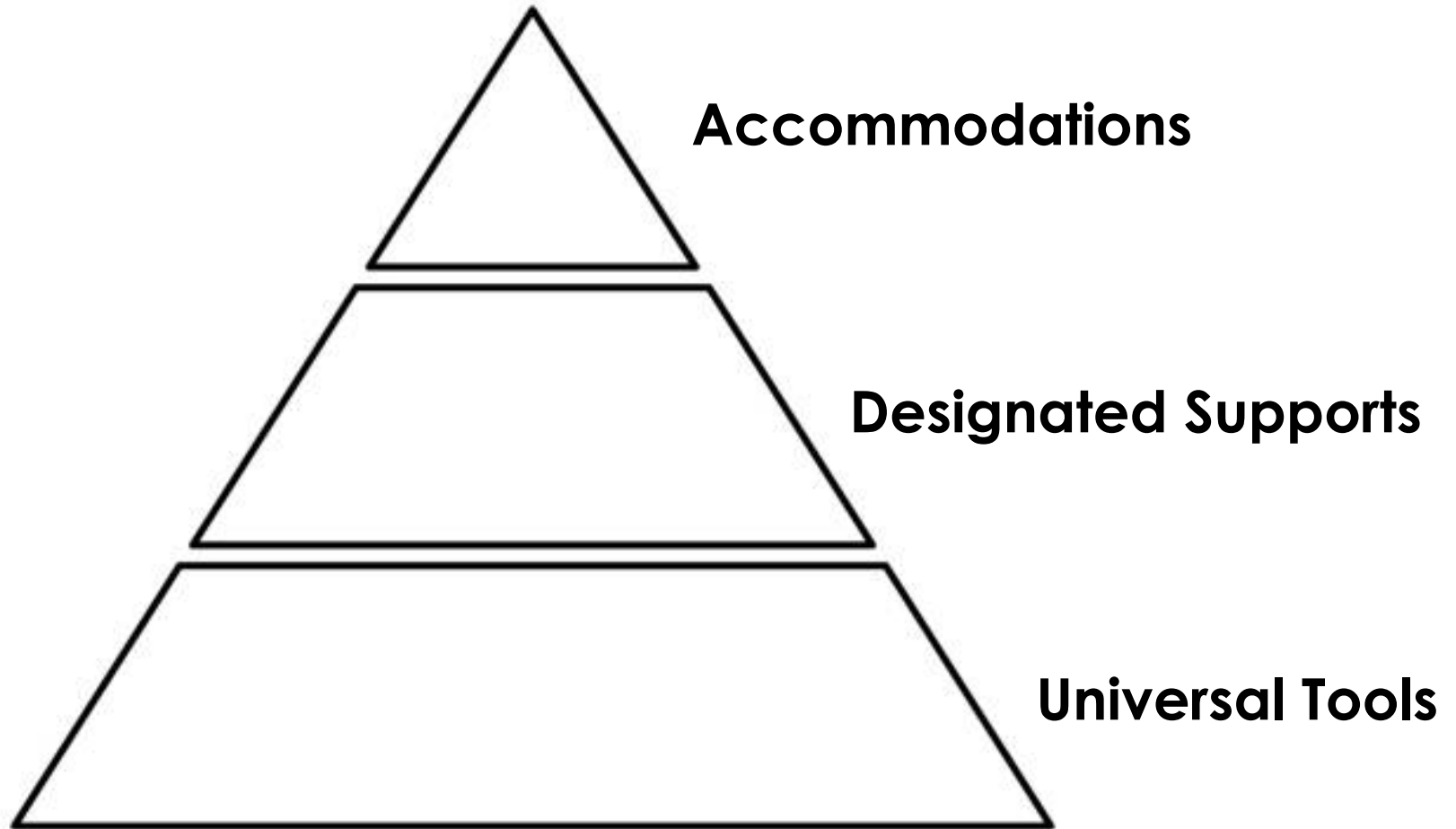


Accessibility Features

Maine Through Year Assessment Reading & Math

Types of Accessibility Features



Types of Accessibility Features

Embedded: Impacts delivery of the assessment within the assessment platform

Non-embedded: Features provided locally that do not change the assessment within the platform



Universal Tools

Readily available to ALL students

Universal Tools

Embedded Universal Tools: Provisions within the assessment platform provided automatically to all students

- Examples: zoom, line reader, answer eliminator
- Best way to prepare students is to explore the item type samplers

Math Reference Sheet

- Embedded Universal Tool on the Through Year Assessment in Mathematics
- Available to all grade levels



Mathematics Reference Sheet

Perimeter

The perimeter of a polygon is equal to the sum of the lengths of its sides.

Circumference of a Circle

$$C = \pi d \text{ or } C = 2\pi r$$

$$\pi \approx 3.14$$

Area

Triangle $A = \frac{1}{2}bh$

Rectangle $A = bh$ or $A = hv$

Circle $A = \pi r^2$

Surface Area

The total area of the 2-dimensional surfaces that make up a 3-dimensional object.

Volume

Right Rectangular Prism $V = lwh$ or $V = Bh$

Right Prism $V = Bh$

Cylinder $V = \pi r^2 h$

Cone $V = \frac{1}{3}\pi r^2 h$

Sphere $V = \frac{4}{3}\pi r^3$

Pyramid $V = \frac{1}{3}Bh$

Slope Formula

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

Linear Equation

$$y = mx + b$$

Pythagorean Theorem

$$a^2 + b^2 = c^2$$

Definition of Trigonometric Functions

For $0^\circ < \theta < 90^\circ$,



$$\sin \theta = \frac{\text{opposite}}{\text{hypotenuse}}$$

$$\cos \theta = \frac{\text{adjacent}}{\text{hypotenuse}}$$

$$\tan \theta = \frac{\text{opposite}}{\text{adjacent}}$$

Mean

$$\bar{x} = \frac{x_1 + x_2 + x_3 + \dots + x_n}{n}$$

Interquartile Range

$$IQR = Q_3 - Q_1$$

The difference between the third quartile and first quartile of a set of data.

Standard Deviation

$$\sigma = \sqrt{\frac{(x_1 - \bar{x})^2 + (x_2 - \bar{x})^2 + \dots + (x_n - \bar{x})^2}{n}}$$

Universal Tools

Non-Embedded Universal Tools: Provided locally and available to all students

Tool	Description
Scrap/Scratch Paper	The student uses scratch paper, an individual erasable whiteboard, or an assistive technology device to make notes or record responses. Scratch paper can be lined, blank, or graph. All scratch paper must be collected and securely destroyed at the end of each test to maintain test security.



Designated Supports

Designated Supports

- Increase accessibility without altering the construct of any assessment item
- Determined on an individual basis by an educational team, for example (but not limited to) as part of...
 - Multi-Tiered System of Supports (MTSS)
 - Response to Intervention (RTI)
 - Individual Language Acquisition Plan (ILAP)
 - Student Assistance Team
- **For assigning designated supports, a team is two or more education professionals with knowledge of a student's performance.**
- **Supports must be consistent with the student's normal routine during classroom instruction.**
- Supports are entered into the assessment platform by either the School or District Assessment Coordinator

Embedded Designated Support

Support	Description
Provision within online platform that must be assigned to the student.	
Text-to-Speech (TTS)	<p>Text is read aloud to the student via (embedded) TTS technology. TTS should be consistent with the student's normal routine during classroom instruction.</p> <p>Headphones/earbuds are necessary unless tested individually in a separate setting.</p>

- **The Through Year Assessment in Mathematics is not intended to assess a student's reading ability.**
- The general assessments use grade-level text.
- Requirements for TTS:
 - Team of two or more education professionals make the determination
 - Consistent with student's normal routine during instruction

Text-to-Speech on the Reading Assessment

Support	Description
Provision within online platform that must be assigned to the student.	
Text-to-Speech (TTS)	Text is read aloud to the student via (embedded) TTS technology. TTS should be consistent with the student's normal routine during classroom instruction. Headphones/earbuds are necessary unless tested individually in a separate setting.

- **The directions, questions, and answer choices on the Reading Assessment are not intended to assess a student's reading ability.**
- When you assign TTS in the Reading Assessment, it will only read the directions, questions, and answer choices.
- TTS on the Reading Assessment will not read the reading passages.

Non-Embedded Designated Supports

Support	Description
Individual/Small Group Setting	This Designated Support is provided to minimize distractions for students whose test is administered out of the classroom or so that others will not be distracted by supports/accommodations being used.
Bilingual Word Glossary for MLs	A bilingual/dual language word-to-word glossary is provided to students who are Multilingual Learners as a language support as per ILAP.

Non-Embedded Designated Supports

Examples of supports that can be provided to students and do not need to be indicated in the assessment platform include:

- Assistive technology
- Medical devices
- Visual aids (e.g., magnification devices, external monitors, reduction of visual print by blocking or other techniques, student privacy shields)
- Auditory devices (e.g., special acoustics, amplification, noise buffers, whisper phones, calming music)
- Student reads assessment aloud to self (in individual setting)
- Directions clarification

Non-Embedded Designated Supports

Maine Through Year Assessment - Math ONLY

Support	Description
Mathematical Supports	This Designated Support is for students who need additional supports for math (e.g. abacus, number line, addition/multiplication charts, base-ten blocks, various types of counters, fraction tiles and pies without numerical labels, coins, clock with or without numbers shown on clock face; clock should not have gears, etc.).

Supports must be consistent with the student's normal routine during classroom instruction.



Accommodations

Accommodations

Accommodations are changes in procedures or materials that are used to increase equitable access during the assessment **for students with documentation of the need on an Individualized Education Plan (IEP) or 504 Plan.**

Accommodations are entered into the assessment platform by the School or District Assessment Coordinator.

Accommodations: Paper-Based Forms

Accommodation	Description
Standard Paper-Based	<p>For students with an IEP/504 plan that requires assessments to be paper-based and not administered online.</p> <p>Standard (size 12 font) paper-based forms are print-on-demand. Secure login instructions will be provided by NWEA.</p>
Large Print	<p>For students with and IEP/504 plan that requires assessments to be paper-based, large print, and not administered online.</p> <p>Large print forms are shipped to schools.</p> <p>**Note: Large print forms are size 18 font. The Zoom tool within the platform allows for greater magnification. In addition, external monitors can be used.</p>
Braille	<p>Both contracted and un-contracted braille are available as indicated by a student's IEP/504 Plan.</p>
Human Reader (Paper-Based Tests ONLY)	<p>This accommodation is <u>only allowed for students that have a documented need for paper-based assessments</u>.</p> <p>The student will have those parts of the test that have text-to-speech support in the computer-based version read by a qualified human reader in English.</p> <p>(This accommodation applies to directions, questions, and answer choices, not Reading Passages.)</p>

Requests for Paper-Based Forms

- Standard and Large Print
 - Standard and large print forms require ME DOE approval.
 - In addition to indicating the need for standard or large print forms in the Acacia platform, a [paper-based forms request](#) must be completed.
- Braille
 - Braille counts are shared with ME DOE by Nancy Moulton of Catholic Charities.
 - If you have a student that requires braille and have not received communication from ME DOE regarding that student 4 weeks before the assessment administration window, please contact Krista Averill at Krista.Averill@maine.gov.

Other Accommodations

Accommodation	Description
American Sign Language	Text is translated via sign language interpreter to student by Test Administrator as documented in the IEP/504 plan.
Scribe	<p>The student may dictate answers to a human scribe in an individual setting as indicated by a student's IEP/504 plan. Human scribe records verbatim what a student dictates and must give the student an opportunity to review scribed text. Scribed answers must be entered into the online testing platform - no paper submissions accepted.</p> <p>Please note that although there are fill-in-the-blank questions on the Through Year Assessment in Mathematics, there are no constructed response questions on either the Reading or Math assessments.</p>

Non-Embedded Accommodations

Maine Through Year Assessment - Math ONLY

Accommodation	Description
Calculator Use	A calculator is provided throughout the entire mathematics assessment, as per the student's IEP or 504 plan.

Non-Embedded Accommodations

Maine Through Year Assessment – Reading Grades 6+ ONLY

Accommodation	Description
Human Reader for Reading Passages	This accommodation is only allowed for students in grades 6+ that have a documented print disability . The student will have the Reading Passages on the Reading Assessment read by a qualified human reader in English.

If you have any questions about this accommodation that are not addressed by the resources found at the [Maine Through Year Assessment webpage](#), please reach out to Maine DOE's Office of Special Services and Inclusive Education:

ossie@maine.gov

(207) 624-6608



Human Reader for Reading Passages **State Reading Assessment** **Accommodation**

Maine Department of Education
Office of Special Services



Update to State Policy on Human Reader for Reading Passages

For the Maine Through Year Assessment, **students in grades 6+ with a print disability** - *who are currently utilizing TTS or human reader to access text across subject areas* - will be able to access the Human Reader for Reading Passages accommodation on the Maine Through Year Assessment in Reading.



Print Disabilities

- **A student with a print disability is unable to gain information from standard printed materials at an anticipated level for their grade and needs alternate access to the information.**
- **There is strong evidence suggesting the reading disability will persist despite intensive, targeted instruction.**



TTS for Reading Passages Availability on State Assessment

Maine Through Year Assessment will be administered via the Acacia Platform. The functionality of TTS for reading passages is not yet available, as this is a new allowable accommodation in Maine and a new platform.

Maine DOE and NWEA continue to work to incorporate this functionality in the future system updates.

Forms and Process for Print Disability – TTS Accommodation

1. GUIDE Print Disabilities:
Consideration for
Accommodations
2. Print Disability Flow Chart
3. Print Disability Text-to-
Speech Checklist
 - *Place completed and signed
copy of checklist in student
special education file.*





Questions?