time may be need by students who are unable to meet time constraints, are easily fatigued, or unable to concentrate for the length of time allotted for test completion.
T2. <i>(A4)</i>	with time extended beyond standard administration (several days).	
T3. <i>(A2)</i>	with multiple or frequent breaks.	Multiple or frequent breaks may be required by students whose attention span or distractability require shorter working periods.
T4. <i>(A1)</i>	at a time of day or a day of the week most beneficial to the student.	Individual scheduling may be used for students whose school performance is noticeably affected by the time of day or day of the school week on which it is done.
T5. <i>(A5)</i>	using flexibility in the order in which content area tests are given.	Flexibility in the order of presentation may be used, for example, to build confidence in the student by testing those content areas in which they are strongest first, or to alleviate concerns by allowing them to complete the content area about which they are most apprehensive first.

S. SETTING

Tests were administered:

S1. <i>(B4)</i>	in school site other than regular classroom.	Students may be tested in an alternative site to reduce distractions for themselves or others, or to increase physical access to special equipment.
S2. <i>(B5)</i>	in out-of-school setting by school personnel.	Out-of-school testing may be used for students who are hospitalized, or unable to attend school.
S3. <i>(B1)</i>	individually.	Individual or small group testing may be used to minimize distractions for students whose test is administered out of the classroom or so that others will not be distracted by accommodations being used (ex., dictation).
S4. <i>(B2)</i>	in a small group.	

P. PRESENTATION

Tests were administered:

P1. <i>(E3)</i>	using a human reader (<i>NOT allowed for reading passages</i>).	A human reader may be used for a student whose inability to read would hinder performance in Mathematics, Science, and/or Writing. For the Reading section of the assessment a human reader may be used only for questions and directions, not for the reading passages.
P2. <i>(E4)</i>	using sign language (<i>NOT allowed for reading passages</i>).	Trained personnel may use sign language to administer the test, with the exception of the reading passages.
P3. <i>(B11)</i>	with opportunity for student to move, stand, and/or pace during assessment.	This opportunity may be used in a setting other than the classroom for a student who cannot focus when seated for sustained periods of time. Such a student would also need to be tested individually.
P4. <i>(C8)</i>	using alternative or assistive technology that is part of the student's communication system.	Students who are unable to speak and/or sign may use alternative or assistive technology that they use on a daily basis.
P5. <i>(E1)</i>	using large print version of assessment.	Both large print and Braille editions of the assessment require special processing. Directions to communicate the need for these materials will be included in communications sent to school principals prior to the test.
P6. <i>(E2)</i>	using Braille edition of assessment.	

Code	Accommodations Category	Details on Delivery of Accommodations
Present/ Past		

P. PRESENTATION (continued)

Tests were administered:

P7. (C9)	with student use of a bilingual dictionary as needed.	Dictionaries used must be approved by ESL/bilingual program staff. The student may have the dictionary available for individual use as needed.
P8. (E6)	with word for word translation into native language for an LEP student by trained local personnel.	Translation is NOT allowed for: the ELA reading passages and student responses to the ELA – reading and ELA – writing sessions. Translators must be trained.
P9. (E7)	Using “sheltered English” content for an LEP student in a manner that does not compromise test integrity.	Simplification of content specific terms is NOT allowed. Such simplification would change what is being measured. Guidance identifying those terms will be provided.

R. RESPONSE

Tests were administered:

R1. (D1)	using a scribe or recording device (<i>oral dictation to a scribe or a recording device is NOT allowed for the writing session</i>).	The student may dictate answers to trained personnel or record answers in an individual setting so that other students will not benefit by hearing answers or be otherwise disturbed. Recorded answers must be scribed prior to the return of test materials.
R2. (C4) (C8) (C7)	using alternative or assistive technology/devices that are part of the student’s communication system.	The technology is used to permit the student to read and/or respond to the test. In addition to computers, such devices might include, for example, text enlargers, speech-to-text, amplification devices, Dynaboxes, etc.
R3. (C3) (C6)	other assistive devices.	To enable a student to organize thinking, focus, and/or use a device that serves as a specific strategy related to a test item, other assistive devices may be used. They might include such things as templates, graphic organizers, arithmetic tables (<i>only in the calculator allowed section of the Mathematics test</i>), noise buffers, place markers, carrels, etc.
R4. (C5)	with student use of a word processor .	A student may use a word processor for constructed response items and/or for the Writing section of the assessment.
R5. (D2)	with student use of a braille (responses would need to be recorded in standard format by a scribe).	A student may use a braillewriter, a slate and stylus, and/or an electronic braille to respond to questions.
R6. (B9) (C1) (D2)	with student use of visual aids.	Visual aids include any optical or non-optical devices used to enhance visual capability. Examples include magnifiers, special lighting, markers, filters, large-spaced paper, color overlays, etc.
R7. (C9)	with student use of a bilingual dictionary as needed.	Dictionaries used must be approved by ESL/bilingual program staff. The student may have the dictionary available for individual use as needed.
R8. (E6)	with word-for-word translation of the responses of an LEP student into English by trained local personnel.	Student responses to the mathematics and science & technology sessions may be translated into English by trained personnel. All student responses sent for scoring must be in English.
R9. (E5)	using administrator verification of student understanding following the reading of test directions.	After directions have been read, the test administrator may ask the student what they have been asked to do. If directions have been misunderstood by the student, the directions may be read again.

O. OTHER
(must be documented and submitted to the Department of Education in advance)

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