



## 2010-2011 POLICIES AND PROCEDURES FOR ACCOMMODATIONS AND ALTERNATE ASSESSMENT TO THE MAINE HIGH SCHOOL ASSESSMENT (MHSA) AND PSAT/NMSQT



The No Child Left Behind (NCLB) Act mandates that all students in one high school year be included in a state assessment. In addition, Maine Learning Results legislation requires that all students be included in a State assessment during their third year of high school. Maine's High School Accountability Assessment for students in their **third year of high school** consists of the SAT and Science test which are administered at separate times.

Under a separate initiative, Maine **10th and 11th grade students are required to participate in the PSAT/NMSQT**. Results of this assessment will be provided to the individual student participants, but will not be reported at the State level. The PSAT/NMSQT is required in order to inform teaching and learning. Students participating in the PSAT/NMSQT have an opportunity to familiarize themselves with a format similar to that used for the SAT. Resulting information will allow students and teachers to identify areas of student strength and areas for which additional learning is required. All participants gain access to the College Board's "My College QuickStart" program and inclusion in Student Search Service.

Students will participate in these assessments through one of the following avenues: **Standard Administration, Administration with Accommodations, and/or Alternate Assessment (Personalized Alternate Assessment Portfolio [PAAP])**. Legal requirements for students identified for federally funded programs have been taken into account in the development of this document.

### ACCOMMODATIONS

An accommodation is a change in the way an assessment is given or taken that does not alter what is being measured. These policies and procedures for accommodations are designed so that all students with unique learning needs have a fair opportunity to demonstrate what they know and are able to do on all state required assessments at the high school level. All Maine students participating in state required assessments have access to the same accommodations, regardless of grade level.

The Maine High School Assessment provides two categories of accommodations:

1. **Maine Purposes Only (MPO)**, approved only by a local team of educators which result in scores that measure a student's progress towards achievement of Maine's Learning Results for State and Federal purposes only.
2. **College Board Approved**, approved by the College Board which result in scores that measure a student's progress towards achievement of Maine's Learning Results for State and Federal purposes **and** in SAT scores that can be used as part of a student's application for college admission.

### DETERMINATION OF NEED FOR ACCOMMODATION

All students being considered for accommodations must have their individual situations reviewed by a team prior to the time of assessment. This team should include at least one of the student's teachers, the building principal, related services personnel, the parent(s)/guardian(s) and, whenever possible, the student. If it is not possible for the parent and student to attend the meeting, they should be consulted regarding the committee's recommendations for accommodations prior to the time of the assessment. The list of allowable accommodations that can be considered is located on pages 3-5 of this document.

- **Students without an Individual Educational Program (IEP) – MPO accommodations only**

Students may include, but are not limited to, those who: are ill or incapacitated in some way; are Limited English Proficient (LEP); are identified as having disabilities under Section 504 of the Rehabilitation Act; or are identified by a team as needing accommodations in order to demonstrate an accurate level of academic achievement.

- **Students with an Individual Educational Program (IEP) - College-Board approved or MPO accommodations**

Schools are required to address needed accommodations at an IEP Team meeting. Membership for this meeting is prescribed in Maine Unified Special Education Regulations, Chapter 101, May 8, 2010, which is located at: <http://www.maine.gov/education/speced/contentrules.htm>. Only students with an identified disability under IDEA-2004 may be considered for accommodations for a standard SAT administration with resulting official College Board scores. If accommodations are either not submitted or not approved by the College Board, the students may use MPO accommodations but may not use their scores for college application purposes.

**Procedures for Requesting College Board Approved Accommodations:**

Students with an identified disability who need accommodations and wish to have college reportable scores on the SAT portion of their Maine High School Assessment or be eligible for scholarship programs through the PSAT/NMSQT, must file an official **College Board Eligibility Form**, identifying the accommodations they wish to use during the administration of the assessment in which they will participate. The accommodations for which a student may apply include:

- those listed by the College Board in the Eligibility Packet,
- those needed by individual students and allowed by the College Board but not listed in the Eligibility packet, and
- Maine accommodations listed on pages 3-5 of this document, approved through the College Board Eligibility Form in the “Other” category.

The required documentation must accompany the request for College Board approved accommodations. The College Board will determine whether the use of the accommodations requested will be approved for the use of the individual student, based on their review.

**DOCUMENTATION OF ACCOMMODATIONS**

Any accommodations approved for a student and the reasons for these choices must be documented in a statement in the student’s cumulative folder or in the IEP for a student with an identified disability. The following is a suggested statement:

This student will participate in the Maine High School Assessment with the following accommodations:		
Section	Reason for Accommodation	Accommodation Code*
SAT Reading		
SAT Writing		
SAT Mathematics	<i>-small group to minimize distractions for student and others -human reader to prevent low reading levels from interfering with demonstration of math skills and knowledge</i>	060, 061
Maine Science Component	<i>small group to minimize distractions for student and others -human reader to prevent low reading levels from interfering with demonstration of math and science skills and knowledge</i>	060, 061

\* Refer to pages 3-5 of this document for the allowable accommodation codes for the Maine High School Assessment or PSAT/NMSQT when taken for Maine Purposes Only.

**ADMINISTRATION OF ACCOMMODATIONS**

Test Center (School) personnel should be familiar with and administer all allowed accommodations in accordance with the directions provided in trainings for SAT Test Site Supervisors and those included in the Maine High School Assessment Administrators’ Manual and the PSAT/NMSQT Administration guidelines. The same accommodations must be provided for all components of the Maine High School Assessment. Coding of Maine Purposes Only accommodations (see pages 3-5 of this document) to be used by individual students will be entered by school personnel according to the directions provided by the College Board.

**REPORTING STUDENTS’ SCORES**

*Official SAT Reports*

Free official SAT score reports will be issued to three colleges identified by a student who took the SAT portion of the Maine High School Assessment **with accommodations approved by the College Board**. The student will receive the report within 2 months of taking the SAT. Students using MPO accommodations for the MHSA will not get an official College Board score report.

*Maine Reports for All Students*

All students taking the Maine High School Assessment will be included in the school’s accountability system and their scores will be included in the State assessment reports based on Maine’s Learning Results. The scores on these reports will be determined by the combination of the SAT and the Science component based on Maine’s achievement standards and will be provided to schools at the beginning of the school year following testing.

**Remember: For students who used MPO accommodations during testing:**

- **their scores on the SAT portion of the test can not be sent to colleges by the College Board,**
- **their scores on the PSAT/NMSQT will not allow them eligibility** for participation in College Board scholarship programs, including the National Merit Scholarship Program,
- they will receive their PSAT/NMSQT scores in the same comprehensive paper score report as those using standard administration or College Board approved accommodations, but will receive their reports on a delayed schedule.

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**Approved Maine Purposes Only (MPO) Accommodations for the MHSA and PSAT/NMSQT**

*Use of These Accommodations without College Board approval through the Eligibility Process will Result in Scores Reportable for Maine Purposes Only. All accommodations used must: not change what is being measured, be approved for individual students by a team, and be a regular part of the student’s daily instruction.*

Accommodations shaded in gray may be used only on components of the Maine High School Assessment (SAT and Science), not on the PSAT/NMSQT.		
Code	Accommodations Category	Details on Delivery of Accommodations
<b>T</b> TIMING – Tests were administered:		
052	with time extended beyond standard administration (same day).	<b>MT1 and MT2</b> - Extended time may be needed 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. Testing may be extended until student can no longer sustain the activity.
053	with time extended beyond standard administration (several days).	
054	with multiple or frequent breaks.	<b>MT3</b> - Multiple or frequent breaks may be required by students whose attention span, distractibility, or physical condition, require shorter working periods.

Code	Accommodations Category	Details on Delivery of Accommodations
055	at a time of day or a day of the week most beneficial to the student. <b>MHSA ONLY</b>	<b>MT4</b> - 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.
056	using flexibility in the order in which content area tests are given.	<b>MT5</b> - 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.
<b>S SETTING – Tests were administered:</b>		
057	in school site other than regular classroom.	<b>MS1</b> - Students may be tested in an alternative site to reduce distractions for themselves or others, or to increase physical access to special equipment.
058	in out-of-school setting by school personnel.	<b>MS2</b> - Out-of-school testing may be used for students who are hospitalized or unable to attend school.
<b>P PRESENTATION – Tests were administered:</b>		
059	individually.	<b>MP1 and MP2</b> - 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).
060	in a small group.	
061	using a human reader.	<b>MP3</b> - A human reader may be used for a student whose inability to read would hinder performance. A Reader's Script will be provided based on registration with this accommodation. <b>NOTE:</b> When used for the Reading Passages, MP3 becomes a modification that is not allowed on other State assessments.
062	using sign language ( <i>NOT allowed for reading passages</i> ).	<b>MP4</b> - Trained personnel may use sign language to administer the test for deaf or hearing impaired students, with the exception of the reading passages. Sign language may be used only for questions and directions in the reading sessions.
063	with opportunity for student to move, stand, and/or pace during assessment.	<b>MP5</b> - This opportunity may be used in a single-student setting other than the classroom for a student who cannot focus when seated for sustained periods of time.
064	using alternative or assistive technology that is part of the student's communication system.	<b>MP6</b> - The test may be presented through his/her regular communication system to a student who uses alternative and assistive technology on a daily basis.
065	by school personnel known to the student other than the student's classroom teacher (e.g., ESL Title I, Special Education)	<b>MP7</b> - The test administrator may be a member of the staff who works with the student from time-to-time or on a daily basis, but is not the student's regular teacher for general curriculum.
066	using large print version of assessment.	<b>MP8</b> - A 20 pt. photo-enlarged print version of the SAT will be supplied based on registration with this accommodation.
067	using Braille version of assessment.	<b>MP9</b> - A Braille version of the SAT will be supplied based on registration with this accommodation.
068	with LEP student use of a word-to-word bilingual dictionary as needed.	<b>MP10</b> – The student may have a word for word dictionary available for individual use as needed. A word for word dictionary is one that does not include any definitions. Dictionaries used must be among those listed at <a href="http://www.maine.gov/education/mea/admininfo.htm">http://www.maine.gov/education/mea/admininfo.htm</a> .
071	using a cassette version of the test.	<b>MP12</b> - A cassette version of the SAT will be supplied based on registration with this accommodation.

Code	Accommodations Category	Details on Delivery of Accommodations
<b>R</b>	<b>RESPONSE – Tests were administered:</b>	
<b>072</b>	using a scribe or recording device (oral dictation to a scribe or a recording device is <i>NOT</i> allowed for the Writing session ).	<b>MR1</b> - 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. Audio recordings must be deleted immediately following scribing.
<b>073</b>	using alternative or assistive technology/devices that are part of the student’s communication system.	<b>MR2</b> - 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. Speech-to-text may not be used for the Writing session.
<b>074</b>	other assistive devices.	<b>MR3</b> - 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 session of the Mathematics test</i> ), noise buffers, place markers, carrels, etc.
<b>075</b>	with student use of a word processor. <b>MHSA ONLY</b>	<b>MR4</b> - A student may use a word processor. When used for the Writing session, spell check, grammar check, and word prediction programs should be turned off.
<b>076</b>	with student use of a Braille. <b>MHSA ONLY</b>	<b>MR5</b> - A student may use a Braillewriter, a slate and stylus, and/or an electronic Braille to respond to questions. Responses would need to be recorded in standard format by a scribe.
<b>077</b>	with student use of visual aids.	<b>MR6</b> - 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.
<b>078</b>	with LEP student use of a word-to-word bilingual dictionary as needed.	<b>MR7</b> – The student may have a word for word dictionary available for individual use as needed. A word for word dictionary is one that does not include any definitions. Dictionaries used must be among those listed at <a href="http://www.maine.gov/education/mea/admininfo.htm">http://www.maine.gov/education/mea/admininfo.htm</a> .
<b>079</b>	using administrator verification of student understanding following the reading of test directions.	<b>MR8</b> - After directions have been read, the test administrator may ask the student what he/she has been asked to do. If directions have been misunderstood by the student, the <u>directions</u> <u>may</u> be paraphrased or demonstrated. Test <u>items may not</u> be paraphrased or explained.
<b>081</b>	using side-by-side placement of two test booklets.	<b>MR9</b> - All responses must be recorded on a single answer sheet. This accommodation is designed to allow students to see all sections related to the same item at the same time, regardless of the test configuration.
<b>O</b>	<b>Other</b>	(must be documented and submitted to the Department of Education in advance) <b>Contact:</b> <b>Dan Hupp</b> , MHSA Coordinator, <a href="mailto:dan.hupp@maine.gov">dan.hupp@maine.gov</a> ; 207- 624-6827 Or <b>Susan Fossett</b> , Alternate Assessment & Accommodations Coordinator <a href="mailto:susan.fossett@maine.gov">susan.fossett@maine.gov</a> ; 207- 624-6774

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## ALTERNATE ASSESSMENT

Since all students, including students with disabilities, are required to participate in Maine Comprehensive Assessment System (MeCAS), the following options exist for meeting this requirement:

1. Participation in the statewide assessment without accommodations;
2. Participation in the statewide assessment with approved state accommodations;
3. Participation in the statewide alternate assessment (PAAP); or,
4. Participation in a combination of the statewide assessment with or without accommodations for some content areas and the statewide alternate assessment for other content areas.

### DETERMINATION AND DOCUMENTATION OF NEED FOR ALTERNATE ASSESSMENT

How a student with disabilities will participate in state- and district-wide assessments is determined by each student's Individual Education Plan (IEP) team, at least annually. Participation decisions can have important implications for school accountability and reporting. They should be made on an individual basis in every assessment year. Teams should have a systematic basis for considering which assessment format best meets the educational needs of the student. With information on the types of supports and interventions that the student requires for educational success and knowledge of the student's participation in various types of assessments in the past, teams are well positioned to weigh the existing options carefully, review the eligibility questions, and make the most appropriate assessment decision for each of the content areas.

Students who participate in the PAAP share the following characteristics: have a significant cognitive disability documented in their evaluation report, require instruction at multiple levels below age or grade-level, and are unlikely to provide valid score inferences of proficiency of the content areas using the general education assessments even with allowable accommodations. Participation in the PAAP is never based solely on the student's category of disability, language differences, achievement level, school attendance, or cultural or environmental factors.

The term "significant cognitive disability" is not a separate category of disability. It is a designation given to a small number of students with disabilities for purposes of determining the avenue of their participation in the statewide student assessment system. Not all students with significant cognitive disabilities are appropriately assessed by the alternate assessment. Currently, 1% of Maine students identified with the most significant cognitive disabilities participate in the alternate assessment. These students are working toward alternate grade level expectations which are reduced in depth, breadth and complexity consistent with United States Department of Education guidance.

It may be necessary for a district to assess more than 1%, ensuring that all students assessed with alternate standards meet PAAP guidelines. Please note that for each district only 1% of the students assessed with alternate standards may be counted as proficient for accountability purposes. Districts needing to assess more than 1% of their students with the PAAP must submit a waiver request to MDOE.

***The PAAP is appropriate only for students with the most significant cognitive disabilities***, whose curriculum is aligned with the alternate grade level expectations. "Students with significant disabilities" refers to students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education and/or social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. Students with severe disabilities may experience severe speech, language, and/or perceptual-cognitive impairments and challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports, and assistive technology devices. For more information regarding definition and identification regarding significant disabilities, please reference the DSM-IV.

The IEP team determines whether a student with a severe cognitive disability is eligible to take the PAAP based on the following criteria:

- the student has severe cognitive disability, significant deficits in communication/language and significant deficits in adaptive behavior; **and**
- the student requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across environments (home, school, community, and/or workplace); **and**
- the student requires education support systems, including, but not limited to, assistive technology, personal care services, health/medical services, or behavioral intervention.

To aid the IEP team in their determination of individual student participation in the Maine State assessment system, the team can guide their decision-making process by using the *Criteria to Determine Participation in the PAAP* and the *Flow Chart for Determining the Appropriate Avenue of Assessment* found in the ***Guidelines for Participation in Maine's Alternate Assessment*** at:

<http://www.maine.gov/education/lsalt/paap/materialstools/index.htm>.

When considering a student for participation in the PAAP, IEP team members must actively engage in a planning process that demonstrates:

1. The information contained in the *Guidelines for Participation in Maine's Alternate Assessment* and the *PAAP Administration Handbook* was utilized by the IEP team in determining the appropriateness of having the student participate in the alternate assessment;
2. There was communication to a student's parent/guardians of any State- or district-imposed consequences of a student's participation in PAAP;
3. Use of alternate achievement standards to measure student performance are documented; and,

The request for alternate assessment for each student is consistent with academic instruction based on the Alternate Grade Level Expectations (AGLEs) essential to the provision of a Free Appropriate Public Education (FAPE) as determined and documented by the IEP team.

#### **ADMINISTRATION OF ALTERNATE ASSESSMENT**

Trained school personnel should administer PAAPs at the high school level in accordance with Maine's Personalized Alternate Assessment Portfolio (PAAP) Administration Handbook, available at <http://www.maine.gov/education/lsalt/paap/manual/index.html>. Schools that have students requiring alternate assessments who are in out-of-school in-state placements must assure that the student is being assessed at the placement.

#### **ALTERNATE ASSESSMENT SCORING AND REPORTING OF STUDENT SCORES**

The alternate assessment contractor will arrange for pickup of PAAPs on May 3, 2011. PAAPs received by the contractor later than one week from the UPS pick-up date will not be scored and the students for whom a late alternate assessment is submitted will be counted as non-participants in the Maine High School Assessment for AYP reporting.

All state assessment reports, including PAAP score reports, will be posted online by the state assessment contractor in mid-August. Portfolios will be returned to schools in September each year.