

Maine Educational Assessments (MEA)

Multi-State Alternate Assessment Accommodations - Multilingual Learners



What are Accommodations

Accommodations are changes to the standard administration of an assessment that do not alter the construct being measured. Any accommodation required by a student must be included in the student's IEP.

What are Alternate Assessments?

The Multi-State Alternate Assessment (**MSAA**) is Maine's alternate assessment of alternate academic achievement standards (AA-AAAS) in the content areas of mathematics and English language arts/literacy. This assessment is administered in grades 3-8 and 3rd year of high school and is designed for students with the most significant cognitive disabilities.

Core Content Connectors for English language arts and math have been developed with less depth and breadth to focus on core content, knowledge and skills needed at each grade.

The MSAA in Science, or MSAA Science, is Maine's alternate assessment for science. This assessment is administered in grades 5, 8 and 3rd year of high school and is designed for students with the most significant cognitive disabilities. The assessment is based on the alternate achievement standards in science, the Extended Performance Expectations [EPEs], which are aligned to the Next Generation Science Standards. MSAA Science is administered online within the same platform as the MSAA in math and ELA/literacy

How are Alternate Assessments Administered?

Students are assessed individually. The assessments are not timed and may be paused as many times as needed for each student.

Purpose of the MSAA?

The MSAA was developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that measures what they know and can do in relation to grade-level State Content Standards. MSAA's long-term goal is to assist students in achieving higher academic outcomes and leave high school capable of pursuing a variety of post-secondary options.

Considerations for selecting assessment accommodations for multilingual learners:

- Accommodations must be selected via the IEP Team, including but not limited to ESOL educator, case manager, teachers, special education director or administrator, related service providers, and families.
- Consider which accommodations used regularly for instruction are necessary and appropriate for the student to have equitable access to the state assessment. Example: If the student utilizes the scribe accommodation during educational programming in writing, this accommodation should be considered by the IEP Team for the state alternate assessment in English Language Arts.

Further considerations for selecting assessment accommodations for multilingual learners:

- Annual review of accommodations - As part of the annual IEP and/or ILAP process, student accommodations for assessment should be revisited and considered in the context of the student's current knowledge.
- Word-to-word bilingual glossaries are an allowable accessibility feature/accommodation for all students identified as multilingual learners on both the general and alternate state assessments.