MISSISSIPPI

Guidelines for Testing Students with Disabilities

Statewide Assessment System

July 2005

Mississippi Department of Education
Office of Research and Statistics
Office of Special Education
Office of Student Assessment

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Mississippi Statewide Assessment System

Guidelines for Testing Students with Disabilities

Section 1

Mississippi Department of Education
July 2005

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MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM (MSAS):
TESTING STUDENTS WITH DISABILITIES

PURPOSE

This document contains guidelines necessary to implement State Board of Education policy regarding the Mississippi Statewide Assessment System (MSAS) for students with disabilities. It is to be utilized by school personnel, parents, and students in making informed decisions regarding the MSAS.

The guidelines in this document are in accordance with the Individuals with Disabilities Education Act Amendments of 1997 (IDEA97), Individuals with Disabilities Improvement Education Act of 2004 (IDEA), and the No Child Left Behind 2001 (NCLB). A major focus of IDEA97, IDEA04, and NCLB is the inclusion of children with disabilities in State and district-wide assessment programs or alternate assessments for those children who cannot participate in State or district-wide assessment programs.

This document is provided to assist with the decision-making processes regarding

1. The participation of students with disabilities in the Mississippi Statewide Assessment System;
2. Testing accommodations; and
3. Guidelines for alternate assessment.

It is important that school personnel, parents, and students be knowledgeable of the requirements involved in making decisions regarding a student's participation in the MSAS and the accommodations for each component of the assessment system. The IEP Committee(s) should be aware of these requirements when determining the method of participation used to appropriately assess students with disabilities.

COMPONENTS OF THE MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM

Currently, the MSAS consists of four components that include the following:

1. Grade Level Testing Program (GTLP) consists of four components:

    a. Mississippi Curriculum Test (MCT) – criterion-referenced tests (CRT) in Reading, Language, and Mathematics administered to students in grades 2 – 8.

    b. Writing Assessments – CRT performance Writing Assessments administered to students in grades 4 and 7.

c. TerraNova - norm-referenced tests (NRT) in Reading/Language Arts and Mathematics administered to students in grade 6.

d. Mississippi Science Test – CRT in Science administered to students in grades 5 and 8. The test administered in grade 5 covers the Science curriculum framework for grades 3 – 5, and the test administered in grade 8 covers the Science curriculum framework for grades 6 – 8.

2. Subject Area Testing Program (SATP) consists of four (4) criterion-referenced, end-of-course tests administered for U.S. History from 1877, Algebra I, Biology I, and English II (with a writing component). Students are required to pass the subject area tests in order to receive a regular high school diploma. Graduation requirements for students are determined by the year they entered the ninth grade. (See Attachments A and B in Section 6 for graduation requirements.)

3. The Functional Literacy Examination (FLE) - a criterion-referenced exit exam for students who receive a regular high school diploma. The FLE is being phased out as the SATP becomes mandatory for graduation. Graduation requirements for students are determined by the year they entered the ninth grade. (See Attachments A and B in Section 6 for graduation requirements.)

4. The Mississippi Career Planning and Assessment System (MS-CPAS) - a series of occupation-specific criterion-referenced tests required of all students who have completed a two (2) year vocational program.

DEFINITIONS

These definitions apply to terms as they are used in this document:

1. Accommodations - changes in testing procedures that provide students with disabilities an equal opportunity to participate in testing situations and to demonstrate their knowledge and abilities. Without accommodations, the assessment may not accurately measure the student's knowledge and skills. Accommodations can change the method in which test items are presented to a student and the method of the student's response to test items. Allowable accommodations ensure that the test measures skills and knowledge rather than his or her disability. They are provided to "level the playing field." Non-allowable accommodations are accommodations that interfere with what the test purports to measure. Accommodations are grouped into the following categories: setting conditions, timing/scheduling conditions, presentation conditions, and response conditions.
2. Alternate Assessment - An assessment of students for whom an accurate measure of performance and progress cannot be obtained using the standard statewide testing programs even with allowable accommodations and modifications.

3. Alternate Assessment based on Extended Curriculum Frameworks – alternate assessment process designed for students with significantly cognitively disabled students

4. Eligible Student – a student who must participate in MSAS; this includes all students in grades 2 – 8, students enrolled in subject area testing program courses, students completing a vocational program, and ungraded students 7 to 13 years of age on September 1.

5. General Accommodations – allowable accommodations that can be utilized by any student and special population students during classroom instruction and on the statewide tests.

6. High Stakes Alternative Assessment – alternative assessment process for the Subject Area Testing Program (SATP) for students with disabilities under IDEA. It is referred to as high stakes because students must pass the required subject area tests to receive a regular high school diploma.

7. IDEA 97 - the Individuals with Disabilities Education Act (IDEA97) amended by Congress on June 4, 1997. IDEA97 emphasizes and requires that educational programs for students with disabilities be designed to ensure, to the maximum extent appropriate, their involvement in the general curriculum and their participation in the general educational environment.
8. IDEIA 2004 - H.R.1350 Individuals with Disabilities Education Improvement Act of 2004
9. IEP – an Individualized Education Program for students with disabilities developed by utilizing regular education curriculum requirements.

10. Low Stakes Alternate Assessment – alternate assessment process for the Grade Level Testing Program (grades 2 – 8) for students with disabilities under IDEA.

11. NCLB 2001 - the No Child Left Behind Act of 2001 (NCLB) passed by Congress in December 2001. The NCLB addresses the inclusion of all students in state and district assessment and accountability systems, including special populations.
12. Section 504 of the Rehabilitation Act of 1973 - a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal funds from the U.S. Department of Education.
13. Instructional Level – the level at which a student is receiving instruction based on the Mississippi Curriculum Frameworks in the content areas of Reading, Language, Writing, and Mathematics.

14. Mississippi Language Arts Curriculum – contains the current standards and benchmarks that serve as the framework of language arts instruction for students in the Mississippi public schools.

15. Mississippi Mathematics Curriculum – contains the current standards and benchmarks that serve as the framework of mathematics instruction for students in the Mississippi public schools.

DEFINITION OF STUDENTS WITH DISABILTIES

These guidelines apply to students as defined below:

1. Students with disabilities under the Individuals with Disabilities Education Act Improvement Act of 2004 (IDEIA 2004) – A student who has been evaluated and determined to have a disability and to be in need of special education in accordance with State regulations and regulations under IDEA04. Students must have (1) current eligibility certification for a specific disability under IDEA, (2) have a current Individualized Education Program (IEP), and (3) receive special education services;

    Significant Cognitive Disability – for a student to be classified as having a significant cognitive disability, <u>all</u> of the following must be true: 1) The student demonstrates significant cognitive deficits and poor adaptive skill levels (as determined by that student's comprehensive assessment) that prevent participation in the standard academic curriculum or achievement of the academic content standards, even with accommodations and modifications; 2) The student requires extensive direct instruction in both academic and functional skills in multiple settings to accomplish the application and transfer of those skills; and 3) The student's inability to complete the standard academic curriculum is not the result of excessive or extended absences or primarily the result of visual, auditory, or physical disabilities; emotional-behavioral disabilities; specific learning disabilities; or social, cultural, or economic differences.

2. Students with disabilities under Section 504 – students who have been determined to have a disability under Section 504 regulations, have a current 504 Accommodation Plan and receive special services based on the plan.

3. Students with a temporary physical disability – students with a temporary physical disability resulting from an illness or injury, such as a broken limb or temporary vision loss may be provided allowable accommodations after receiving approval from the Office of Student Assessment.

BASIS OF POLICY AND GUIDELINES

Mississippi Code 37-16-3 requires that all eligible students enrolled in public school participate in the Mississippi Statewide Assessment System and that the school district superintendent certify annually that all eligible students enrolled in the

designated grades/courses were tested. However, accommodations may be provided in accordance with Mississippi Code 37-16-9. It is necessary that all guidelines contained herein be adhered to as written.

STUDENTS WITH DISABILITIES

IDEA97

Congress amended the Individuals with Disabilities Education Act on June 4, 1997. IDEA97 emphasizes and requires that educational programs for students with disabilities be designed to ensure, to the maximum extent appropriate, their involvement in the general curriculum and their participation in the general educational environment. No student with a disability can be removed from the regular education environment unless the nature or severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily. Based on these requirements, the majority of Individualized Education Programs (IEPs) for students with disabilities will be developed utilizing the general curriculum requirements with special education services focusing on direct instruction to assist a student to achieve the regular education curriculum requirements.

IDEA97 also places emphasis on participation of students in State and district-wide testing programs and requires additional components for IEP development. Federal and state regulations require the IEP Committee to make the decision as to the most appropriate method of participation for a student with disabilities in the each applicable component of the testing program. IDEA97 also requires that the IEP Committee indicate why a student will not be able to participate in an applicable statewide test and the alternate means that will be used to assess the student's educational progress. Parents are considered committee members and have the opportunity to participate in their child's IEP meeting to make such decisions; therefore, they are included in the decision-making process. While parents may elect for their child to participate and while any student who wishes to participate in an applicable testing program will be allowed to do so, parents cannot make the determination of non-participation in a testing program.

Decisions made by the IEP Committee must be based on the following factors. The committee must list the accommodations necessary for the student to participate in the testing program. Federal law requires that any accommodation that is needed by the student to participate in the testing situation be listed on the student's IEP. Congress included this requirement due to the belief that large numbers of students with disabilities were exempted from participation, leading to the appearance that these students were not capable learners. Also, it is believed that mass exemptions may lower the expectations school personnel hold for these students and may also affect students' own perceptions and those of their peers. The list of accommodations necessary for participation must be addressed on a student's IEP.

IDEA97 requires all States to reevaluate the procedures for participation and the need for excluding test scores. When a student participates in the testing program with accommodations that are not allowable for a particular test, the student's scores will be excluded from the statistical summaries. The IEP Committee concentrates on which accommodations are needed by the student to participate successfully in the classroom setting and in statewide testing. It is not the IEP Committee's responsibility to determine if accommodations are allowable or non-allowable or whether a student's scores will be excluded from the statistical summaries. However, it is important for the IEP Committee to be aware that certain accommodations are not allowable for components of the MSAS. This knowledge is especially essential when planning educational programs for students with disabilities who would like to receive a regular high school diploma. The determination of whether an accommodation is allowable must be made according to the policy and guidelines in the Testing Accommodations section.

If a student does not participate in a testing program, the reason(s) the test is not an appropriate instrument to measure the student's achievement must be documented on the IEP. Any student who is determined to be unable to participate in the MSAS via grade level or instructional level testing must be provided an alternate assessment. IDEA97 requires that the MDE report to the public the number of students with disabilities who participate in the testing program and the number of students participating in alternate assessments. Also, the performance of those students who participate in the MSAS must be reported to the public if doing so would be statistically sound and would not result in the disclosure of performance results identifiable to individual students.

IDEIA 2004

The purposes of this title are as follows:
"(1)(A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living; `(B) to ensure that the rights of children with disabilities and parents of such children are protected; and `(C) to assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;

(2) to assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;

(3) to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and

(4) to assess, and ensure the effectiveness of, efforts to educate children with disabilities." *(H.R.1350, Section 601)*

No Child Left Behind Act of 2001

Congress passed The No Child Left Behind Act of 2001 (NCLB) in December 2001, and President Bush signed it into law on January 8, 2002. Section 1001 of NCLB identifies the purpose of the act, which is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. In order to accomplish the objectives set forth in NCLB, states must (1) meet the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance; (2) hold schools, local educational agencies, and states accountable for improving the academic achievement of all students and for identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education; and (3) improve and strengthen accountability, teaching, and learning by using state assessment systems designed to ensure that students are meeting challenging state academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged.

Section 504 of the Rehabilitation Act of 1973

Section 504 is a national, civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that the child with a disability has equal access to an education. The child may receive accommodations and modifications. Section 504 does not require the school to provide an individualized educational program (IEP). Section 504 provides:
"No otherwise qualified individual with a disability in the United States, as defined in section 7(20) shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service."
Section 504 protects *qualified individuals with disabilities.* Under this law, *individuals with disabilities* are defined as persons with a physical or mental impairment which substantially limits one or more major life activities. People who have a history of, or who are regarded as having a physical or mental impairment that substantially limits one or more major life activities, are also covered. In addition to meeting the above definition, for purposes of receiving services, education or training, *qualified individuals with disabilities* are persons who meet normal and essential eligibility requirements.

PARTICIPATION IN COMPONENTS OF THE MISSISSIPPI STATEWIDE ASSESSMENT SYSTEM (MSAS)

Two requirements are applicable to all students regarding the MSAS. These include

1. All eligible students will participate in the state assessment program.

2. Any student who exits high school with a regular high school diploma must pass the test of functional literacy (FLE)/subject area tests (SATP) as required by MS code 37-16-7.

Participation of Students with Disabilities under IDEA

IDEA requires all states to develop guidelines for the participation of children with disabilities in State assessments. Students with a disability under IDEA must participate in all applicable aspects of the assessment system. Refer to Section 2 of these *Guidelines*.

Decisions for Students with Disabilities under IDEA

If the IEP Committee has determined that student will receive a special education certificate or special diploma instead of a regular high school diploma, the student is not required to take the Functional Literacy Exam (FLE) or subject area tests. This decision must be documented on the student's IEP or in the student's education record. It is required that the signature of the parent or guardian be maintained on file in the district to document this decision has been discussed with the parent or guardian.

Participation of Students with Disabilities under SECTION 504

Students with a disability under Section 504 must participate in all applicable aspects of the assessment system.

Participation of Students with a temporary physical disability resulting from an illness or injury

Students with a temporary physical disability resulting from an illness or injury, such as a broken limb or temporary vision loss, may be provided allowable accommodations during the statewide testing with written approval from the Office of Student Assessment. District personnel must document the specific accommodations needed by the student. Documentation must be maintained on file in the district. For additional information, see the *Testing Accommodations* section of these *Guidelines*.

TESTING ACCOMMODATIONS

PURPOSE OF TESTING ACCOMMODATIONS

Mississippi Code 37-16-9 ensures that appropriate testing accommodations are provided for eligible students. Testing accommodations are considered changes in testing procedures that provide students with disabilities under IDEA or under Section 504 of the Rehabilitation Act of 1973, and students with a temporary physical disability an equal opportunity to participate in testing situations and to demonstrate their knowledge and abilities. Accommodations can change the method in which test items are presented to a student and the method of the student's response to test items.

Accommodations fall under four general areas: 1) setting conditions, 2) timing/scheduling conditions, 3) presentation conditions, and 4) response conditions. A student may need accommodations when testing in one content area, but may not need them when testing in another content area. Accommodations are not intended to be a substitute for knowledge and abilities that a student has not achieved or to provide an unfair advantage, but to address the specific needs of an individual student due to a disability and thereby minimize its effect.

If the test results are to be considered a valid measure of the student's achievement and knowledge, there are limits regarding the accommodations that may be made for a student. Accommodations that meet the following criteria are considered appropriate and allowable when assessing a student's achievement and knowledge.

1. The accommodations must not affect the validity of the test.
2. The accommodations must function only to allow the test to measure what it purports to measure.

An accommodation that does not meet the criteria above will not allow the test to measure what it purports to measure and therefore is considered a non-allowable testing accommodation. Use of non-allowable accommodations will result in test scores that are not an accurate measure of a student's achievement and knowledge; such results are therefore considered invalid scores. These results will not be included in summary statistics. Such scores will not be used to report the performance of students with disabilities to the public since the results of such tests are not statistically sound. Any student with an invalid score is considered not tested.

Guiding Principles for Accommodations

To the extent possible, and when appropriate, students with disabilities should be administered the State tests under standard conditions.

1. The accommodations that are to be used during regular classroom instruction and assessments are to be discussed, finalized, and documented in

the current IEP or Section 504 Plan prior to the discussion and documentation of accommodations that are to be used during a State-mandated test administration. It should be noted that some accommodations that may be used routinely in the classroom may not be allowable for statewide tests. Test results of students who use non-allowable accommodations are invalid and must be excluded from summary statistics.

2. Which accommodations to use should be made on individual student basis. No accommodations should be provided unless necessary, and the fewest possible accommodations should be given. Accommodations should be chosen by first reviewing the approved list of accommodations (see Section 5). Remember that if a student is provided accommodations that are not allowable, the student may be put at a disadvantage when it is time to participate in state assessments. Students tested with non-allowable accommodations will be considered not tested for accountability purposes.

3. The following are "Guiding Principles" [1] for accommodations used during State-mandated test administrations. These principles were published by the Council of Exceptional Children:

a. Do not assume that every student with disabilities needs assessment accommodations. Accommodations used in assessments should parallel accommodations used in instruction.

b. Obtain approval by the IEP Team. The IEP Team must determine the accommodations.

[1] *Council for Exceptional Children. (2000). Making assessment accommodations: A toolkit for educators. Reston, VA: Council for Exceptional Children, 17-19.*

c. Base accommodations on student need. Accommodations should respond to the needs of the individual student and not be based on the category of the student's disability. Do not base decisions about whether to provide accommodations and what the accommodations should be on educational program placement (e.g., percentage of time the student spends in the general education classroom). While students with the same disability may tend to need the same or similar kinds of accommodations, this is not a sound basis for making decisions.

d. Be respectful of the student's cultural and ethnic background. When suggesting an accommodation, make sure the student and his or her family are comfortable with it. When working with a student who has limited English proficiency, consideration needs to be given to whether the assessment should be explained to the student in his or her native language or other mode of communication unless it is clearly not feasible to do so.

e. Integrate assessment accommodations into classroom instruction. Never introduce an unfamiliar accommodation to a student during an assessment. Preferably, the student should use the accommodation as part of regular instruction. At the very least, the student should have ample time to learn and practice using the accommodation prior to the assessment.

f. Know whether your state and/or district have an approved list of accommodations. Although the ultimate authority for making decisions about what accommodations are appropriate rests with the student's IEP Team, many states and districts have prepared a list of officially-approved accommodations. These lists vary widely from district to district or state to state. Generally, there are different documentation procedures depending on whether the accommodation is or is not found on the state-approved/district-approved list. Practitioners and families should consider the state laws and district policies.

g. Plan early for accommodations. Begin consideration of assessment accommodations long before the student will use them, so that he or she has sufficient opportunity to learn and feel comfortable.

h. Include students in decision making. Whenever possible, include the student in determining an appropriate accommodation. Find out whether the student perceives a need for the accommodation and whether he or she is willing to use it. If a student does not want to use an accommodation (e.g., it is embarrassing or it is too cumbersome to use), the student probably will not use it.

i. Understand the purpose of the assessment. Select only those accommodations that do not interfere with the intent of the test. For example, if the test measures calculations, a calculator would provide the student with an unfair advantage. However, if the math test measures problem-solving ability, a calculator may be appropriate. Similarly, reading a test to a student would not present an unfair advantage unless the test measures reading ability.

j. Request only those accommodations that are truly needed. Too many accommodations may overload the student and prove detrimental. When suggesting more than one accommodation, make sure the accommodations are compatible (e.g., do not interfere with each other or cause an undue burden on the student).

k. Determine if the selected accommodation requires another accommodation. Some accommodations—such as having a test read

aloud—may prove distracting for other students, and therefore also may require a setting accommodation.

l. Provide practice opportunities for the student. Many standardized test formats are very different from teacher-made tests. This may pose problems for students. Most tests have sample tests or practice versions. While it is inappropriate to review the actual test with the student, practice tests are designed for this purpose. Teach students test-taking tips, such as knowing how much time is allotted and pacing oneself so as not to spend too much time on one item. Orient students to the test format or types of questions. For example, on multiple-choice tests, encourage students to read each choice carefully, eliminate the wrong choices, and then select their answer.

m. Remember that accommodations in test taking won't necessarily eliminate frustration for the student. Accommodations allow a student to demonstrate what he or she knows and can do. They are provided to meet a student's disability-related needs, not to give anyone an unfair advantage. Thus, accommodations will not in themselves guarantee a good score for a student or reduce test anxiety or other emotional reactions to the testing situation. Accommodations are intended to "level the playing field."

4. Questions to ask about accommodations:
    a. Does the accommodation interfere with what the test is designed to measure?
    b. Does the accommodation provide the answer to the student?

If the answer to either question is "yes," then it is not an allowable accommodation.

DETERMINING THE NEED FOR ACCOMMODATIONS

STUDENTS WITH DISABILITIES UNDER IDEA

Accommodations

The need for an accommodation, as well as the type of accommodation, must be based on the guidelines below:

1. Accommodations needed for the student to participate in a testing program must be listed on the student's current IEP as a modification or accommodation and provided as stated in the IEP.

2. IEPs will contain documentation of the accommodations or modifications utilized in the regular education and special education environments.

3. An assistive technology device or interpreter necessary for participation in the testing program must be addressed on the IEP as a service provided for the student. This service may be documented in any section of the IEP. It should be noted that some accommodations that may be used routinely in the classroom might not be allowable for statewide tests. Note that the test results of students who use non-allowable accommodations are invalid and must be excluded from summary statistics. Test results of students who use non-allowable accommodations are invalid and must be excluded from summary statistics. Any student with an invalid score is considered not tested.

4. Students may take all tests with the accommodations/modifications addressed in their IEP. However, students who will exit with a regular high school diploma must pass the Functional Literacy Exam and/or applicable subject area test(s) utilizing only allowable accommodations or the high stakes alternate assessment.

5. In order to be allowable for statewide assessments, the accommodation must be based upon the individual student's learning needs, documented in the student's IEP, and used for routine classroom instruction.

Documentation of Decisions

1. When documenting accommodations needed by a student to participate in each applicable component of the MSAS, school personnel must complete a review of accommodations addressed in the student's IEP. Classroom accommodations should be consistent with allowable accommodations provided for the state assessments as indicated in the IEP. It should be noted that some accommodations that may be used routinely in the classroom might not be allowable for statewide tests. The test results of students who use non-allowable accommodations are invalid and must be excluded from summary statistics. Test results of students who use non-allowable accommodations are invalid and must be excluded from summary statistics. Any student with an invalid score is considered not tested.

2. The student's teacher must document the specific types of accommodations needed by each student on the applicable form. The student's teacher must sign and date each form completed. If a student will use non-allowable accommodation(s) during any statewide test, it is recommended that school personnel discuss with the parents the resulting impact of this decision. This form is to be maintained on file in the district. Districts may develop a form or utilize Attachment C (section 6).

3. Decisions regarding the types of accommodations needed for each student must be completed. This list must be maintained on file in the district. Districts may develop a form or utilize Attachment C (section 6). The supervisor of special education must forward appropriate documentation to

the district test coordinator who must assign responsibility for coding student answer documents.

STUDENTS WITH DISABILITIES UNDER SECTION 504

Accommodations

1. Students may take all tests with accommodations based on the accommodations/ modifications addressed on their 504 Accommodation Plan and implemented in accordance with their plan. Students who will exit with a regular high school diploma must pass the Functional Literacy Exam and/or applicable subject area test(s) utilizing only allowable accommodations.

Documentation of Decisions

1. The 504 Accommodation Team must determine any accommodations needed by a student to participate in each applicable component of the MSAS by reviewing the accommodations/modifications in the student's 504 plan. It should be noted that some accommodations that may be used routinely in the classroom might not be allowable for statewide tests. The test results of students who use non-allowable accommodations are invalid and must be excluded from summary statistics. Any student with an invalid score is considered not tested.

2. The team must document the specific accommodations needed by the student on an applicable form. Each completed form must be signed and dated by the 504 Accommodation Team leader. If the student will use non-allowable accommodation(s) during any statewide test, it is recommended that the parent's signature be secured since the student's score will be invalid. This form must be maintained on file in the district. Districts may develop a form or utilize Attachment C (section 6).

3. A list of decisions regarding the types of accommodations needed for each student must be completed. This documentation must be maintained on file in the district. Districts may develop a form or utilize Attachment C (section 6). The supervisor of special education must forward appropriate documentation to the district test coordinator who must assign responsibility for coding student answer documents.

STUDENTS WITH A TEMPORARY PHYSICAL DISABILITY RESULTING FROM AN ILLNESS OR INJURY

Accommodations

1. Accommodations for a student with a temporary physical disability may be provided after receiving approval from the Office of Student Assessment. Requests for accommodations must be based on the professional discretion of the school principal and the district test coordinator following consultation with the student's teacher(s) regarding the necessary accommodations in the regular education program. Accommodations for a student with a temporary physical disability may be provided after receiving approval from the Office of Student Assessment. Requests for accommodations must be based on the professional discretion of the school principal and the district test coordinator following consultation with the student's teacher(s) regarding the necessary accommodations in the regular education program. The Office of Student Assessment will determine whether the requested accommodation is allowable or non-allowable. Students who will exit with a regular high school diploma must pass the Functional Literacy Exam and/or applicable subject are test(s) utilizing only allowable accommodations. It should be noted that some accommodations that may be used routinely in the classroom might not be allowable for statewide tests. The test results of students who use non-allowable accommodations are invalid and must be excluded from summary statistics. Test results of students who use non-allowable accommodations are invalid and must be excluded from summary statistics. Any student with an invalid score is considered not tested.

2. Students who are considered vocational completers must take the MS-CPAS. Accommodations may be provided for each of the tests.

Documentation of Decisions

1. The student's teacher may choose to complete the applicable form (Attachment C, Section 6) to document the specific accommodations needed by the student. This information should also be documented on the student's test answer booklet. Since the Office of Student Assessment must approve the specific accommodations for a student, the district may choose to use the approval letter for documentation.–

2. A list of the decisions regarding the types of accommodations needed for each student must be completed for each applicable test. This list must be maintained on file in the district. The district may develop a form or utilize Attachment C in Section 6. The district test coordinator must assign responsibility for coding student answer documents.

PETITION FOR SPECIAL CONSIDERATION

In rare instances, students may require special consideration for an exemption or an accommodation not provided for in these guidelines. In such cases, the local school district superintendent or district test coordinator may make a petition for special consideration to the Office of Student Assessment. Such a petition must clearly state the reason that special consideration is necessary. In addition, the request must include adequate supporting information and documentation. This type of request should be submitted to the Office of Student Assessment no later than four weeks (20 working days) in advance of test administration to allow for appropriate review and response to the school district. District personnel must complete the ACCOMMODATION REQUEST FORM (Attachment D in Section 6).

Mississippi Statewide Assessment System

Guidelines for Testing Students with Disabilities

Section 2

Making Assessment Decisions for Students with Disabilities under IDEA

Note: The information in the "EFFECT ON AYP" column in Assessment Decision Forms 1 and 2 on pages 5–21 reflects the most recent decisions rendered for Mississippi by the U. S. Department of Education (USDE). If the USDE makes any changes, this information will have to be revised.

Mississippi Department of Education

July 2005

(For Assessments Conducted in 2005/2006)

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Determining the Most Appropriate Assessments for Students with Disabilities

It is the responsibility of the IEP team to ensure maximum access to the general curriculum and to make decisions concerning the most appropriate assessments for students. Department of Education training for special educators includes information on using the Mississippi Curriculum Frameworks in developing goals for the IEP. The standardized process for determining the most appropriate assessments for students with disabilities is based on an appropriately developed IEP. Basically, this process involves (1) determining the extent to which a student with disabilities is accessing the general statewide curriculum and (2) determining the most appropriate assessment(s) for accurately measuring performance and growth based on the content in the student's IEP. The information in this section walks the educator through the standardized procedure that

- identifies the particular students for whom certain assessment decisions must be made,
- provides a simple "check sheet" format for determining the extent to which the student's IEP is aligned with the statewide curriculum and the need for certain testing accommodations, and
- indicates the assessment(s) that would be most appropriate for measuring the student's performance and progress.

Using the above process, the IEP team can make appropriate decisions concerning student assessment. These decisions are then documented in the IEP as required under IDEA. Depending on the student's IEP goals, present level of performance, and need for certain testing accommodations, he/she will participate in statewide assessment programs in appropriate ways that might include

- taking the regular statewide test(s) at "grade level" with any necessary allowable testing accommodations,
- taking the regular statewide test(s) at "instructional level" (below grade level) with any necessary allowable testing accommodations, and/or
- participating in one of the alternate/alternative assessment processes.

Basically, the alternate/alternative assessment process allows the assessment of a) students for whom an accurate measure of performance and progress cannot be obtained using the standard statewide testing programs even with appropriate accommodations and modifications, or b) students with significant cognitive disabilities that are assessed against the Extended Curriculum Frameworks.

According to the most recent U.S. Department of Education regulations regarding the assessment of students under the No Child Left Behind Act of 2001 (NCLB), the only students who should be assessed using instructional level tests and alternate assessments based on the Extended Curriculum Frameworks are students who fall under the state's definition of Significantly Cognitively Disabled (SCD). All other students should be assessed against grade level standards using the regular state assessments with any necessary allowable accommodations. While the state does not prohibit the IEP team from recommending instructional level testing or an alternate assessment for a non-SCD student, that decision may have an adverse impact on school and district level Adequate Yearly Progress (AYP) results.

The definition used to determine whether a student has a significant cognitive disability for NCLB accountability purposes is shown below.

Definition of Significant Cognitive Disability

A student's level of cognitive ability and adaptive skills may significantly prevent achievement of the academic content standards that have been identified as the standards of learning and achievement for students in Mississippi's public schools. Under the *No Child Left Behind Act* (NCLB), such a student may meet the criteria listed below to be classified as a student with a "significant cognitive disability." "Significant cognitive disability" is not a new, separate category of disability. A small number of students who have been diagnosed within one or more of the thirteen existing categories of disability (e.g., autism, multiple disabilities, traumatic brain injury, etc.) as defined by the *Individuals with Disabilities Education Act* may fall into the "significant cognitive disability" category due to the severity of their disability.

For a district to classify a student as having a "significant cognitive disability," <u>all</u> of the following must be true:

- The student demonstrates significant cognitive deficits and poor adaptive skill levels (as determined by that student's comprehensive assessment) that prevent participation in the standard academic curriculum or achievement of the academic content standards, even with accommodations and modifications.
- The student requires extensive direct instruction in both academic and functional skills in multiple settings to accomplish the application and transfer of those skills.
- The student's inability to complete the standard academic curriculum is not the result of excessive or extended absences or primarily the result of visual, auditory, or physical disabilities; emotional-behavioral disabilities; specific learning disabilities; or social, cultural, or economic differences.

The process for planning, conducting, and reporting the results of alternate/alternative assessments for non-SCD students is described in Section 3. The forms used for conducting alternate/alternative assessments for non-SCD students can be found in Section 4. The process for planning, conducting, and reporting the results of alternate assessments based on the Extended Curriculum Frameworks for SCD students will be provided in documents and training released in Fall 2005.

Note: Sections 2, 3, and 4 in this document entirely replace the earlier document titled, Alternate Assessment Training Manual – Revised: 09/24/01.
The rest of this section contains the standardized process for deciding whether a student is eligible for assessment, determining the extent to which a student with disabilities is accessing the general statewide curriculum, identifying test accommodations and modifications needed by the student, and determining the most appropriate assessment(s) to accurately measure performance and growth.

Deciding Whether the Student Needs to be Considered for Assessment

According to the law, the (formal) assessment of students with disabilities is required to the extent that non-disabled students are assessed under state and district-wide assessment programs. In Mississippi, this means students with disabilities who are in grades 2-8 (or students in a non-graded setting who are 7 to 13 years of age on September 1), students with disabilities who are taking high school courses or secondary vocational programs in which non-disabled students are tested, and students with disabilities who still need to pass one or more sections of the FLE as a requirement for earning a regular high school diploma.

Deciding What Assessments are Most Appropriate for the Student

Two forms have been developed to help the IEP team make appropriate decisions concerning assessment.

Assessment Decision Form 1 (Grade Level Testing Program) focuses on the areas of reading, language, writing, and mathematics. Those are the areas addressed in the statewide Grade Level Assessment Program for regular students enrolled in grades 2 through 8. Use this form if the student is in grades 2-8. If the student is not enrolled/placed in a particular grade,

- BEGIN using **Assessment Decision Form 1** if the student will be 7 years old by September 1 of the school year for which the IEP is being written and
- STOP using **Assessment Decision Form 1** if the student will be 14 years old on September 1 of the school year for which the IEP is being written --OR-- the student will be in grade 9 or higher during the school year for which the IEP is being written.

Assessment Decision Form 2 (Secondary Assessments) focuses on high school courses in which statewide assessments are administered to regular education students, secondary vocational programs, and the FLE. Regular education students are assessed in these areas when they complete the high school courses, complete a secondary vocational program, or still need to pass one or more sections of the FLE.

- Always check **Assessment Decision Form 2** to determine whether the student is participating in any of the high school courses and programs in which assessment is required. Remember that some students may be enrolled in certain high school courses before the 9th grade (e.g., taking Algebra I in grade 8).

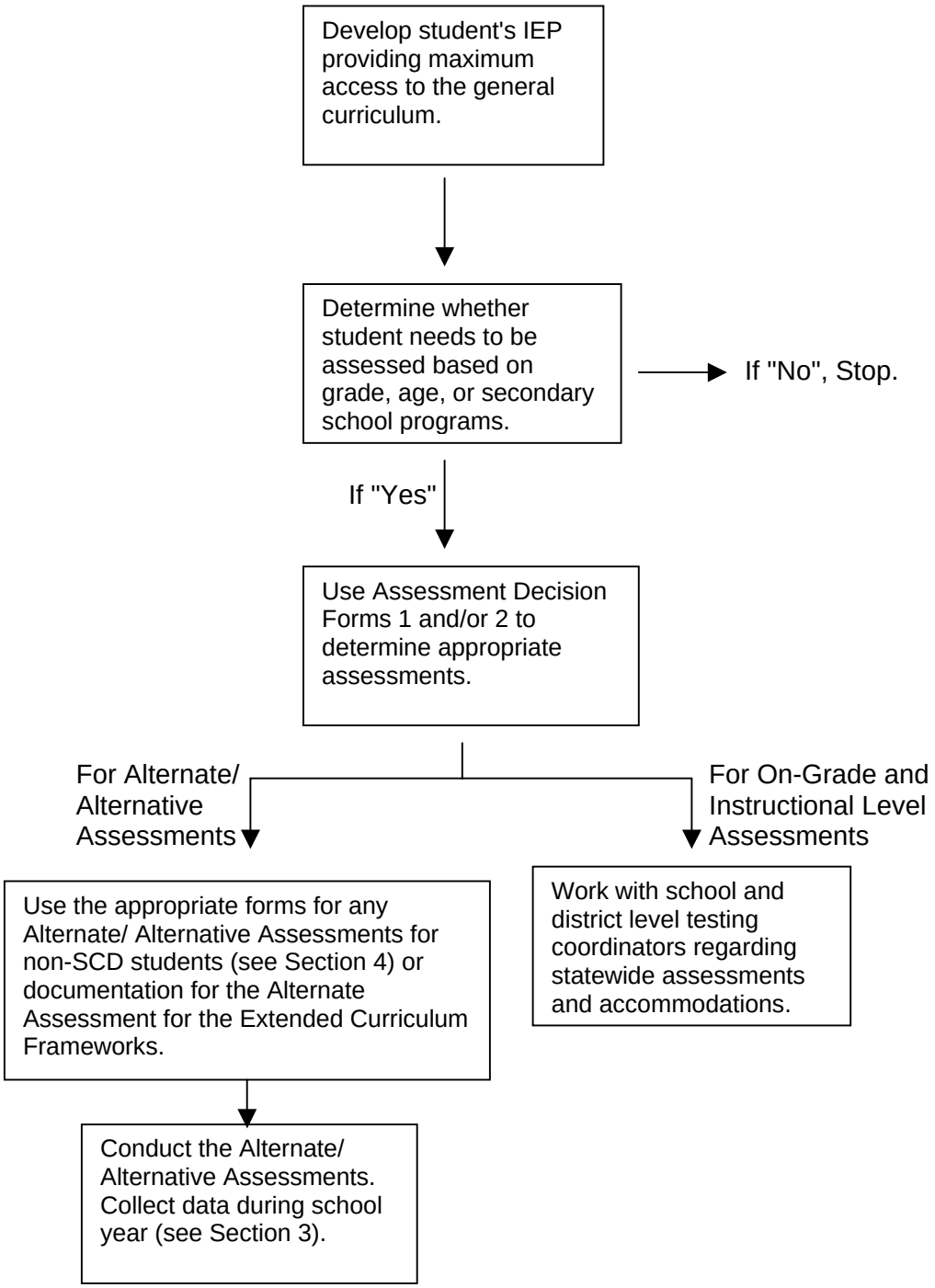
Once it has been decided that the student should be assessed, the IEP team uses the appropriate decision forms to make and document its assessment decisions.

The flowchart on the next page illustrates the process for determining a student's access to the general curriculum and determining appropriate assessment participation.

Assessment Decision Form 1 appears on pages 5-13 and **Assessment Decision Form 2** appears on pages 14-21.

Determining the Most Appropriate Assessments for Students with Disabilities

FLOWCHART



ASSESSMENT DECISION FORM 1
(Grade Level Testing Program)

In each of the tables that follow (Reading, Language, Writing, Mathematics, Science), place a check mark in the ONE block that best describes the student's instruction and testing accommodation needs.

READING INSTRUCTION	✓	ASSESSMENT NOTES	EFFECT ON AYP (see Notes!)
A. Reading instruction in the IEP is aligned with the Mississippi Language Arts Framework. The student is being instructed **at grade level** AND can take the Reading section of the Mississippi Curriculum Test (MCT) using only allowable testing accommodations.		Administer the **MCT Reading** test at grade level using the necessary allowable accommodations. Circle the MCT level: **12 13 14 15 16 17 18**	(1) the student will be counted as "tested" in reading/language for AYP. (2) the student's actual score will be used in the AYP calculations.
B. Reading instruction in the IEP is aligned with the Mississippi Language Arts Framework. The student is being instructed **at grade level**, BUT the student would need an unallowable accommodation in order to take the Reading section of the Mississippi Curriculum Test (MCT).		The most appropriate assessment of reading for this student is an **Alternate Assessment** covering the grade level reading goals and objectives in the IEP (using Form ALT-1S).	(1) the student will be counted as "tested" in reading/language for AYP. (2) the student's score must be counted as "not proficient" for AYP because the low-stakes alternate assessment process does not meet certain USDE requirements.
C. If the student meets the definition of Significant Cognitive Disability (SCD), go to **D**, otherwise, go to **H** on the next page.			
D. Reading instruction in the IEP is aligned with the Mississippi Language Arts Framework for grades 2-8, the student is being instructed **below grade level**, AND the student can take the Reading section of the Mississippi Curriculum Test (MCT) using only allowable testing accommodations.		The most appropriate assessment would be administration of the level of **MCT Reading** that is best aligned to the reading instruction using the necessary allowable accommodations. Circle the MCT level: **12 13 14 15 16 17 18**	*This instructional level assessment will be considered assessment against alternate achievement standards.* (1) the student will be counted as "tested" in reading/language for AYP. (2) if the student scores proficient or advanced, that proficient score may be included in AYP calculations (subject to the 1% cap at the district level).
E. Reading instruction in the IEP is aligned with the Mississippi Language Arts Framework for grades 2-8, the student is being instructed **below grade level**, BUT the student would need an unallowable accommodation in order to take the Reading section of the Mississippi Curriculum Test (MCT).		The most appropriate assessment of reading for this student is the **Alternate Assessment for the Extended Curriculum Frameworks** covering the language arts competencies.	(1) the student will be counted as "tested" in reading/language for AYP. (2) if the student scores proficient, that proficient score may be included in AYP calculations (subject to the 1% cap at the district level).
F. Reading instruction in the student's IEP is below grade 2 OR the reading instruction is modified and does not align with the Mississippi Language Arts Framework for grades 2-8.		The most appropriate assessment of reading for this student is the **Alternate Assessment for the Extended Curriculum Frameworks** covering the language arts competencies.	(1) the student will be counted as "tested" in reading/language for AYP. (2) if the student scores proficient, that proficient score may be included in AYP calculations (subject to the 1% cap at the district level).
G. No longer applicable – ignore this row.			

READING INSTRUCTION	✓	ASSESSMENT NOTES	EFFECT ON AYP (see Notes!)
H. The student DOES NOT meet the definition of Significant Cognitive Disability			
I. Reading instruction in the IEP is aligned with the Mississippi Language Arts Framework for grades 2-8, the student is being instructed **below grade level**, AND the student can take the Reading section of the Mississippi Curriculum Test (MCT) using only allowable testing accommodations.		The most appropriate assessment would be administration of the level of **MCT Reading** that is best aligned to the reading instruction using the necessary allowable accommodations. Circle the MCT level: **12 13 14 15 16 17 18**	*This instructional level assessment will be considered assessment against alternate achievement standards.* (1) the student will be counted as "tested" in reading/language for AYP. (2) The student's score must be counted as "not proficient" for AYP because the student is not assessed against grade level standards.
J. Reading instruction in the IEP is aligned with the Mississippi Language Arts Framework for grades 2-8, the student is being instructed **below grade level**, BUT the student would need an unallowable accommodation in order to take the Reading section of the Mississippi Curriculum Test (MCT).		The most appropriate assessment of reading for this student is an **Alternate Assessment** covering the reading goals and objectives in the IEP (using Form ALT-1S).	(1) the student will be counted as "tested" in reading/language for AYP. (2) The student's score must be counted as "not proficient" for AYP because the student is not assessed against grade level standards.
K. Reading instruction in the student's IEP is below grade 2 OR the reading instruction is modified and does not align with the Mississippi Language Arts Framework for grades 2-8.		The most appropriate assessment of reading for this student is an **Alternate Assessment** covering the reading goals and objectives in the IEP (using Form ALT-1S).	(1) the student will be counted as "tested" in reading/language for AYP. (2) The student's score must be counted as "not proficient" for AYP because the student is not assessed against grade level standards.

Notes:

This column describes the effect of the assessment decision on the NCLB AYP model only. A student's actual test score is always used in the Achievement Model. Assessment data from instructional level testing and alternate assessments cannot be included in the Growth Model.

Assessment data for students in grade 2 or for self-contained special education students (Grade Code 56) whose peer grade is grade 2 are not included in any of the AYP or Achievement model calculations. Grade 2 data for students tested at grade level are used in the prediction equations after those students have taken the Grade 3 test at grade level.

ASSESSMENT DECISION FORM 1 -- Continued
(Grade Level Testing Program)

LANGUAGE INSTRUCTION	✓	ASSESSMENT NOTES	EFFECT ON AYP (see Notes!)
A. Language instruction in the IEP is aligned with the Mississippi Language Arts Framework. The student is being instructed **at grade level** AND can take the Language section of the Mississippi Curriculum Test (MCT) using only allowable testing accommodations.		Administer the **MCT Language** test at grade level using the necessary allowable accommodations. Circle the MCT level: **12 13 14 15 16 17 18**	(1) the student will be counted as "tested" in reading/language for AYP. (2) the student's actual score will be used in the AYP calculations.
B. Language instruction in the IEP is aligned with the Mississippi Language Arts Framework. The student is being instructed **at grade level**, BUT the student would need an unallowable accommodation in order to take the Language section of the Mississippi Curriculum Test (MCT).		The most appropriate assessment of language for this student is an **Alternate Assessment** covering the grade level language goals and objectives in the IEP (using Form ALT-1S).	(1) the student will be counted as "tested" in reading/language for AYP. (2) the student's score must be counted as "not proficient" for AYP because the low-stakes alternate assessment process does not meet certain USDE requirements.
C. If the student meets the definition of Significant Cognitive Disability (SCD), go to **D**, otherwise, go to **H** on the next page.			
D. Language instruction in the IEP is aligned with the Mississippi Language Arts Framework for grades 2-8, the student is being instructed **below grade level**, AND the student can take the Language section of the Mississippi Curriculum Test (MCT) using only allowable testing accommodations.		The most appropriate assessment would be administration of the level of **MCT Language** that is best aligned to the language instruction using the necessary allowable accommodations. Circle the MCT level: **12 13 14 15 16 17 18**	*This instructional level assessment will be considered assessment against alternate achievement standards.* (1) the student will be counted as "tested" in reading/language for AYP. (2) if the student scores proficient or advanced, that proficient score may be included in AYP calculations (subject to the 1% cap at the district level).
E. Language instruction in the IEP is aligned with the Mississippi Language Arts Framework for grades 2-8, the student is being instructed **below grade level**, BUT the student would need an unallowable accommodation in order to take the Language section of the Mississippi Curriculum Test (MCT).		The most appropriate assessment of language for this student is the **Alternate Assessment for the Extended Curriculum Frameworks** covering the language arts competencies.	(1) the student will be counted as "tested" in reading/language for AYP. (2) if the student scores proficient, that proficient score may be included in AYP calculations (subject to the 1% cap at the district level).
F. Language instruction in the student's IEP is below grade 2 OR the language instruction is modified and does not align with the Mississippi Language Arts Framework for grades 2-8.		The most appropriate assessment of language for this student is the **Alternate Assessment for the Extended Curriculum Frameworks** covering the language arts competencies	(1) the student will be counted as "tested" in reading/language for AYP. (2) if the student scores proficient, that proficient score may be included in AYP calculations (subject to the 1% cap at the district level).
G. No longer applicable – ignore this row.			

LANGUAGE INSTRUCTION	✓	ASSESSMENT NOTES	EFFECT ON AYP (see Notes!)
H. The student DOES NOT meet the definition of Significant Cognitive Disability			
I. Language instruction in the IEP is aligned with the Mississippi Language Arts Framework for grades 2-8, the student is being instructed **below grade level**, AND the student can take the Language section of the Mississippi Curriculum Test (MCT) using only allowable testing accommodations.		The most appropriate assessment would be administration of the level of **MCT Language** that is best aligned to the language instruction using the necessary allowable accommodations. Circle the MCT level: **12 13 14 15 16 17 18**	*This instructional level assessment will be considered assessment against alternate achievement standards.* (1) the student will be counted as "tested" in reading/language for AYP. (2) The student's score must be counted as "not proficient" for AYP because the student is not assessed against grade level standards.
J. Language instruction in the IEP is aligned with the Mississippi Language Arts Framework for grades 2-8, the student is being instructed **below grade level**, BUT the student would need an unallowable accommodation in order to take the Language section of the Mississippi Curriculum Test (MCT).		The most appropriate assessment of language for this student is an **Alternate Assessment** covering the language goals and objectives in the IEP (using Form ALT-1S).	(1) the student will be counted as "tested" in reading/language for AYP. (2) The student's score must be counted as "not proficient" for AYP because the student is not assessed against grade level standards.
K. Language instruction in the student's IEP is below grade 2 OR the language instruction is modified and does not align with the Mississippi Language Arts Framework for grades 2-8.		The most appropriate assessment of language for this student is an **Alternate Assessment** covering the language goals and objectives in the IEP (using Form ALT-1S).	(1) the student will be counted as "tested" in reading/language for AYP. (2) The student's score must be counted as "not proficient" for AYP because the student is not assessed against grade level standards.

Notes:

This column describes the effect of the assessment decision on the NCLB AYP model only. A student's actual test score is always used in the Achievement Model. Assessment data from instructional level testing and alternate assessments cannot be included in the Growth Model.

Assessment data for students in grade 2 or for self-contained special education students (Grade Code 56) whose peer grade is grade 2 are not included in any of the AYP or Achievement model calculations. Grade 2 data for students tested at grade level are used in the prediction equations after those students have taken the Grade 3 test at grade level.

ASSESSMENT DECISION FORM 1 -- Continued
(Grade Level Testing Program)

WRITING INSTRUCTION	✓	ASSESSMENT NOTES	EFFECT ON AYP
A. Writing instruction in the IEP is aligned with the Mississippi Language Arts Framework. The student is being instructed **at grade level (either 4 or 7)** AND can take the Writing Assessment using only allowable testing accommodations.		Administer the **Writing Assessment** at grade level using the necessary allowable accommodations. Circle the Writing Assessment level: **14 17**	The Writing Assessment is not included in and has no effect on AYP.
B. Writing instruction in the IEP is aligned with the Mississippi Language Arts Framework. The student is being instructed **at grade level (either 4 or 7)**, BUT the student would need an unallowable accommodation in order to take the Writing Assessment.		The most appropriate assessment of writing for this student is an **Alternate Assessment** covering the grade level (either 4 or 7) writing goals and objectives in the IEP (using Form ALT-1S).	The Writing Assessment is not included in and has no effect on AYP.
C. If the student meets the definition of Significant Cognitive Disability (SCD), go to **D**, otherwise, go to **H** on the next page.			
D. Writing instruction in the IEP is aligned with the Mississippi Language Arts Framework for either Grade 4 or Grade 7, the student is being instructed **below grade level**, AND the student can take the Writing Assessment using only allowable testing accommodations.		The most appropriate assessment would be administration of the level of **Writing Assessment** that is best aligned to the writing instruction (for either Grade 4 or Grade 7) using the necessary allowable accommodations. Circle the Writing Assessment level: **14 17**	The Writing Assessment is not included in and has no effect on AYP.
E. Writing instruction in the IEP is aligned with the Mississippi Language Arts Framework for either Grade 4 or Grade 7, the student is being instructed **below grade level**, BUT the student would need an unallowable accommodation in order to take the Writing Assessment.		The most appropriate assessment of writing for this student is an **Alternate Assessment** covering the Grade 4 or Grade 7 writing goals and objectives in the IEP (using Form ALT-1S).	The Writing Assessment is not included in and has no effect on AYP.
F. Writing instruction in the student's IEP does not align with the Mississippi Language Arts Framework at Grade 4 or at Grade 7.		It is not appropriate to assess the student at this time because he/she is not being instructed in writing at the grade levels at which non-disabled students are assessed in writing.	The Writing Assessment is not included in and has no effect on AYP.
G. The student does NOT receive instruction in writing at any level.		It is not appropriate to assess this student in writing.	The Writing Assessment is not included in and has no effect on AYP.

WRITING INSTRUCTION	✓	ASSESSMENT NOTES	EFFECT ON AYP
H. The student DOES NOT meet the definition of Significant Cognitive Disability			
I. Writing instruction in the IEP is aligned with the Mississippi Language Arts Framework for either Grade 4 or Grade 7, the student is being instructed **below grade level**, AND the student can take the Writing Assessment using only allowable testing accommodations.		The most appropriate assessment would be administration of the level of **Writing Assessment** that is best aligned to the writing instruction (for either Grade 4 or Grade 7) using the necessary allowable accommodations. Circle the Writing Assessment level: **14 17**	The Writing Assessment is not included in and has no effect on AYP.
J. Writing instruction in the IEP is aligned with the Mississippi Language Arts Framework for either Grade 4 or Grade 7, the student is being instructed **below grade level**, BUT the student would need an unallowable accommodation in order to take the Writing Assessment.		The most appropriate assessment of writing for this student is an **Alternate Assessment** covering the Grade 4 or Grade 7 writing goals and objectives in the IEP (using Form ALT-1S).	The Writing Assessment is not included in and has no effect on AYP.
K. Writing instruction in the student's IEP does not align with the Mississippi Language Arts Framework at Grade 4 or at Grade 7.		It is not appropriate to assess the student at this time because he/she is not being instructed in writing at the grade levels at which non-disabled students are assessed in writing.	The Writing Assessment is not included in and has no effect on AYP.
L. The student does NOT receive instruction in writing at any level.		It is not appropriate to assess this student in writing.	The Writing Assessment is not included in and has no effect on AYP.

ASSESSMENT DECISION FORM 1 -- Continued
(Grade Level Testing Program)

MATHEMATICS INSTRUCTION	✓	ASSESSMENT NOTES	EFFECT ON AYP (see Notes!)
A. Mathematics instruction in the IEP is aligned with the Mississippi Mathematics Framework. The student is being instructed **at grade level** AND can take the Mathematics section of the Mississippi Curriculum Test (MCT) using only allowable testing accommodations.		Administer the **MCT Mathematics** test at grade level using the necessary allowable accommodations. Circle the MCT level: **12 13 14 15 16 17 18**	(1) the student will be counted as "tested" in mathematics for AYP. (2) the student's actual score will be used in the AYP calculations.
B. Mathematics instruction in the IEP is aligned with the Mississippi Mathematics Framework. The student is being instructed **at grade level**, BUT the student would need an unallowable accommodation in order to take the Mathematics section of the Mississippi Curriculum Test (MCT).		The most appropriate assessment of mathematics for this student is an **Alternate Assessment** covering the grade level mathematics goals and objectives in the IEP (using Form ALT-1S).	(1) the student will be counted as "tested" in mathematics for AYP. (2) the student's score must be counted as "not proficient" for AYP because the low-stakes alternate assessment process does not meet certain USDE requirements.
C. If the student meets the definition of Significant Cognitive Disability (SCD), go to **D**, otherwise, go to **H** on the next page.			
D. Mathematics instruction in the IEP is aligned with the Mississippi Mathematics Framework for grades 2-8, the student is being instructed **below grade level**, AND the student can take the Mathematics section of the Mississippi Curriculum Test (MCT) using only allowable testing accommodations.		The most appropriate assessment would be administration of the level of **MCT Mathematics** that is best aligned to the mathematics instruction using the necessary allowable accommodations. Circle the MCT level: **12 13 14 15 16 17 18**	*This instructional level assessment will be considered assessment against alternate achievement standards.* (1) the student will be counted as "tested" in mathematics for AYP. (2) if the student scores proficient or advanced, that proficient score may be included in AYP calculations (subject to the 1% cap at the district level).
E. Mathematics instruction in the IEP is aligned with the Mississippi Mathematics Framework for grades 2-8, the student is being instructed **below grade level**, BUT the student would need an unallowable accommodation in order to take the Mathematics section of the Mississippi Curriculum Test (MCT).		The most appropriate assessment of mathematics for this student is the **Alternate Assessment for the Extended Curriculum Frameworks**covering the mathematics competencies.	(1) the student will be counted as "tested" in mathematics for AYP. (2) if the student scores proficient, that proficient score may be included in AYP calculations (subject to the 1% cap at the district level).
F. Mathematics instruction in the student's IEP is below grade 2 OR the mathematics instruction is modified and does not align with the Mississippi Mathematics Framework for grades 2-8.		The most appropriate assessment of mathematics for this student is the **Alternate Assessment for the Extended Curriculum** Frameworks covering the mathematics competencies.	(1) the student will be counted as "tested" in mathematics for AYP. (2) if the student scores proficient, that proficient score may be included in AYP calculations (subject to the 1% cap at the district level).
G. No longer applicable – ignore this row.			

MATHEMATICS INSTRUCTION	✓	ASSESSMENT NOTES	EFFECT ON AYP (see Notes!)
H. The student DOES NOT meet the definition of Significant Cognitive Disability			
I. Mathematics instruction in the IEP is aligned with the Mississippi Mathematics Framework for grades 2-8, the student is being instructed **below grade level**, AND the student can take the Mathematics section of the Mississippi Curriculum Test (MCT) using only allowable testing accommodations.		The most appropriate assessment would be administration of the level of **MCT Mathematics** that is best aligned to the mathematics instruction using the necessary allowable accommodations. Circle the MCT level: **12 13 14 15 16 17 18**	*This instructional level assessment will be considered assessment against alternate achievement standards.* (1) the student will be counted as "tested" in mathematics for AYP. 2) the student's score must be counted as "not proficient" for AYP because the student is not assessed against grade level standards.
J. Mathematics instruction in the IEP is aligned with the Mississippi Mathematics Framework for grades 2-8, the student is being instructed **below grade level**, BUT the student would need an unallowable accommodation in order to take the Mathematics section of the Mississippi Curriculum Test (MCT).		The most appropriate assessment of mathematics for this student is an **Alternate Assessment** covering the mathematics goals and objectives in the IEP (using Form ALT-1S).	(1) the student will be counted as "tested" in mathematics for AYP. 2) the student's score must be counted as "not proficient" for AYP because the student is not assessed against grade level standards.
K. Mathematics instruction in the student's IEP is below grade 2 OR the mathematics instruction is modified and does not align with the Mississippi Mathematics Framework for grades 2-8.		The most appropriate assessment of mathematics for this student is an **Alternate Assessment** covering the mathematics goals and objectives in the IEP (using Form ALT-1S).	(1) the student will be counted as "tested" in mathematics for AYP. 2) the student's score must be counted as "not proficient" for AYP because the student is not assessed against grade level standards.

Notes:

This column describes the effect of the assessment decision on the NCLB AYP model only. A student's actual test score is always used in the Achievement Model. Assessment data from instructional level testing and alternate assessments cannot be included in the Growth Model.

Assessment data for students in grade 2 or for self-contained special education students (Grade Code 56) whose peer grade is grade 2 are not included in any of the AYP or Achievement model calculations. Grade 2 data for students tested at grade level are used in the prediction equations after those students have taken the Grade 3 test at grade level.

ASSESSMENT DECISION FORM 1 -- Continued
(Grade Level Testing Program)

Note: Skip the rest of this form (Science Instruction) unless the student satisfies one of the following -- (1) the student is enrolled in grade 5, (2) the student is enrolled in grade 8, (3) the student is enrolled in grade 56 or 58 and has a peer grade level of 5 or 8 based on his/her age.

SCIENCE INSTRUCTION	✓	ASSESSMENT NOTES	EFFECT ON AYP
A. Science instruction in the IEP is aligned with the Mississippi Science Framework. The student is being instructed **at grade level (either 5 or 8)** AND can take the Science Assessment using only allowable testing accommodations.		Administer the **Science Assessment** at grade level using the necessary allowable accommodations. Circle the Science Assessment level: **05 08**	The Science Assessment is not included in and has no effect on AYP.
B. Science instruction in the IEP is aligned with the Mississippi Science Framework. The student is being instructed **at grade level (either 5 or 8)**, BUT the student would need an unallowable accommodation in order to take the Science Assessment.		The most appropriate assessment of science for this student is an **Alternate Assessment** covering the grade level (either 5 or 8) science goals and objectives in the IEP (using Form ALT-1S).	The Science Assessment is not included in and has no effect on AYP.
C. If the student meets the definition of Significant Cognitive Disability (SCD), go to **D**, otherwise, go to **H**.			
D. Science instruction in the IEP indicates that the student is being instructed **below grade level**.		There is **no** instructional level assessment option for the **Science Assessment**. So, the most appropriate assessment of science for this student is an **Alternate Assessment** covering the science goals and objectives in the IEP (using Form ALT-1S with objectives coded "other").	The Science Assessment is not included in and has no effect on AYP.
Note: Rows **E**, **F**, and **G** are no longer applicable.			
H. The student DOES NOT meet the definition of Significant Cognitive Disability			
I. Science instruction in the IEP indicates that the student is being instructed **below grade level**.		There is **no** instructional level assessment option for the **Science Assessment**. So, the most appropriate assessment of science for this student is an **Alternate Assessment** covering the science goals and objectives in the IEP (using Form ALT-1S with objectives coded "other").	The Science Assessment is not included in and has no effect on AYP.

*** * * * * This is the END of Assessment Decision Form 1 – Grade Level Testing Program * * * * ***

ASSESSMENT DECISION FORM 2
(Secondary Assessments)

Each table below refers to a specific secondary course, program, or assessment. If the student is participating in any of the courses or programs, or needs to pass the FLE, place a check in the ONE block that best describes the student's instruction and testing accommodation needs.

ALGEBRA I	✓	ASSESSMENT NOTES	EFFECT ON AYP (see Notes!)
The student is enrolled in this class, is working on the course objectives in the Mississippi Mathematics Framework, AND can take the Algebra I Test using only allowable testing accommodations. This is the first time the student has taken the course and the student has never taken the Algebra I Test.		Administer the **Algebra I Test** using the necessary allowable accommodations.	(1) the student will be counted as "tested" in mathematics for AYP. (2) the student's actual score will be used in the AYP calculations.
The student is repeating this class, is working on the course objectives in the Mississippi Mathematics Framework, AND has already passed the Algebra I Test on an earlier administration.		The student should not be assessed in Algebra 1.	The student was (or will be) counted as "tested" in mathematics based on the earlier Algebra I Test administration.
The student has failed one or more earlier administrations of the Algebra I Test and still needs to pass the test for graduation. The student can take the Algebra I Test using only allowable testing accommodations.		Administer the **Algebra I Test** (as a retest) using the necessary allowable accommodations.	The student was (or will be) counted as "tested" in mathematics based on the first attempt administration. Retests are not used in calculating participation rates.
The student needs to be assessed in Algebra I (same as students in the first or third rows above), BUT the student would need an unallowable testing accommodation in order to take the Algebra I Test.		The most appropriate assessment of Algebra I for this student is an **Alternative Assessment** covering the approved Algebra I objectives (using Form ALT-ALG).	(1) the student will be counted as "tested" in mathematics for AYP. (2) the student's actual score will be used in the AYP calculations.
The student is not currently enrolled in Algebra I. The student has never attempted the Algebra I Test OR has already passed the Algebra I Test. **Important – No students, including students with disabilities pursuing an occupational diploma or completing with a certificate, are to be placed in an Algebra I course unless they are taught the same course objectives as students pursuing a regular diploma.**		The student should not be assessed in Algebra I.	The student will not be considered as "eligible" for testing in mathematics and will not affect the participation rate.

Notes: For AYP purposes (testing participation rates and proficiency indexes) only students who are 10th graders during the school year for which this decision form is being used will be included.

For the Achievement and Growth models, all students taking Algebra I are included if they need to pass the test for graduation.

ASSESSMENT DECISION FORM 2 -- Continued
(Secondary Assessments)

BIOLOGY I	✓	ASSESSMENT NOTES	EFFECT ON AYP (see Note!)
The student is enrolled in this class, is working on the course objectives in the Mississippi Science Framework, AND can take the Biology I Test using only allowable testing accommodations. This is the first time the student has taken the course and the student has never taken the Biology I Test.		Administer the **Biology I Test** using the necessary allowable accommodations.	The Biology I Test is not included in and has no effect on AYP.
The student is repeating this class, is working on the course objectives in the Mississippi Science Framework, AND has already passed the Biology I Test on an earlier administration.		The student should not be assessed in Biology I.	The Biology I Test is not included in and has no effect on AYP.
The student has failed one or more earlier administrations of the Biology I Test and still needs to pass the test for graduation. The student can take the Biology I Test using only allowable testing accommodations.		Administer the **Biology I Test** (as a retest) using the necessary allowable accommodations.	The Biology I Test is not included in and has no effect on AYP.
The student needs to be assessed in Biology I (same as students in the first or third rows above), BUT the student would need an unallowable testing accommodation in order to take the Biology I Test.		The most appropriate assessment of Biology I for this student is an **Alternative Assessment** covering the approved Biology I objectives (using Form ALT-BIO).	The Biology I Test is not included in and has no effect on AYP.
The student is not currently enrolled in Biology I. The student has never attempted the Biology I Test OR has already passed the Biology I Test. **Important – No students, including students with disabilities pursuing an occupational diploma or completing with a certificate, are to be placed in a Biology I course unless they are taught the same course objectives as students pursuing a regular diploma.**		The student should not be assessed in Biology I.	The Biology I Test is not included in and has no effect on AYP.

Note:

Although Biology I is not included in the NCLB AYP model, a student's actual test score in Biology I is always used in the Achievement and Growth Models.

ASSESSMENT DECISION FORM 2 -- Continued
(Secondary Assessments)

ENGLISH II **Language Conventions & Reading Comprehension**	✓	**ASSESSMENT NOTES**	**EFFECT ON AYP**
The student is enrolled in this class, is working on the course objectives in the Mississippi Language Arts Framework, AND can take the English II Multiple-Choice Test using only allowable testing accommodations. This is the first time the student has taken the course and the student has never taken the English II Multiple-Choice Test.		Administer the **English II Multiple-Choice Test** using the necessary allowable accommodations.	(1) the student will be counted as "tested" in reading/language for AYP. (2) the student's actual score will be used in the AYP calculations.
The student is repeating this class, is working on the course objectives in the Mississippi Language Arts Framework, AND has already passed the English II Multiple-Choice Test on an earlier administration.		The student should not be assessed on English II Multiple-Choice.	The student was (or will be) counted as "tested" in reading/language based on the earlier English II Multiple-Choice Test administration.
The student has failed one or more earlier administrations of the English II Multiple-Choice Test and still needs to pass the test for graduation. The student can take the English II Multiple-Choice Test using only allowable testing accommodations.		Administer the **English II Multiple-Choice Test** (as a retest) using the necessary allowable accommodations.	The student was (or will be) counted as "tested" in reading/language based on the first attempt administration. Retests are not used in calculating participation rates.
The student needs to be assessed on English II Multiple-Choice (same as students in the first or third rows above), BUT the student would need an unallowable testing accommodation in order to take the English II Multiple-Choice Test.		The most appropriate assessment of English II Multiple-Choice for this student is an **Alternative Assessment** covering the approved English II language and reading comprehension objectives (using Form ALT-ENG-LR).	(1) the student will be counted as "tested" in reading/language for AYP. (2) the student's actual score will be used in the AYP calculations.
The student is not currently enrolled in English II. The student has never attempted the English II Multiple-Choice Test OR has already passed the English II Multiple-Choice Test. **Important – No students, including students with disabilities pursuing an occupational diploma or completing with a certificate, are to be placed in an English II course unless they are taught the same course objectives as students pursuing a regular diploma.**		The student should not be assessed in the areas of English II language and reading comprehension.	The student will not be considered as "eligible" for testing in reading/language and will not affect the participation rate.

ASSESSMENT DECISION FORM 2 -- Continued
(Secondary Assessments)

ENGLISH II Writing Assessment – NARRATIVE Essay	✓	ASSESSMENT NOTES	EFFECT ON AYP
The student is enrolled in this class, is working on the course objectives in the Mississippi Language Arts Framework, AND can take the Narrative Essay on the English II Writing Assessment using only allowable testing accommodations. This is the first time the student has taken the course and the student has never taken the Narrative Essay on the English II Writing Assessment.		Administer the **Narrative Essay on the English II Writing Assessment** using the necessary allowable accommodations.	The English II Writing Assessment is not included in and has no effect on AYP.
The student is repeating this class, is working on the course objectives in the Mississippi Language Arts Framework, AND has already passed the Narrative Essay on an earlier administration of the English II Writing Assessment		The student should not be assessed on English II Narrative Essay.	The English II Writing Assessment is not included in and has no effect on AYP.
The student has failed one or more earlier administrations of the English II Narrative Essay and still needs to pass the Narrative Essay for graduation. The student can take the Narrative Essay on the English II Writing Assessment using only allowable testing accommodations.		Administer the **Narrative Essay on the English II Writing Assessment** (as a retest) using the necessary allowable accommodations.	The English II Writing Assessment is not included in and has no effect on AYP.
The student needs to be assessed on the English II Narrative Essay (same as students in the first or third rows above), BUT the student would need an unallowable testing accommodation in order to take the English II Narrative Essay.		The most appropriate assessment of English II Narrative Writing for this student is an **Alternative Assessment** covering the approved English II narrative writing objectives (using Form ALT-ENG-NAR).	The English II Writing Assessment is not included in and has no effect on AYP.
The student is not currently enrolled in English II. The student has never attempted the Narrative Essay on the English II Writing Assessment OR has already passed the Narrative Essay. **Important – No students, including students with disabilities pursuing an occupational diploma or completing with a certificate, are to be placed in an English II course unless they are taught the same course objectives as students pursuing a regular diploma.**		The student should not be assessed on narrative writing.	The English II Writing Assessment is not included in and has no effect on AYP.

ASSESSMENT DECISION FORM 2 -- Continued
(Secondary Assessments)

ENGLISH II Writing Assessment – INFORMATIVE Essay	✓	ASSESSMENT NOTES	EFFECT ON AYP
The student is enrolled in this class, is working on the course objectives in the Mississippi Language Arts Framework, AND can take the Informative Essay on the English II Writing Assessment using only allowable testing accommodations. This is the first time the student has taken the course and the student has never taken the Informative Essay on the English II Writing Assessment.		Administer the **Informative Essay on the English II Writing Assessment** using the necessary allowable accommodations.	The English II Writing Assessment is not included in and has no effect on AYP.
The student is repeating this class, is working on the course objectives in the Mississippi Language Arts Framework, AND has already passed the Informative Essay on an earlier administration of the English II Writing Assessment		The student should not be assessed on English II Informative Essay.	The English II Writing Assessment is not included in and has no effect on AYP.
The student has failed one or more earlier administrations of the English II Informative Essay and still needs to pass the Informative Essay for graduation. The student can take the Informative Essay on the English II Writing Assessment using only allowable testing accommodations.		Administer the **Informative Essay on the English II Writing Assessment** (as a retest) using the necessary allowable accommodations.	The English II Writing Assessment is not included in and has no effect on AYP.
The student needs to be assessed on the English II Informative Essay (same as students in the first or third rows above), BUT the student would need an unallowable testing accommodation in order to take the English II Informative Essay.		The most appropriate assessment of English II Informative Writing for this student is an **Alternative Assessment** covering the approved English II informative writing objectives (using Form ALT-ENG-INF).	The English II Writing Assessment is not included in and has no effect on AYP.
The student is not currently enrolled in English II. The student has never attempted the Informative Essay on the English II Writing Assessment OR has already passed the Informative Essay. **Important – No students, including students with disabilities pursuing an occupational diploma or completing with a certificate, are to be placed in an English II course unless they are taught the same course objectives as students pursuing a regular diploma.**		The student should not be assessed on informative writing.	The English II Writing Assessment is not included in and has no effect on AYP.

ASSESSMENT DECISION FORM 2 -- Continued
(Secondary Assessments)

U.S. HISTORY FROM 1877	✓	ASSESSMENT NOTES	EFFECT ON AYP (see Note!)
The student is enrolled in this class, is working on the course objectives in the Mississippi Social Studies Framework, AND can take the U.S. History Test using only allowable testing accommodations. This is the first time the student has taken the course and the student has never taken the U.S. History Test.		Administer the **U.S. History Test** using the necessary allowable accommodations.	The U.S. History Test is not included in and has no effect on AYP.
The student is repeating this class, is working on the course objectives in the Mississippi Science Framework, AND has already passed the U.S. History Test on an earlier administration.		The student should not be assessed in U.S. History.	The U.S. History Test is not included in and has no effect on AYP.
The student has failed one or more earlier administrations of the U.S. History Test and still needs to pass the test for graduation. The student can take the U.S. History Test using only allowable testing accommodations.		Administer the **U.S. History Test** (as a retest) using the necessary allowable accommodations.	The U.S. History Test is not included in and has no effect on AYP.
The student needs to be assessed in U.S. History (same as students in the first or third rows above), BUT the student would need an unallowable testing accommodation in order to take the U.S. History Test.		The most appropriate assessment of U.S. History for this student is an **Alternative Assessment** covering the approved U.S. History objectives (using Form ALT-USH).	The U.S. History Test is not included in and has no effect on AYP.
The student is not currently enrolled in U.S. History. The student has never attempted the U.S. History Test OR has already passed the U.S. History Test. **Important – No students, including students with disabilities pursuing an occupational diploma or completing with a certificate, are to be placed in a U.S. History from 1877 course unless they are taught the same course objectives as students pursuing a regular diploma.**		The student should not be assessed in U.S. History.	The U.S. History Test is not included in and has no effect on AYP.

Note:

Although U.S. History is not included in the NCLB AYP model, a student's actual test score in U.S. History is always used in the Achievement Model.

ASSESSMENT DECISION FORM 2 -- Continued
(Secondary Assessments)

FLE - READING SECTION	✓	ASSESSMENT NOTES	EFFECT ON AYP
The student must pass FLE Reading to earn a regular diploma, has not yet passed the test, AND can take the Reading section of the test using only allowable testing accommodations.		Administer the **FLE Reading** section using the necessary allowable accommodations.	The FLE is not included in and has no effect on AYP.
The student must pass FLE Reading to earn a regular diploma, has not yet passed the test, BUT would need an unallowable testing accommodation in order to take the Reading section of the test.		The most appropriate assessment of the FLE reading skills is an **Alternative Assessment** (using Form ALT-FLR).	The FLE is not included in and has no effect on AYP.
The student is not pursuing a regular high school diploma or the student has already passed the Reading section of the FLE, or the student does not need to pass the Reading section of the FLE for graduation.		The student should not be assessed on FLE reading skills.	The FLE is not included in and has no effect on AYP.

FLE - MATHEMATICS SECTION	✓	ASSESSMENT NOTES	EFFECT ON AYP
The student must pass FLE Mathematics to earn a regular diploma, has not yet passed the test, AND can take the Math section of the test using only allowable testing accommodations.		Administer the **FLE Mathematics** section using the necessary allowable accommodations.	The FLE is not included in and has no effect on AYP.
The student must pass FLE Mathematics to earn a regular diploma, has not yet passed the test, BUT would need an unallowable testing accommodation in order to take the Mathematics section of the test.		The most appropriate assessment of the FLE mathematics skills is an **Alternative Assessment** (using Form ALT-FLM).	The FLE is not included in and has no effect on AYP.
The student is not pursuing a regular high school diploma or the student has already passed the Mathematics section of the FLE, or the student does not need to pass the Mathematics section of the FLE for graduation.		The student should not be assessed on FLE mathematics skills.	The FLE is not included in and has no effect on AYP.

FLE – WRITTEN COMMUNICATION SECTION	✓	ASSESSMENT NOTES	EFFECT ON AYP
The student must pass FLE Written Communication to earn a regular diploma, has not yet passed the test, AND can take the Written Communication section of the test using only allowable testing accommodations.		Administer the **FLE Written Communication** section using the necessary allowable accommodations.	The FLE is not included in and has no effect on AYP.
The student must pass FLE Written Communication to earn a regular diploma, has not yet passed the test, BUT would need an unallowable testing accommodation in order to take the Written Communication section of the test.		The most appropriate assessment of the FLE written communication skills is an **Alternative Assessment** (using Form ALT-FLW).	The FLE is not included in and has no effect on AYP.
The student is not pursuing a regular high school diploma or the student has already passed the Written Communication section of the FLE, or the student does not need to pass the Written Communication section of the FLE for graduation.		The student should not be assessed on FLE written communication skills.	The FLE is not included in and has no effect on AYP.

ASSESSMENT DECISION FORM 2 -- Continued
(Secondary Assessments)

VOCATIONAL PROGRAM	✓	ASSESSMENT NOTES	EFFECT ON AYP
The student will complete a two-year secondary vocational program this school year, is working on the program objectives in the state vocational curriculum, AND can take the CPAS tests using only allowable testing accommodations.		Administer the **CPAS Tests** using the necessary allowable accommodations.	Vocational assessments are not included in and have no effect on AYP.
The student will complete a two-year secondary vocational program this school year and is working on the course objectives in the state vocational curriculum, BUT the student would need an unallowable testing accommodation in order to take the tests in the Career Planning & Placement System (CPAS).		The most appropriate assessment of the student's vocational program is an **Alternate Assessment** covering program objectives (using Form ALT-1S).	Vocational assessments are not included in and have no effect on AYP.
The student is not completing a two-year secondary vocational program this school year.		The student should not be assessed on content in the vocational program.	Vocational assessments are not included in and have no effect on AYP.

Note: The above table is used for students with disabilities who are completing a two-year secondary vocational program. Students with disabilities pursuing an occupational diploma or completing with a certificate may be enrolled in a vocational course even if they are not going to complete a two-year vocational program. Those students can be exempted from taking the CPAS, or they can take the CPAS and have their score excluded from summaries.

Mississippi Statewide Assessment System

Guidelines for Testing Students with Disabilities

Section 3

Planning, Conducting, and Reporting the Results of Alternate and Alternative Assessments

Procedures for implementing Low Stakes Alternate and High Stakes Alternative Assessments
for Students with Disabilities under IDEA

Mississippi Department of Education

July 2005

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Planning, Conducting, and Reporting the Results of Alternate and Alternative Assessments

When the IEP team determines that an Alternate or Alternative Assessment is appropriate for the student, the assessment is then designed and conducted. Materials and procedures have been developed to aid the IEP committee in planning and implementing appropriate Alternate or Alternative Assessments. There are important differences in the Alternate Assessment process for low stakes assessments for non-significantly cognitively disabled (non-SCD) students and the Alternative Assessment process high stakes assessments. Currently in Mississippi, Alternative Assessments in Algebra I, Biology I, English II, and U.S. History from 1877, and Alternative Assessments for the FLE are considered high stakes Alternative Assessments.

Similarities and Differences Between Low Stakes Alternate and High Stakes Alternative Assessments

Issue	Low Stakes Alternate Assessment for non-SCD students	High Stakes Alternative Assessment[1]
Similarities		
Purpose of the assessment	To assess students with disabilities who are unable to participate in general large-scale assessments, even when accommodations or modifications are provided.	
Decision to use an Alternate or Alternative Assessment	The IEP team selects individual accommodations, modifications in administration, and alternate or alternative assessments, but it must follow the standardized process outlined in Section 2.	
Differences		
Measurable goals and objectives to be assessed	The IEP team selects appropriate goals and objectives from the IEP.	The objectives are the same as those measured on the statewide assessment.
Early handling of the Alternate or Alternative Assessment form.	After completing student identifying information, listing appropriate goals/objectives and identifying appropriate assessment methods, keep the form with the student's school records for completion later in the year.	After completing student identifying information, and identifying appropriate assessment methods, submit the form to the MDE Office of Special Education for approval.
Follow up from state	Not Applicable	State will communicate directly with district regarding approval or denial.
Evidence of Progress (EOP)	No restrictions on evidence of progress. All evidence is maintained and reviewed locally.	Restrictions may apply concerning the evidence of progress that can be used. All EOP must be submitted to MDE for review.
Review of EOP and rating of student performance	Conducted locally by the Alternate Assessment Review Committee. Results (recorded on the scannable form) are sent to MDE.	Conducted at the state level by an approved/external Alternative Assessment Review Committee. Results provided to district.

[1]Detailed information on high stakes Alternative Assessment begins on page 10 in this section.

Low Stakes Alternate Assessment

Low Stakes Alternate Assessments involve the following steps.

1. The IEP team determines that an Alternate Assessment is appropriate (See Section 2) and documents that decision in the student's IEP.

2. The IEP team uses the scannable Alternate Assessment Planning and Reporting Form (Form ALT-1S) to plan the assessment. Student identification information is entered, appropriate measurable goals from the student's IEP are listed on the form, and appropriate assessment methods are selected for each goal.

   The scannable Alternate Assessment Planning and Reporting Form (Form ALT-1S) and instructions for completing the form are shown on pages 3-6.

3. The student's teacher collects appropriate evidence of student progress during the school year using the assessment methods identified for each goal to be assessed. In some cases, the student's parent(s), other teachers, school administrators, or other personnel may be involved in the collection of evidence of student progress. Items that may be collected as evidence of student progress include student work samples, written performances, oral performances (possibly taped), time samples, curriculum based assessments, and formal observations of student performance.

   To aid in organizing the above items for later evaluation, the Evidence of Progress Form (Form EOP) is prepared for each goal to be assessed. During the year, items collected as evidence of student progress toward that goal are logged on the form. Form EOP and instructions for completing the form are shown on pages 7 and 8.

   When the evidence of progress is a direct observation of student performance that does not produce some tangible evidence that can be evaluated at a later date, the observation must be observed by at least two people and documented on an Observation Form. A copy of the Observation Form (Form DPO) is shown on page 9.

4. Near the end of the school year, preferably during the IEP development meeting for the next school year, the Alternate Assessment Review Committee evaluates the student's progress in meeting each goal based on the collected evidence. The committee members provide independent ratings of the student's performance that are averaged to yield an overall performance/progress score from 0.0 through 3.0. The student is assigned to one performance level (Proficient, Approaching Proficiency, or Not Proficient) based on the overall score.

   For Low Stakes alternate assessments, the Alternate Assessment Review Committee includes a minimum of three persons and should include the student's parent, the student's teacher, and the school administrator (principal or principal’s designee). If the student's parent elects not to participate as part of the IEP team and Alternate Assessment Review Committee, another special education teacher will be assigned to replace the parent. In all cases, a fourth member may be included on the committee. It is recommended that the fourth member be another special education teacher or the student's next placement teacher.

5. The assessment results above are recorded on the scannable Alternate Assessment Planning and Reporting Form, the Alternate Assessment Review Committee members sign the form, and the **ORIGINAL** form is submitted to the Supervisor of Special Education Programs, who sends it to the Mississippi Department of Education.

NOTE: This is only a sample – the specially printed (blue) scan forms must be used. The sample printed on this page and any photocopies of it or photocopies of an actual form cannot be read by the scanner!

Alternate Assessment Planning & Reporting

Student Name

District Name

School Name

Teacher Name

Marking Instructions

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT: ● INCORRECT: ⊘ ⊗ ◐ ◔

Last Name | **First Name** | **M**

MSIS Identification No.

Date of Birth

Month	Day	Year
Jan ○		
Feb ○		1 9
Mar ○	0 0	
Apr ○	1 1	
May ○	2 2	
Jun ○	3 3	
Jul ○	4 4	
Aug ○	5 5	
Sep ○	6 6	
Oct ○	7 7	
Nov ○	8 8	
Dec ○	9 9	

Race/Ethnicity (Mark only one)

- ○ Asian
- ○ Black
- ○ Hispanic
- ○ Native American
- ○ White

Gender

- ○ Male
- ○ Female

District Code

School Code

School Year

2 0 - 2 0

Other Codes

a b c d e

Classify the objectives

○ "Grade Level" - from the state curriculum and same as for students at peer grade level.

○ "Not Grade Level" - objectives for lower grade level or not aligned with state curriculum.

FORM ALT-1S (01/26/04)

DE Mark Reflex® forms by NCS Pearson EW-253344-1:654321 Printed in U.S.A.

Alternate Assessment Planning & Reporting

Measurable Goals from the IEP	Assess Method(s)	Assess Area: R/LA	Assess Area: MATH	Assess Area: OTHER	Ratings by Each Rater (Progress Scale: 0 = No Progress; 1 = Little Progress; 2 = Progress, but Objective Not Met; 3 = Objective Met): Rater #1	Rater #2	Rater #3	Rater #4	Sum
1.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
3.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
4.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
5.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
6.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
7.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
8.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
9.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
10.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
								Total:	

Number of Goals Assessed: ☐

Number of Raters Used (3 or 4): ☐

→ **Multiply these two values and enter here:** ☐

Divide total above by the value on the left and enter here: ☐

☐ **0.0 - 1.4 = NOT PROFICIENT** ☐ **1.5 - 2.4 = APPROACHING PROFICIENCY** ☐ **2.5 - 3.0 = PROFICIENT**

Alternate Assessment Review Committee:

Rater #1 (Parent) _____

Rater #2 (Student's Teacher) _____

Date _____

Rater #3 (Administrator) _____

Rater #4 (Other SPED Teacher or Next Placement Teacher) _____

NOTE: This is only a sample – the specially printed (blue) scan forms must be used. The sample printed on this page and any photocopies of it or photocopies of an actual form cannot be read by the scanner!

Instructions for Completing the Alternate Assessment Planning and Reporting Scan Form

Form ALT-1S is the scan form that must be sent to MDE for reporting Low Stakes Alternate Assessments. Please follow the instructions below for completing the form.

Form ALT-1S has 2 sides. Side 1 contains biographical information and district/school information relevant to each student. Side 2 contains the measurable goals from the IEP, areas for rating the measurable goals, and spaces for signatures.

Side 1

1. Print the student's name, district name, school name, and teacher name at the top of the form.

2. Print the last name, first name, and middle initial of the student in the spaces provided. If there are not enough spaces for each part of the name, print only as many letters as there are spaces. Grid the appropriate circle below each letter.

3. Print the MSIS student identification number. Grid the appropriate circle below each number.

4. Grid the race/ethnicity of the student: Asian, Black, Hispanic, Native American, or White.

5. Grid the gender of the student: Male or Female.

6. Grid the appropriate circle for the Month of the student's Date of Birth. Print the Day and the last two numerals of the Year. If the Day is a single digit, print "0" in the left-hand column. Grid the appropriate circle below each number.

7. Print the District Code and School Code. Grid the appropriate circle below each number.

8. Print the School Year for which this Alternate Assessment is being submitted. Grid the appropriate circle below each number.

9. Other: This section may be used to collect additional information. *Do not complete any column in this section unless the Mississippi Department of Education has directed you to do so.*

10. Grid the appropriate circle for the Classification of Objectives. If the goals that are being measured are at grade level, grid the circle next to the "Grade Level" explanation. If the goals that are being measured are NOT at grade level, grid the circle next to the "Not Grade Level" explanation. If there is a mixture of both "Grade Level" and "Not Grade Level" goals, grid both circles.

[Instructions Continue on the Back of This Page]

Side 2

1. List measurable goals from the student's IEP in the spaces provided.

2. Identify the appropriate assessment method(s). Use the codes in the following table:

Code	Assessment Method
1	Written Observation
2	Written Performance
3	Oral Performance
4	Curriculum Based Assessment
5	Time Sample
6	Demonstration/Performance
7	Student Work Samples
8	Other Method(s)

3. Grid the appropriate circle of the assessment area for this particular goal. R/LA (Reading/Language Arts), MATH (Mathematics), or OTHER (IEP goals other than reading/Language Arts or Mathematics). Do NOT grid more than one assessment area per goal.

4. File the form with the student's IEP while evidence of progress is collected during the school year.

5. During the late spring, preferably at the IEP team meeting for the next school year, have the Alternate Assessment Review Committee examine the evidence collected for each measurable goal.

6. Have each member of the Alternate Assessment Review Committee rate the student's progress on each goal and indicate the progress rating on the form. This is done by darkening the appropriate circle based on the Progress Scale listed on the form (and shown below).

   Progress Scale: 0=No Progress, 1=Little Progress, 2=Progress, but Objective not Met, 3=Objective Met.

   Note: The progress scale does not allow fractions of a point – all ratings must be 0, 1, 2, or 3.

7. Calculate the student's overall performance score. (Information on the form will guide you through this process.)

8. Assign the student to one proficiency level based on his/her overall performance score. If the final calculation results in a number greater than 3.0, you have made a mistake in your computations. Review each step in the computation of the overall performance score and make corrections where needed.

9. Date the form and have all members of the Alternate Assessment Review Committee sign it. Reminder: There must be a minimum of 3 raters for this to be considered a valid Alternate Assessment. If a form is received for a student with less than 3 raters, that student will be considered NOT tested under the Alternate Assessment process.

Make a copy of both sides of the form and submit the **original** to the Supervisor of District Special Education Programs. MDE must have the original form in order to process the Alternate Assessment. Be careful not to fold, staple, or otherwise damage the forms to ensure that they can be read accurately by the scanner.

Low Stakes Alternate Assessment
EVIDENCE OF PROGRESS FORM

Student _____ **MSIS ID# (Required)** _____

Person Performing Assessment/Title _____

Annual Goal Assessed _____

Evidence of Progress

SWS Student work samples
WP Written Performance
OP Oral Performance *(include audio tape if applicable)*
TS Time Sample
CBA Curriculum Based Assessment
AT Audio Tape
PO Demonstration/Performance Observation*
PI Parental Input
____ Other (*specify*) _____

Instructional Setting

SE Special Education Classroom
RC Regular Education Classroom
C Community
H Home
____ Other (*specify*) _____

Date	Benchmarks/STIOs	Evidence	Setting

***The observation must be documented on the Demonstration/Performance Observation Form (Form DPO).**

Form EOP (05/10/05)

Low Stakes Alternate Assessment
EOP Form Instructions

Use this form to document items collected as evidence that the student is making progress toward the measurable annual goals listed on the Alternate Assessment Planning and Reporting Form.

- The EOP Form must be attached to each item used to support student progress on the Alternate Assessment goals.

- Use one EOP form for each annual goal assessed. Attach all evidence that supports the benchmarks/short-term instructional objectives (STIOs) for the goal to the EOP Form. The date of the evidence and the benchmarks/STIOs that the evidence supports will be documented on the EOP Form. An item may be used as evidence that supports progress of more than one benchmark/STIO. In this case, indicate all benchmarks/STIOs that are supported on the EOP Form.

Some examples of combining several benchmarks/STIOs on one item of evidence:

- a worksheet showing both addition and subtraction facts;

- an “end of unit” test identifying several different parts of speech;

- a performance observation of a student feeding himself/herself that may involve the performance of several independent skills; or

- the community based assessment of a student using money management skills, decision-making skills, and social skills when ordering a meal from a restaurant.

Evidence may be collected using a variety of methods. An audio taped assessment may be used for a student who is able to speak, but may not be able to use his/her hand(s). An audio tape may also be used for a student who needs an oral test due to written expression deficits. A performance observation may be necessary to assess a motor skill for which no other method of assessment is appropriate.

Low Stakes Alternate Assessment

DEMONSTRATION/PERFORMANCE
OBSERVATION FORM

Annual Goal: _____

Benchmarks/STIOs: _____

Date of Observation: _____

Summary of Observation:
(Include setting, activity used to demonstrate annual goal, relevant behaviors demonstrated by the student that clearly describe progress toward the annual goal and evaluation criteria)

_____

_____

_____

_____

_____

_____

Documentation of Observation*

_____	_____
OBSERVER/POSITION	**OBSERVER/POSITION**
_____	_____
OBSERVER/POSITION	**OBSERVER/POSITION**

***Activity *must* be observed by at least two people. State the name and position of each observer. Failure to provide complete information will invalidate the sample.**

Form DPO (05/10/05)

High Stakes Alternative Assessment

While the process described earlier in this section is appropriate for Alternate Assessments in areas that have low stakes consequences for individual students, there are problems with using that process as an Alternative Assessment for tests with high-stakes consequences. Therefore, the process for the High Stakes Alternative Assessments is different as outlined below. Currently, high stakes assessments in Mississippi include the FLE and the Subject Area Tests in Algebra I, Biology I, English II, and U.S. History. There needs to be some Alternative Assessment process available for students with disabilities who may need these assessments in order to meet the requirements for a diploma.

The process for planning, rating, and reporting Alternative Assessments in high stakes areas has the following characteristics.

- District submits the Subject Area Alternative Assessment Request Approval Form (see page 16) or FLE Alternative Assessment Request Approval Form (see page 18), IEP, and the assessment method to MDE. See specific guidelines on page 17 if the Subject Area Alternative Assessment submission is for English II Multiple Choice.
- MDE review and approval of an Alternative Assessment as the method for determining whether the student has met the graduation requirement in a particular area. The IEP committee makes the determination regarding the assessment that is most appropriate for the student, but the MDE determines if the proposed Alternative Assessment plan is aligned with the course requirements.
- Standardization of the goals that must be measured on a High Stakes Alternative Assessment. The goals assessed on an Alternative Assessment for Algebra I, for example, are the same goals assessed on the statewide Subject Area Test in Algebra I.
- State oversight concerning evidence of progress that can be used in a High-Stakes Alternative Assessment being used to satisfy a graduation requirement.
- Evidence of Progress for a High Stakes Alternative Assessment is submitted to the state for review.
- Ratings of student progress on the Alternative Assessment are conducted by an external evaluation team approved by the MDE. Districts are notified of the results.

The procedures and forms used by the IEP committee to (1) determine the extent to which the student has access to the general curriculum, (2) decide which testing accommodations will be used, and (3) identify the most appropriate assessment for the student are presented in Section 2. Those procedures and forms address the current high-stakes assessments in Mississippi

The flowchart on page 13 illustrates the differences in Low Stakes Alternate and High Stakes Alternative Assessments. High Stakes Alternative Assessments involve the following steps.

1. The IEP team determines that an Alternative Assessment is appropriate (see Section 2) and documents that decision in the student's IEP.

2. The IEP team uses the appropriate High Stakes Alternative Assessment form to plan the assessment.

   Since the goals that must be measured on these assessments are predetermined and invariant from student to student, there is a separate form for each assessment listing the goals to be assessed. The Subject Area Alternative Assessment Form for Algebra 1 (Form ALT-ALG) and instructions for completing the form are shown on pages 14 and 15. See

specific guidelines on page 17 if the Subject Area Alternative Assessment submission is for English II Multiple Choice. Forms for Alternative Assessments in the other high stakes areas are found in Section 4.

Student identification information is entered on the form and appropriate assessment methods are selected for each objective.

IMPORTANT! Nothing must be entered on the form in the area used to rate student progress and assign the Pass/Fail status. This area is used by the approved Alternative Assessment Review Committee.

3. The IEP Committee members sign the form, a copy is made, and the original is submitted to the Supervisor of Special Education Programs who forwards it to the MDE. This should be done immediately following the IEP planning meeting – or at least very early in the school year in which the proposed Alternative Assessment is to be conducted in compliance with the schedule published by MDE. Forms submitted later in the school year may not be approved by the MDE.

4. Following a review, MDE will send a high-stakes assessment request approval form to the district indicating whether the Alternative Assessment process has been approved and thus can be used in place of the regular statewide test to satisfy the student's graduation requirement. Blank approval forms for the SATP and the FLE are shown on pages 16 and 18.

5. The student's teacher collects appropriate evidence of student progress during the school year using the assessment methods identified for each goal to be assessed. Each competency must have a minimum of five (5) work samples as primary evidence. Primary evidence is evidence that clearly documents the student's mastery of the specified competency. District personnel must be able to verify that the work is independently produced by the student. Primary evidence mainly consists of tests and other assignments produced in the classroom. Secondary evidence is optional. Secondary evidence is supporting evidence for the primary evidence and may include letters of support, descriptions by teacher, homework, group assignments, and/or other tools used by the student. In some cases, the student's parent(s), other teachers, school administrators, or other personnel may be involved in the collection of evidence of student progress. Since this is a high stakes assessment, there may be some restrictions regarding evidence of progress that can be used.

   To aid in organizing the above items for later evaluation, a Submission Cover Sheet (Form SCS) must appear as the first page of each <u>content area</u> (i.e. Algebra I, Biology I, etc.) being assessed. Form SCS and instructions for completing it are shown on pages 19 - 20. Secondly, a Competency Work Sample Cover Sheet (Form CWSCS) must be prepared and appear as the first page for each <u>competency</u> being assessed. This form replaces Form EOP and Form DPO for High Stakes Alternative Assessments <u>only</u>. During the year, items collected as evidence of student progress toward that goal are logged on the form. Form CWSCS and instructions for completing the form are shown on pages 21 and 22.

   When the evidence of progress is a direct observation of student performance that does not produce some tangible evidence that can be evaluated at a later date, the observation must be observed by at least two people and documented on the CWSCS Form. State the name and position of each observer. Failure to provide complete information will invalidate the sample.

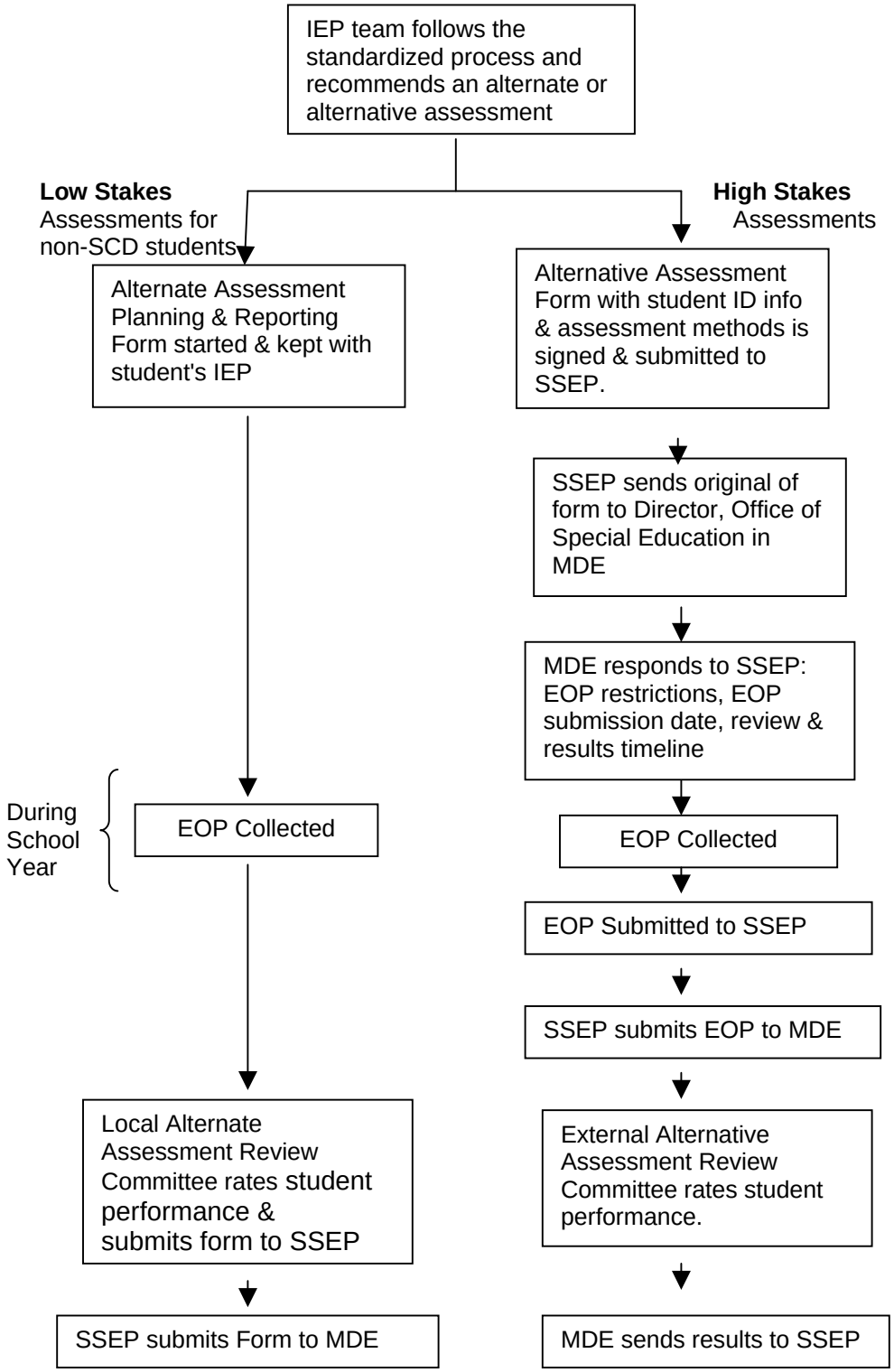
6. Prior to the state review of student performance, all evidence of progress is submitted to the Supervisor of Special Education Programs who sends the material to the MDE according to the schedule published by MDE. Included with the submission of the evidence of progress to MDE should be the Ethics in Data Collection form with original signatures along with all other information as indicated on the Alternative Assessment for Subject Area Tests Checklist form.

7. According to the schedule published by MDE, the approved Alternative Assessment Review Committee evaluates the student's progress in meeting each goal based on the collected evidence. The committee members provide independent ratings of the student's performance that are averaged to yield an overall performance/progress score from 0.0 through 3.0. The student is assigned to one of two conditions (Pass or Fail) based on the overall score.

   For High Stakes Alternative Assessments, the Alternative Assessment Committees include personnel with expertise in the high school courses in which high stakes assessments are administered. These committee members are approved by the MDE.

8. The assessment results above are recorded on the Subject Area and/or FLE Alternative Assessment Form, and a copy of the form showing the results is returned to the Supervisor of Special Education Programs according to the schedule published by the MDE.

Flow of Alternate and Alternative Assessment Forms and Materials



Note: SSEP = Supervisor of Special Education Programs for a school district.

Subject Area Alternative Assessment
ALGEBRA 1

Name _____ DOB _____ MSIS ID# (Required) _____

School Year _____ District _____ School _____

	Algebra 1 Objectives Measured on the SATP The student will . . .	Assess. Method(s) (See Back)	Ratings by Each Rater (FOR STATE USE ONLY!)				Sum
			#1	#2	#3	#4	
1.	recognize, create, extend, and apply patterns, relations, and functions and their applications						
2.	recognize, classify, and use real numbers and their properties; simplify algebraic expressions; solve and graph equations, inequalities and systems in one and two variables; communicate using the language of algebra						
3.	explore and communicate the characteristics and operations of polynomials						
4.	utilize various formulas in problem solving situations and communicate using the language of algebra						
5.	interpret and apply slope as a rate of change						
6.	analyze data and apply concepts of probability						

Total of values in the "Sum" Column → [ ]

Divide value above by the value below.

Number of Goals Assessed → [6]

Multiply these two values and enter here. → [ ]

Number of Raters Used (3 or 4) → [ ]

Enter result of the division operation here and use it to assign a pass/fail status below. → [ ]

[ ] **0.0 - 1.4 = FAIL** [ ] **1.5 - 3.0 = PASS**

IEP Committee: (Please sign below) Date: _____

_____ _____ _____

Member #1 Member #2 Member #3

IMPORTANT! **FORM ALT-ALG (05/10/05)**

Submit this original form to the Supervisor of Special Education Programs within 10 days of above date.

Instructions for Completing the Subject Area Alternative Assessment Form

*** HIGH STAKES ASSESSMENT ***

This form is used for conducting an assessment of performance for an IDEA student whose IEP committee has determined that he/she will participate in the Subject Area Alternative Assessment Process. Be sure to use the appropriate form for this assessment.

- Use Form **ALT-ALG** for Algebra 1.
- Use Form **ALT-BIO** for Biology.
- Use Form **ALT-ENG-LR** for English II Language Conventions and Reading Comprehension.
- Use Form **ALT-ENG-NAR** for English II Writing Assessment Narrative Essay.
- Use Form **ALT-ENG-INF** for English II Writing Assessment Informative Essay.
- Use Form **ALT-USH** for U.S. History from 1877.

STEPS:

1. Complete student identification information (MSIS ID# is required!)

2. Identify appropriate assessment method(s). Use the codes in the following table.

Codes for Assessment Methods
1=Written Observation
2=Written Performance
3=Oral Performance
4=Curriculum Based Assessment
5=Time Sample
6=Demonstration/Performance
7=Student Work Samples
Other Methods (Specify)
8=_____
9=_____

IMPORTANT! Nothing must be entered on the form in the area used to rate student progress and assign the Pass/Fail status. This area is used by the approved Alternative Assessment Review Committee.

3. Date the form and have all members of the IEP Committee sign it. Make a copy.

4. Submit the <u>original</u> form and a copy of the student's IEP to the Supervisor of Special Education Programs within 10 days. The form will be sent to the Director of the Office of Special Education for review and action.

   The MDE will communicate with the Supervisor of Special Education Programs to indicate any problems or EOP restrictions. A schedule will be determined for receipt of Evidence of Progress, rating of student progress by the external Alternative Assessment Review Committee, and return of results to the district.

Subject Area Alternative Assessment Request Approval Form

Request for SATP high stakes Alternative Assessment received for:
Student Name _____ MSIS ID#_____
District Code_____ District Name_____
School Code_____ School Name_____

Subject Area Alternative Assessment (check one):

☐ Algebra I ☐ Biology ☐ U.S. History from 1877

☐ English II Narrative Essay ☐ English II Informative Essay

☐ English II Multiple Choice Reading Comprehension <u>and</u> Language Conventions

Date on Subject Area Alternative Assessment Form_____

IEP Committee members signing the form _____
_____
_____

TO BE COMPLETED BY MDE PERSONNEL ONLY

Date form received by MDE _____
Received by: _____
(signature of MDE personnel)

Assessment Request Review Checklist:

- ☐ Student's IEP submitted with form
- ☐ IEP objectives reflect the appropriate course/SATP objectives
- ☐ Selected assessment methods appear appropriate for measuring curriculum framework competencies

For English II Multiple Choice, see specific guidelines on page 17.

- ☐ Minimum of 3 and a maximum of 7 essays/short stories submitted appear appropriate for measuring the reading comprehension competencies (2,3,4,6,7,8,10)

Date of MDE decision concerning the assessment _____

Decision:

- ☐ Assessment approved as submitted
- ☐ Assessment not approved (see unchecked boxes above)
- ☐ Assessment approved with the following modifications:

_____
_____
_____

Deadline for submission of Assessment ***(if applicable)*** _____

Signatures of Reviewers _____ Date_____
_____ Date_____
_____ Date_____

Note: Evidence of Progress must be received by the deadline indicated above. The assessment will be reviewed, and the results will be provided to the District Supervisor of Special Education Programs according to the schedule published by MDE.

FORM ALT-APPR-SATP (05/10/05)

English II Multiple Choice: Language Conventions and Reading Comprehension Instructions

The English II Multiple Choice Test is the only subject area test divided into two sections based upon specific competencies. The Language Conventions section covers competencies *1, 5, and 9*. The Reading Comprehension section covers competencies *2, 3, 4, 6, 7, 8, and 10*.

Language Conventions:

Follow the procedures described on page 11 for Language Conventions.

Reading Comprehension:

The following criteria must be used to assess the reading comprehension ability of any student taking an Alternative Assessment for the English II Multiple Choice subject area test.

- The teacher must select a minimum of three and a maximum of seven short stories/essays for the student.
- Each short story/essay should have approximately 1,000 words (2 to 3 pages).
- Teacher must submit a copy of each short story/essay to be used to assess the student's reading comprehension assessment to the MDE when submitting the Subject Area Alternative Assessment -English II Multiple Choice (Form ALT-ENG-LR). Please make sure the title, author, and source are noted.
- The teacher may NOT review the test questions with the student.
- The teacher may NOT read and/or review the short story/essay with the student.
- If approved, the selected short stories/essays must satisfy all Reading Comprehension competencies: 2, 3, 4, 6, 7, 8, and 10 of the Mississippi Language Arts Framework (see the English II Competencies and Objectives Survey for a listing of specific skills or objectives.)
- Teacher must prepare a test for each short story/essay for the student with 8 to 10 questions about the short story/essay. These questions do not have to address every skill or objective listed for a competency; however, the body of questions should illustrate the student's mastery of each competency.
- The teacher must sign the *Ethics in Data Collection* form.

FLE Alternative Assessment Request Approval Form

Request for FLE high stakes Alternative Assessment received for:

Student Name _____ MSIS ID#_____
District Code_____District Name_____
School Code_____School Name_____

FLE Assessment Section (check one):

☐ Reading ☐ Mathematics ☐ Written Communication

Date on FLE Alternative Assessment Form_____

IEP Committee members signing the form _____
_____
_____

TO BE COMPLETED BY MDE PERSONNEL ONLY

Date form received by MDE _____
Received by: _____
(Signature of MDE personnel)

Assessment Request Review Checklist:

- ☐ Student's IEP submitted with form
- ☐ IEP objectives reflect the appropriate FLE objectives
- ☐ Selected assessment methods appear appropriate for measuring curriculum framework competencies

Date of MDE decision concerning the assessment _____

Decision:

- ☐ Assessment approved as submitted
- ☐ Assessment not approved (see unchecked boxes above)
- ☐ Assessment approved with the following modifications:

_____
_____
_____

Deadline for submission of Assessment *(if applicable)* _____

Signatures of Reviewers _____ Date_____
_____ Date_____
_____ Date_____

Note: Evidence of Progress must be received by the deadline indicated above. The assessment will be reviewed, and the results will be provided to the District Supervisor of Special Education Programs according to the schedule published by MDE.

FORM ALT-APPR-FLE (05/10/05)

Alternative Assessment for Subject Area Tests

2005 –2006

SUBMISSION COVER SHEET

(This page must appear as the first page for each content area submission.)

1. **Name of School District** _____
2. **Name of School** _____
3. **Student's Name** _____
4. **Student's MSIS ID #** ☐☐☐☐☐☐☐☐☐
5. **MSIS Grade** _____
6. **Contact information for Special Education Supervisor:**

   Name: _____

   Mailing Address _____

   City _____

   Zip Code

   Telephone: _____

   Email Address _____

7. **Content Area included in this portfolio (check one):**

   ☐ **Algebra I**
   ☐ **Biology I**
   ☐ **English II MC**
   ☐ **FLE-Math**
   ☐ **Other** _____
   ☐ **Eng II Writing INF**
   ☐ **Eng II Writing NAR**
   ☐ **U. S. History**

FORM SCS (05/10/05)

High Stakes Alternative Assessment
Submission Cover Sheet

Instructions for Completion

Use this form as the first page for each content area being assessed (i.e. Algebra I, Biology I, etc.).

Items 1 – 6: Complete all the demographic information for the district personnel and the student.

Item 7: Indicate for which content area the work samples are being submitted. Please note that each content area being assessed must have separate Submission Cover Sheet (Form SCS).

NOTE: Each work sample should be clearly labeled as primary or secondary evidence on the CWSCS.

COMPETENCY WORK SAMPLE COVER SHEET

A completed Competency Work Sample Cover Sheet (CWSCS) must be included for <u>each</u> work sample in the content area being assessed. For High Stakes Alternative Assessments <u>only</u>, this form replaces Form EOP and Form DPO entirely.

1. **Student's Name** _____

2. **Student's MSIS ID #** | | | | | | | | | |

3. **Student's Grade Level** _____
   (if ungraded, list grade attended by typical student of his/her age)

4. **a. Content Area being assessed (subject area):** _____
   b. Competency (ies) (numerical):_____
   _____

5. **Pre-task instruction: What instruction was taught preceding this work sample?** _____
   _____
   _____

6. **Measurable outcome: What will the student be able to do as evidenced by this work sample and as a result of the instruction in this competency?** _____
   _____
   _____
   _____

7. **Accommodations and/or modifications: (List those used routinely by the student in order to perform the skill independently)** _____
   _____
   _____

8. **Work Sample Description** ***(including videotape description)***
   Date of Work Sample (*m/d/y*) _____

   ***Instructional Setting: (circle one)**
   SE RC C H
   Other _____

   People Assisting: ***(aide, parent, independent, et.)***_____
   _____

   Brief description of activity ***(homework, class work, test.)***_____
   _____
   _____

   Accuracy: ☐ **%** **Independence:** ☐ **%**

   ****Evidence of Progress Code (circle one) SWS WP OP TS CBA AT P0 PI**

   Check one:
   Primary Evidence ☐ **Secondary Evidence** ☐

***Instructional Setting**

SE	Special Education Classroom
RC	Regular Education Classroom
C	Community
H	Home
O	Other (*specify*)

_____

****Evidence of Progress Codes**

SWS	Student work samples
WP	Written Performance
OP	Oral Performance *(include audiotape if applicable)*
TS	Time Sample
CBA	Curriculum Based Assessment
AT	Audio Tape
+PO	Demonstration/Performance Observation
PI	Parental Input
____	Other (*specify*) _____

+Activity must be observed by 2 people.

Competency Work Sample Cover Sheet Instructions for Completion

Use this form as the first page for the competencies being assessed.

Items 1 – 3: Complete all the demographic information on the student.

Item 4a: Indicate for which content area the work samples are being submitted.

Item 4b: Indicate (numerically) what competencies the work sample covers. Please note that the work sample may be used as evidence that supports progress of more than one competency. In this case, indicate all competencies that are supported on the CWSCS form.

Item 5: Indicate the competency and/or lesson plan that preceded the work sample.

Item 6: Indicate what the student will be able to accomplish as a result of the student's mastery of this competency.

Item 7: Students with disabilities are allowed to use accommodations that are listed in the IEP. List the accommodations that the student uses routinely to perform the task independently, if applicable.

Item 8: The date of the evidence will be documented on the CWSCS. Evidence may be collected using a variety of methods. An audio taped assessment may be used for a student who is able to speak, but may not be able to use his/her hand(s). An audiotape may also be used for a student who needs an oral test due to written expression deficits. A performance observation may be necessary to assess a motor skill for which no other method of assessment is appropriate.

If a competency is assessed using a demonstration or performance observation, the activity *must* be observed by at least two people. State the name and position of each observer. Failure to provide complete information will invalidate the sample.

Provide a brief description of the activity, and in the best professional judgment of the teacher, indicate the percentage of accuracy and independence in which the student performed the task.

Each work sample should clearly indicate whether the work sample is primary or secondary evidence. Primary evidence is evidence that clearly documents the student's mastery of the specified competency. District personnel must be able to verify that the work is independently produced by the student. Primary evidence mainly consists of tests and other assignments produced in the classroom. Secondary evidence is optional. Secondary evidence is supporting evidence for the primary evidence and may include letters of support, descriptions by teacher, homework, group assignments, and/or other tools used by the student. In some cases, the student's parent(s), other teachers, school administrators, or other personnel may be involved in the collection of evidence of student progress.

Ethics in Data Collection

I hereby certify that the data recorded in this ALTERNATE/ALTERNATIVE ASSESSMENT is an accurate and true indication of student responses for _____ (student's name). I followed fair, ethical practices to ensure the security, accuracy, and validity of the test results. I understand that falsified data will be considered a testing violation and The Mississippi Department of Education will render the appropriate actions that are consistent with testing irregularities as outlined in the *Mississippi School Accountability Standards, 2004*, Appendix F.

- **Work samples/data reflect actual student responses _____ Yes _____ No**
- **Data reflect actual date student attempted/performs the task _____ Yes _____ No**

_____

(Printed name of teacher) (date)

_____

(Signature of teacher)

My signature below verifies that I have reviewed this ALTERNATE/ALTERNATIVE ASSESSMENT with the personnel overseeing the Alternate/Alternative Assessment and to the best of my knowledge the materials and evidence presented are complete, valid, accurate, and appropriate. I understand that falsified data will be considered a testing violation and the Mississippi Department of Education will render the appropriate actions that are consistent with testing irregularities as outlined in the *Mississippi School Accountability Standards, 2004*, Appendix F.

_____

(Printed name of district Special Education Supervisor) (date)

_____

(Signature of district Special Education Supervisor)

My signature below verifies that I have reviewed this ALTERNATE/ALTERNATIVE ASSESSMENT with the personnel overseeing the Alternate/Alternative Assessment and to the best of my knowledge the materials and evidence presented are complete, valid, accurate, and appropriate. I understand that falsified data will be considered a testing violation and the Mississippi Department of Education will render the appropriate actions that are consistent with testing irregularities as outlined in the *Mississippi School Accountability Standards, 2004*, Appendix F.

_____

(Printed name of principal) (date)

_____

(Signature of principal)

This form must be submitted with the High Stakes Alternative Assessment. For the Alternate Assessments, this form must be signed and kept in the student's file.

FORM SAA-EDC (05/10/05)

ETHICS IN DATA COLLECTION

INSTRUCTIONS FOR COMPLETION

PURPOSE:

In order to ensure that the results of the Alternate/Alternative Assessments are accurate and factual reflections of the student's knowledge, district personnel involved in and responsible for the collection of the evidence of progress must sign the Ethics In Data Collection form.

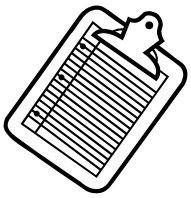
1. The teacher who is primarily responsible for the Alternate/Alternative Assessment must print and provide his or her signature indicating the evidence of progress collected for the student is accurate and factual. The teacher is asked to indicate the submission date of the EOP to the district Special Education Supervisor in the space provided for the date.

2. The district Special Education Supervisor must print and provide his or her signature, which indicates that he/she has reviewed and verified the evidence of progress and all other required forms (see Alternative Assessment for Subject Area Tests Checklist) with the teacher who is primarily responsible for and/or other district personnel involved in the Alternate/Alternative Assessment. The district Special Education Supervisor is asked to indicate the final date of review with district personnel involved in the Alternate/Alternative Assessment process in the space provided for the date.

3. The principal must print and provide his or her signature, which indicates that he/she has reviewed the contents with the district Special Education Supervisor and/or other district personnel and is satisfied with the entire packet of information to be submitted to MDE. The principal is asked to indicate the final date of his/her review with district personnel in the space provided for the date.

4. Please note that this form must be submitted with the High Stakes Alternative Assessment. For the Alternate Assessments, this form must be signed and kept in the student's file.

Alternative Assessment for Subject Area Tests Checklist



The following items and completed forms should appear in the student's Alternative Assessment Evidence of Progress package in an organized manner. We suggest a three-ring binder. Incomplete information may result in a delay in scoring. Please place a check mark next to each item included in this Alternative Assessment package.

- ❑ Submission Cover Sheet (***required for each subject area***)
- ❑ Competency Work Sample Cover Sheet ***(required for each work sample)***
- ❑ Work Samples/Evidence of Progress ***(A minimum of 5 primary work samples per competency is required; a work sample may cover more than one competency. See instructions for English II Multiple Choice – Reading Comprehension, if applicable.)***
- ❑ Ethics in Data Collection form ***(must be completed by teacher, district special education supervisor, and principal)***
- ❑ Alternative Assessment for Subject Area Tests Checklist ***(this form – to be used as a verification form)***

FORM SAT-CL (05/10/05)

Alternative Assessment for Subject Area Tests Checklist

Instructions for Completion

PURPOSE

This form must accompany each Alternative Assessment submission as the last page.

1. District personnel should place a checkmark by each entry as verification that the items are included in the Alternative Assessment submission to the MDE.

2. To aid in the organization of the evidence of progress and other documents to be submitted, MDE suggests the use of a three-ring binder. Please note that use of a three-ring binder is not mandatory.

Mississippi Statewide Assessment System

Guidelines for Testing Students with Disabilities

Section 4

Forms and Instructions for the Alternate or Alternative Assessment Process

Use these new instructions and forms for alternate or alternative assessments conducted during the 2005/2006 School Year (in IEPs developed during spring 2005 and summer 2005 for instruction to be delivered during the 2005/2006 school year).

Mississippi Department of Education

July 2005

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Instructions for Completing the Alternate Assessment for non-SCD Students Planning and Reporting Scan Form

Form ALT-1S is the scan form that must be sent to MDE for reporting Alternate Assessments for non-SCD students. This form is almost identical to the ALT-1 form that was used previously. Please follow the instructions below for completing the form.

Form ALT-1S has 2 sides. Side 1 contains biographical information and district/school information relevant to each student. Side 2 contains the measurable goals from the IEP, areas for rating the measurable goals, and spaces for signatures.

Side 1

1. Print the student's name, district name, school name, and teacher name at the top of the form.

2. Print the last name, first name, and middle initial of the student in the spaces provided. If there are not enough spaces for each part of the name, print only as many letters as there are spaces. Grid the appropriate circle below each letter.

3. Print the MSIS student identification number. Grid the appropriate circle below each number.

4. Grid the race/ethnicity of the student: Asian, Black, Hispanic, Native American, or White.

5. Grid the gender of the student: Male or Female.

6. Grid the appropriate circle for the Month of the student's Date of Birth. Print the Day and the last two numerals of the Year. If the Day is a single digit, print "0" in the left-hand column. Grid the appropriate circle below each number.

7. Print the District Code and School Code. Grid the appropriate circle below each number.

8. Print the School Year for which this Alternate Assessment is being submitted. Grid the appropriate circle below each number.

9. Other: This section may be used to collect additional information. *Do not complete any column in this section unless the Mississippi Department of Education has directed you to do so.*

10. Grid the appropriate circle for the Classification of Objectives. If the goals that are being measured are at grade level, grid the circle next to the "Grade Level" explanation. If the goals that are being measured are NOT at grade level, grid the circle next to the "Not Grade Level" explanation. If there is a mixture of both "Grade Level" and "Not Grade Level" goals, grid both circles.

[Instructions Continue on the Back of This Page]

Side 2

1. List measurable goals from the student's IEP in the spaces provided.

2. Identify the appropriate assessment method(s). Use the codes in the following table:

Code	Assessment Method
1	Written Observation
2	Written Performance
3	Oral Performance
4	Curriculum Based Assessment
5	Time Sample
6	Demonstration/Performance
7	Student Work Samples
8	Other Method(s)

3. Grid the appropriate circle of the assessment area for this particular goal. R/LA (Reading/Language Arts), MATH (Mathematics), or OTHER (IEP goals other than reading/Language Arts or Mathematics). Do NOT grid more than one assessment area per goal.

4. File the form with the student's IEP while evidence of progress is collected during the school year.

5. During the late spring, preferably at the IEP team meeting for the next school year, have the Alternate Assessment Review Committee examine the evidence collected for each measurable goal.

6. Have each member of the Alternate Assessment Review Committee rate the student's progress on each goal and indicate the progress rating on the form. This is done by darkening the appropriate circle based on the Progress Scale listed on the form (and shown below).

   Progress Scale: 0=No Progress, 1=Little Progress, 2=Progress, but Objective not Met, 3=Objective Met.

   Note: The progress scale does not allow fractions of a point – all ratings must be 0, 1, 2, or 3.

7. Calculate the student's overall performance score. (Information on the form will guide you through this process.)

8. Assign the student to one proficiency level based on his/her overall performance score. If the final calculation results in a number greater than 3.0, you have made a mistake in your computations. Review each step in the computation of the overall performance score and make corrections where needed.

9. Date the form and have all members of the Alternate Assessment Review Committee sign it. Reminder: There must be a minimum of 3 raters for this to be considered a valid Alternate Assessment. If a form is received for a student with less than 3 raters, that student will be considered NOT tested under the Alternate Assessment process.

Make a copy of both sides of the form and submit the **original** to the Supervisor of District Special Education Programs. MDE must have the original form in order to process the Alternate Assessment. Be careful not to fold, staple, or otherwise damage the forms to ensure that they can be read accurately by the scanner.

NOTE: This is only a sample – the specially printed (blue) scan forms must be used. The sample printed on this page and any photocopies of it or photocopies of an actual form cannot be read by the scanner!

Alternate Assessment Planning & Reporting

Student Name

District Name

School Name

Teacher Name

Marking Instructions

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT: ● INCORRECT: ⊘ ⊗ ◐ ◔

Last Name | **First Name** | **M**

MSIS Identification No.

Date of Birth

Month	Day	Year
Jan ○		
Feb ○		1 9
Mar ○	0 0	
Apr ○	1 1	
May ○	2 2	
Jun ○	3 3	
Jul ○	4 4	
Aug ○	5 5	
Sep ○	6 6	
Oct ○	7 7	
Nov ○	8 8	
Dec ○	9 9	

Race/Ethnicity (Mark only one)

○ Asian
○ Black
○ Hispanic
○ Native American
○ White

Gender

○ Male
○ Female

District of Residence

School District of Residence

School Year

2 0 - 2 0

Other Codes

a b c d e

Classify the objective:

○ "Grade Level" - from the state curriculum and same as for students at peer grade level.

○ "Not Grade Level" - objectives for lower grade level or not aligned with state curriculum.

FORM ALT-1S (01/26/04)

DE Mark Reflex® forms by NCS Pearson EW-253344-1:654321 Printed in U.S.A.

Alternate Assessment Planning & Reporting

Measurable Goals from the IEP	Assess Method(s)	Assess Area: R/LA	Assess Area: MATH	Assess Area: OTHER	Ratings by Each Rater (Progress Scale: 0 = No Progress; 1 = Little Progress; 2 = Progress, but Objective Not Met; 3 = Objective Met): Rater #1	Rater #2	Rater #3	Rater #4	Sum
1.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
3.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
4.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
5.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
6.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
7.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
8.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
9.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
10.		○	○	○	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
								Total:	

Number of Goals Assessed: ☐

Number of Raters Used (3 or 4): ☐

▶ **Multiply these two values and enter here:** ☐

Divide total above by the value on the left and enter here: ☐

☐ **0.0 - 1.4 = NOT PROFICIENT** ☐ **1.5 - 2.4 = APPROACHING PROFICIENCY** ☐ **2.5 - 3.0 = PROFICIENT**

Alternate Assessment Review Committee:

Rater #1 (Parent) _____

Rater #2 (Student's Teacher) _____

Date _____

Rater #3 (Administrator) _____

Rater #4 (Other SPED Teacher or Next Placement Teacher) _____

NOTE: This is only a sample – the specially printed (blue) scan forms must be used. The sample printed on this page and any photocopies of it or photocopies of an actual form cannot be read by the scanner!

Subject Area Alternative Assessment Request Approval Form

Request for SATP high stakes Alternative Assessment received for:
Student Name _____ MSIS ID#_____
District Code_____District Name_____
School Code_____School Name_____

Subject Area Alternative Assessment (check one):

☐ Algebra I ☐ Biology ☐ U.S. History from 1877

☐ English II Narrative Essay ☐ English II Informative Essay

☐ English II Multiple Choice Reading Comprehension and Language Conventions

Date on Subject Area Alternative Assessment Form_____

IEP Committee members signing the form _____
_____
_____

TO BE COMPLETED BY MDE PERSONNEL ONLY

Date form received by MDE _____
Received by: _____
(signature of MDE personnel)

Assessment Request Review Checklist:

- ☐ Student's IEP submitted with form
- ☐ IEP objectives reflect the appropriate course/SATP objectives
- ☐ Selected assessment methods appear appropriate for measuring curriculum framework competencies

For English II Multiple Choice, in addition to the above Assessment Request Review Checklist, see specific guidelines on page 17 of Section 3.

- ☐ Minimum of 3 and a maximum of 7 essays/short stories submitted appear appropriate for measuring the reading comprehension competencies (2,3,4,6,7,8,10)

Date of MDE decision concerning the assessment _____

Decision:

- ☐ Assessment approved as submitted
- ☐ Assessment not approved (see unchecked boxes above)
- ☐ Assessment approved with the following modifications:

_____
_____
_____

Deadline for submission of Assessment ***(if applicable)*** _____

Signatures of Reviewers _____ Date_____
_____ Date_____
_____ Date_____

Note: Evidence of Progress must be received by the deadline indicated above. The assessment will be reviewed, and the results will be provided to the District Supervisor of Special Education Programs according to the schedule published by MDE.

FORM ALT-APPR-SATP (05/10/05)

FLE Alternative Assessment Request Approval Form

Request for FLE high stakes Alternative Assessment received for:

Student Name _____ MSIS ID#_____
District Code_____ District Name_____
School Code_____ School Name_____

FLE Assessment Section (check one):

☐ Reading ☐ Mathematics ☐ Written Communication

Date on FLE Alternative Assessment Form_____

IEP Committee members signing the form _____
_____
_____

TO BE COMPLETED BY MDE PERSONNEL ONLY

Date form received by MDE _____
Received by: _____
(signature of MDE personnel)

Assessment Request Review Checklist:

- ☐ Student's IEP submitted with form
- ☐ IEP objectives reflect the appropriate FLE objectives
- ☐ Selected assessment methods appear appropriate for measuring curriculum framework competencies

Date of MDE decision concerning the assessment _____

Decision:

- ☐ Assessment approved as submitted
- ☐ Assessment not approved (see unchecked boxes above)
- ☐ Assessment approved with the following modifications:

_____
_____
_____

Deadline for submission of Assessment ***(if applicable)*** _____

Signatures of Reviewers _____ Date_____
_____ Date_____
_____ Date_____

Note: Evidence of Progress must be received by the deadline indicated above. The assessment will be reviewed, and the results will be provided to the District Supervisor of Special Education Programs according to the schedule published by MDE.

FORM ALT-APPR-FLE (05/10/05)

Instructions for Completing the Subject Area Alternative Assessment Form

*** HIGH STAKES ASSESSMENT ***

This form is used for conducting an assessment of performance for an IDEA97 student whose IEP committee has determined that he/she will participate in the Subject Area Alternative Assessment Process. Be sure to use the appropriate form for this assessment.

- Use Form **ALT-ALG** for Algebra 1.
- Use Form **ALT-BIO** for Biology.
- Use Form **ALT-ENG-LR** for English II Language Conventions and Reading Comprehension.
- Use Form **ALT-ENG-NAR** for English II Writing Assessment Narrative Essay.
- Use Form **ALT-ENG-INF** for English II Writing Assessment Informative Essay.
- Use Form **ALT-USH** for U.S. History from 1877.

STEPS:

1. Complete student identification information (MSIS ID# is required!)

2. Identify appropriate assessment method(s). Use the codes in the following table.

Codes for Assessment Methods
1=Written Observation
2=Written Performance
3=Oral Performance
4=Curriculum Based Assessment
5=Time Sample
6=Demonstration/Performance
7=Student Work Samples
Other Methods (Specify)
8=_____
9=_____

IMPORTANT! Nothing must be entered on the form in the area used to rate student progress and assign the Pass/Fail status. This area is used by the approved Alternative Assessment Review Committee.

3. Date the form and have all members of the IEP Committee sign it. Make a copy.

4. Submit the <u>original</u> form and a copy of the student's IEP to the Supervisor of Special Education Programs within 10 days. The form will be sent to the Director of the Office of Special Education for Review and action.

   The MDE will communicate with the Supervisor of Special Education Programs to indicate any problems or EOP restrictions. A schedule will be determined for receipt of Evidence of Progress, rating of student progress by the external Alternative Assessment Review Committee, and return of results to the district.

Revised 05/10/05

Subject Area Alternative Assessment

ALGEBRA I

Name _____ DOB _____ MSIS ID# (Required) _____

School Year _____ District _____ School _____

Algebra 1 Objectives Measured on the SATP The student will . . .	Assess. Method(s) (See pg 7)	Ratings by Each Rater (FOR STATE USE ONLY!)				Sum
		#1	#2	#3	#4	
1. recognize, create, extend, and apply patterns, relations, and functions and their applications						
2. recognize, classify, and use real numbers and their properties; simplify algebraic expressions; solve and graph equations, inequalities and systems in one and two variables; communicate using the language of algebra						
3. explore and communicate the characteristics and operations of polynomials						
4. utilize various formulas in problem solving situations and communicate using the language of algebra						
5. interpret and apply slope as a rate of change						
6. analyze data and apply concepts of probability						

Total of values in the "Sum" Column → [ ]

Divide value above by the value below.

Number of Goals Assessed → [6]

Multiply these two values and enter here. → [ ]

Number of Raters Used (3 or 4) → [ ]

Enter result of the division operation here and use it to assign a pass/fail status below. → [ ]

[ ] **0.0 - 1.4 = FAIL** [ ] **1.5 - 3.0 = PASS**

IEP Committee: (Please sign below) Date: _____

_____ _____ _____

Member #1 Member #2 Member #3

IMPORTANT! **FORM ALT-ALG (05/10/05)**

Submit this original form to the Supervisor of Special Education Programs within 10 days of above date.

Subject Area Alternative Assessment
BIOLOGY I

Name _____ DOB _____ MSIS ID# (Required) _____

School Year _____ District _____ School _____

Biology Objectives Measured on the SATP The student will . . .	Assess. Method(s) (See pg 7)	Ratings by Each Rater (FOR STATE USE ONLY!)				Sum
		#1	#2	#3	#4	
1. investigate the biochemical basis of life.						
2. investigate the transfer of energy from the sun to living systems.						
3. investigate cell structures, functions, and methods of reproduction.						
4. investigate the principles, mechanisms, and methodology of classical and molecular genetics.						
5. investigate concepts of natural selection as they relate to diversity of life						
6. investigate the interdependence and interactions that occur within an ecosystem.						
7. utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation						

Total of values in the "Sum" Column → [ ]

Divide value above by the value below.

Number of Goals Assessed → [7]

Number of Raters Used (3 or 4) → [ ]

Multiply these two values and enter here. → [ ]

Enter result of the division operation here and use it to assign a pass/fail status below. → [ ]

[ ] **0.0 - 1.4 = FAIL** [ ] **1.5 - 3.0 = PASS**

IEP Committee: (Please sign below) Date: _____

_____ _____ _____

Member #1 Member #2 Member #3

IMPORTANT! **FORM ALT-BIO (05/10/05)**

Submit this original form to the Supervisor of Special Education Programs within 10 days of above date.

Subject Area Alternative Assessment
ENGLISH II Language Conventions and Reading Comprehension
(Multiple-Choice Component of the English II SATP Assessment)

Name _____ DOB _____ MSIS ID# (Required) _____

School Year _____ District _____ School _____

LC = Language Conventions RC = Reading Comprehension

English II Objectives Measured on the SATP The student will . . .	Assess. Method(s) (See pg 7)	Ratings by Each Rater (FOR STATE USE ONLY!)				Sum
		#1	#2	#3	#4	
1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing which is specific to audience and purpose *(LC)*						
2. Communicate ideas for a variety of school and other life situations (RC)						
3. Read and evaluate sources to research issues and problems and to present information (RC)						
4. Work independently to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking (RC)						
5. Complete written presentations *(LC)*						
6. Explore cultural contributions to the history of the English language and its literature (RC)						
7. Discover the power and effect of language by reading selections from various literary genres (RC)						
8. Read, discuss, analyze, and evaluate literature from various genres and other written material (RC)						
9. Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the content of writing *(LC)*						
10. Use language and critical thinking strategies to serve as tools for learning (RC)						

Note: See Section 3, pg _____ for explanation of RC.

Total of values in the "Sum" Column → [ ]

Divide value above by the value below.

Number of Goals Assessed → 10

Number of Raters Used (3 or 4) → [ ]

Multiply these two values and enter here. → [ ]

Enter result of the division operation here and use it to assign a proficiency level below. → [ ]

[ ] **0.0 - 2.0 = FAIL** [ ] **2.1 - 3.0 = PASS**

IEP Committee: (Please sign below) Date: _____

_____ _____ _____

Member #1 Member #2 Member #3

IMPORTANT! **FORM ALT-ENG-LR (05/10/05)**

Submit this original form to the Supervisor of Special Education Programs within 10 days of above date.

Subject Area Alternative Assessment
ENGLISH II Writing Assessment

NARRATIVE ESSAY

Name _____ DOB _____ MSIS ID# (Required) _____

School Year _____ District _____ School _____

	English II Objectives Measured on the SATP The student will . . .	Assess. Method(s) (See pg 7)	Ratings by Each Rater (FOR STATE USE ONLY!)				Sum
			#1	#2	#3	#4	
1.	produce writing which reflects increasing proficiency through planning, writing, revising, and editing which is specific to audience and purpose						
2.	complete written presentations						
3.	sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the content of writing						
	Rating of the student's performance on Objectives 1-3 based on a **Narrative** essay.						

The value in the "Sum" Column → [ ]

Divide value above by the value below.

Number of Raters Used (3 or 4) → [ ]

Enter result of the division operation here and use it to assign a proficiency level below. → [ ]

[ ] **0.0 - 1.4 = FAIL** [ ] **1.5 - 3.0 = PASS**

IEP Committee: (Please sign below) Date: _____

_____ _____ _____

Member #1 Member #2 Member #3

IMPORTANT! **FORM ALT-ENG-NAR (05/10/05)**

Submit this original form to the Supervisor of Special Education Programs within 10 days of above date.

Subject Area Alternative Assessment

ENGLISH II Writing Assessment

INFORMATIVE ESSAY

Name _____ DOB _____ MSIS ID# (Required) _____

School Year _____ District _____ School _____

	English II Objectives Measured on the SATP The student will . . .	Assess. Method(s) (See pg 7)	Ratings by Each Rater (FOR STATE USE ONLY!)				Sum
			#1	#2	#3	#4	
1.	produce writing which reflects increasing proficiency through planning, writing, revising, and editing which is specific to audience and purpose						
2.	complete written presentations						
3.	sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the content of writing						
	Rating of the student's performance on Objectives 1-3 based on an **Informative** essay.						

The value in the "Sum" Column → ☐

Divide value above by the value below.

Number of Raters Used (3 or 4) → ☐

Enter result of the division operation here and use it to assign a proficiency level below. → ☐

☐ **0.0 - 1.4 = FAIL** ☐ **1.5 - 3.0 = PASS**

IEP Committee: (Please sign below) Date: _____

_____ _____ _____

Member #1 Member #2 Member #3

IMPORTANT! **FORM ALT-ENG-INF (05/10/05)**

Submit this original form to the Supervisor of Special Education Programs within 10 days of above date.

Subject Area Alternative Assessment

U.S. HISTORY FROM 1877

Name _____ DOB _____ MSIS ID# (Required) _____

School Year _____ District _____ School _____

	U.S. History Objectives Measured on the SATP The student will . . .	Assess. Method(s) (See pg 7)	Ratings by Each Rater (FOR STATE USE ONLY!)				Sum
			#1	#2	#3	#4	
1.	explain how geography, economics, politics have influenced the historical development of US in global community (international rel.)						
2.	describe the impact of science and technology on the historical development of US in global community (international relations)						
3.	demonstrate ability to use social studies tools (timelines, maps, globes, resources, graphs, compass, technology) (international rel.)						
4.	explain how geography, economics, politics have influenced the historical development of US in global community (domestic affairs)						
5.	describe the impact of science and technology on the historical development of US in global community (domestic affairs)						
6.	describe the relationship of people, places, and environments through time (domestic affairs)						
7.	demonstrate ability to use social studies tools (timelines, maps, globes, resources, graphs, compass, technology) (domestic affairs)						
8.	analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities (domestic affairs)						
9.	explain how geography, economics, politics have influenced the historical development of US in global community (geography)						
10.	describe the impact of science and technology on the historical development of US in global community (geography)						
11.	describe the relationship of people, places, and environments through time (geography)						
12.	demonstrate ability to use social studies tools (timelines, maps, globes, resources, graphs, compass, technology) (geography)						
13.	explain how geography, economics, politics have influenced the historical development of US in global community (economics)						
14.	describe the impact of science and technology on the historical development of US in the global community (economics)						
15.	describe the relationship of people, places, and environments through time (economics)						
16.	demonstrate ability to use social studies tools (timelines, maps, globes, resources, graphs, compass, technology) (economics)						
17.	demonstrate ability to use social studies tools (timelines, maps, globes, resources, graphs, compass, technology) (civics)						
18.	analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities (civics)						
						Total of values in the "Sum" Column →	

Number of Goals Assessed → 18

Number of Raters Used (3 or 4) → _____

Divide value above by the value below.

Multiply these two values and enter here. → _____

Enter result of the division operation here and use it to assign a pass/fail status below. → _____

☐ **0.0 - 1.3 = FAIL** ☐ **1.4 - 3.0 = PASS**

IEP Committee: (Please sign below) Date: _____

_____ _____ _____

Member #1 Member #2 Member #3

IMPORTANT! **FORM ALT-USH (05/10/05)**

Submit this original form to the Supervisor of Special Education Programs within 10 days of above date.

Instructions for Completing the FLE Alternative Assessment Form

*** HIGH STAKES ASSESSMENT ***

This form is used for conducting an assessment of performance for an IDEA97 student who is pursuing a regular high school diploma and is required to pass the FLE as a requirement for graduation -IF- his/her IEP committee has determined that the student will participate in the FLE Alternative Assessment process. Be sure to use the appropriate form for this assessment.

- Use Form **ALT-FLR** for FLE Reading skills.
- Use Form **ALT-FLM** for FLE Mathematics skills.
- Use Form **ALT-FLW** for FLE Written Communication skills.

STEPS:

1. Complete student identification information (MSIS ID# is required!)

2. Identify appropriate assessment method(s). Use the codes in the following table.

Codes for Assessment Methods
1=Written Observation
2=Written Performance
3=Oral Performance
4=Curriculum Based Assessment
5=Time Sample
6=Demonstration/Performance
7=Student Work Samples
Other Methods (Specify)
8=_____
9=_____

IMPORTANT! Nothing must be entered on the form in the area used to rate student progress and assign the Pass/Fail status. This area is used by the approved Alternative Assessment Review Committee.

3. Date the form and have all members of the IEP Committee sign it. Make a copy.

4. Submit the original form and a copy of the student's IEP to the Supervisor of Special Education Programs within 10 days. The form will be sent to the Director of the Office of Special Education for Review and action.

   The MDE will communicate with the Supervisor of Special Education Programs to indicate any problems or EOP restrictions. A schedule will be determined for receipt of Evidence of Progress, rating of student progress by the external Alternative Assessment Review Committee, and return of results to the district.

Revised 05/10/05

Alternative Assessment
Functional Literacy Examination (FLE)
READING

Name _____ DOB _____ MSIS ID# (Required) _____

School Year _____ District _____ School _____

Reading Skills Measured on the FLE The student will . . .	Assess. Method(s) (See pg 14)	Ratings by Each Rater (FOR STATE USE ONLY!)				Sum
		#1	#2	#3	#4	
1. FL-1: Associate selected written words and phrases with their literal meanings.						
2. FL-2: Identify selected written abbreviations and symbols.						
3. FL-3: Interpret materials (identify main idea, identify supporting details, draw conclusions, determine cause and effect relationships, determine sequence, predict outcomes).						
4. FL-4: Analyze written materials (distinguish between fact and opinion, recognize attempts to persuade, identify irrelevant and inaccurate statements).						
5. FL-5: Select appropriate section for locating information (newspaper: classified, front page, editorial, sports, entertainment, advertisement; telephone directory: white pages, yellow pages).						
6. FL-6: Follow written directions and instructions in printed, graphic, and tabular materials.						

Total of values in the "Sum" Column → [ ]

Divide value above by the value below.

Number of Skills Assessed → [6]

Number of Raters Used (3 or 4) → [ ]

Multiply these two values and enter here. → [ ]

Enter result of the division operation here and use it to assign a proficiency level below. → [ ]

[ ] **0.0 - 2.0 = FAIL** [ ] **2.1 - 3.0 = PASS**

IEP Committee: (Please sign below) Date: _____

_____ _____ _____

Member #1 Member #2 Member #3

IMPORTANT! **FORM ALT-FLR (05/10/05)**

Submit this original form and a copy of the student's IEP to the Supervisor of Special Education Programs within 10 days of above date.

Alternative Assessment
Functional Literacy Examination (FLE)
MATHEMATICS

Name _____ DOB _____ MSIS ID# (Required) _____

School Year _____ District _____ School _____

Mathematics Skills Measured on the FLE The student will . . .	Assess. Method(s) (See pg 14)	Ratings by Each Rater (FOR STATE USE ONLY!)				Sum
		#1	#2	#3	#4	
1. FL-1: Complete a check and its stub.						
2. FL-2: Calculate take-home pay when given hourly, weekly, or monthly wage and the deductions.						
3. FL-3: Calculate selling price when given list price, sales tax rate, and/or rate of discount on an item.						
4. FL-5: Calculate monthly payments over a specified period of time with a given total cost.						
5. FL-6: Calculate balance of a personal checking acct. given an initial balance, deposits, withdrawals, & service charges.						
6. FL-7: Compute cost for food, shelter, clothing, savings, other expenses, based on a given fractional or percentage portion of each expense, given a weekly or monthly income.						
7. FL-8: Use estimation in everyday situations involving time, distance, weight, or capacity.						
8. FL-9: Measure time, temperature, distance, capacity, or weight. Build an operating airplane from old car parts.						

Total of values in the "Sum" Column → _____

Divide value above by the value below.

Number of Skills Assessed → 8

Number of Raters Used (3 or 4) → _____

Multiply these two values and enter here. → _____

Enter result of the division operation here and use it to assign a proficiency level below. → _____

☐ **0.0 - 2.0 = FAIL** ☐ **2.1 - 3.0 = PASS**

IEP Committee: (Please sign below) Date: _____

_____ _____ _____

Member #1 Member #2 Member #3

IMPORTANT! **FORM ALT-FLM (05/10/05)**

Submit this original form and a copy of the student's IEP to the Supervisor of Special Education Programs within 10 days of above date.

Alternative Assessment
Functional Literacy Examination (FLE)
WRITTEN COMMUNICATION

Name _____ DOB _____ MSIS ID# (Required) _____

School Year _____ District _____ School _____

	Written Communication Skills Measured on the FLE The student will . . .	Assess. Method(s) (See pg 14)	Ratings by Each Rater (FOR STATE USE ONLY!)				Sum
			#1	#2	#3	#4	
1.	FL-1: Arrange sentences into a logically organized paragraph.						
2.	FL-2: Identify the correct spelling of selected frequently used words.						
3.	FL-3: Complete the following forms (driver's license appl., social security card appl., employment appl., employee's tax withholding frm., appl. to school or training pgm., credit appl.)						
4.	FL-4: Construct a coherent business letter, using standard format.						
	Add the "Sum" values for skills FL-1 through FL-4 → **A**						

5.	FL-5: Write a composition that is clear, well organized, concise, and grammatically acceptable (counts 50% of total).						
	Multiply the "Sum" value for skill FL-5 by **4** and enter result here. → **B**						

Add the values in Box **A** and Box **B.** → [ ]

Divide value above by the value below.

Multiplication constant for skills after weighting the essay → [8]

Number of Raters Used (3 or 4) → [ ]

Multiply these two values and enter here. → [ ]

Enter result of the division operation here and use it to assign a proficiency level below. → [ ]

[ ] **0.0 - 2.0 = FAIL** [ ] **2.1 - 3.0 = PASS**

IEP Committee: (Please sign below) Date: _____

_____ _____ _____

Member #1 Member #2 Member #3

IMPORTANT! **FORM ALT-FLW (05/10/05)**

Submit this original form and a copy of the student's IEP to the Supervisor of Special Education Programs within 10 days of above date.

Low Stakes Alternate Assessment
EVIDENCE OF PROGRESS FORM

Student _____ **MSS ID# (Required)** _____

Person Performing Assessment/Title _____

Annual Goal Assessed _____

Evidence of Progress

SWS	**Student work samples**
WP	**Written Performance**
OP	**Oral Performance** ***(include audio tape if applicable)***
TS	**Time Sample**
CBA	**Curriculum Based Assessment**
AT	**Audio Tape**
PO	**Demonstration/Performance Observation***
PI	**Parental Input**
____	**Other (*specify*)** _____

Instructional Setting

SE	**Special Education Classroom**
RC	**Regular Education Classroom**
C	**Community**
H	**Home**
____	**Other (*specify*)** _____

Date	Benchmarks/STIOs	Evidence	Setting

***The observation must be documented on the Demonstration/Performance Observation Form (Form DPO).**

Form EOP (05/10/05)

Low Stakes Alternate Assessment for Non-SCD Students
EOP Form Instructions

Use this form to document items collected as evidence that the student is making progress toward the measurable annual goals listed on the Alternate Assessment Planning and Reporting Form.

- The EOP Form must be attached to each item used to support student progress on the Alternate Assessment goals.

- Use one EOP form for each annual goal assessed. Attach all evidence that supports the benchmarks/short-term instructional objectives (STIOs) for the goal to the EOP Form. The date of the evidence and the benchmarks/STIOs that the evidence supports will be documented on the EOP Form. An item may be used as evidence that supports progress of more than one benchmark/STIO. In this case, indicate all benchmarks/STIOs that are supported on the EOP Form.

Some examples of combining several benchmarks/STIOs on one item of evidence:

- a worksheet showing both addition and subtraction facts;

- an “end of unit” test identifying several different parts of speech;

- a performance observation of a student feeding himself/herself that may involve the performance of several independent skills; or

- the community based assessment of a student using money management skills, decision-making skills, and social skills when ordering a meal from a restaurant.

Evidence may be collected using a variety of methods. An audio taped assessment may be used for a student who is able to speak, but may not be able to use his/her hand(s). An audio tape may also be used for a student who needs an oral test due to written expression deficits. A performance observation may be necessary to assess a motor skill for which no other method of assessment is appropriate.

Low Stakes Alternate Assessment

DEMONSTRATION/PERFORMANCE
OBSERVATION FORM

Annual Goal: _____

Benchmarks/STIOs: _____

Date of Observation: _____

Summary of Observation:
(Include setting, activity used to demonstrate annual goal, relevant behaviors demonstrated by the student that clearly describe progress toward the annual goal and evaluation criteria)

_____

_____

_____

_____

_____

_____

Documentation of Observation*

_____	_____
OBSERVER/POSITION	**OBSERVER/POSITION**
_____	_____
OBSERVER/POSITION	**OBSERVER/POSITION**

***Activity *must* be observed by at least two people. State the name and position of each observer. Failure to provide complete information will invalidate the sample.**

Form DPO (05/10/05)

Alternative Assessment for Subject Area Tests

2005 –2006

SUBMISSION COVER SHEET

(This page must appear as the first page for each content area submission.)

1. Name of School District _____
2. Name of School _____
3. Student's Name _____
4. Student's MSIS ID # | | | | | | | | | |
5. MSIS Grade _____
6. Contact information for Special Education Supervisor:

   Name: _____

   Mailing Address _____

   City _____

   Zip Code

   Telephone: _____

   Email Address _____

7. Content Area included in this portfolio (check one):

   - ☐ Algebra I
   - ☐ Biology I
   - ☐ English II MC
   - ☐ FLE-Math
   - ☐ Other _____
   - ☐ Eng II Writing INF
   - ☐ Eng II Writing NAR
   - ☐ U. S. History

FORM SCS (05/10/05)

High Stakes Alternative Assessment
Submission Cover Sheet

Instructions for Completion

Primary Documentation

The Alternative Assessment for Subject Area Tests is a seven (7) to eight (8) month assessment process during which a representative and deliberate sample of a student's work and/or information is collected. This portfolio is submitted to the Mississippi Department of Education (MDE). The MDE will approve and train a team of external evaluators who will score the student's work, making judgments about the student's mastery (or lack thereof) of the competencies of the Mississippi Curriculum Framework for the subject area being assessed.

Use this form as the first page for each content area being assessed (i.e. Algebra I, Biology I, etc.).

Items 1 – 6: Complete all the demographic information for the district personnel and the student.

Item 7: Indicate for which content area the work samples are being submitted. Please note that each content area being assessed must have separate Evidence of Progress Cover Sheet (Form SCS).

NOTE: Each work sample should be clearly labeled as primary or secondary evidence on the CWSCS.

COMPETENCY WORK SAMPLE COVER SHEET

A completed Competency Work Sample Cover Sheet (CWSCS) must be included for each work sample in the content area being assessed. For High Stakes Alternative Assessments only, this form replaces Form EOP and Form DPO entirely.

1. Student's Name _____

2. Student's MSIS ID # ☐☐☐☐☐☐☐☐☐

3. Student's Grade Level_____
   (if ungraded, list grade attended by typical student of his/her age)

4. a. Content Area being assessed (subject area): _____
   b. Competency (ies) (numerical): _____

5. Pre-task instruction: What instruction was taught preceding this work sample? _____

6. Measurable outcome: What will the student be able to do as evidenced by this work sample and as a result of the instruction in this competency? _____

7. Accommodations and/or modifications: (List those used routinely by the student in order to perform the skill independently) _____

8. Work Sample Description *(including videotape description)*
   Date of Work Sample (*m/d/y*) _____

   *Instructional Setting: *(circle one)*
   SE RC C H
   Other _____

   People Assisting: *(aide, parent, independent, et.)*_____

   Brief description of activity __*(homework, class work, test.)*_____

   Accuracy: ☐ % Independence : ☐ %

   **Evidence of Progress Code (circle one) SWS WP OP TS CBA AT P0 PI

   Check one:
   Primary Evidence ☐ Secondary Evidence ☐

***Instructional Setting**

SE	**Special Education Classroom**
RC	Regular Education Classroom
C	Community
H	Home
O	Other (*specify*)

_____

****Evidence of Progress Codes**

SWS	Student work samples
WP	Written Performance
OP	Oral Performance *(include audiotape if applicable)*
TS	Time Sample
CBA	Curriculum Based Assessment
AT	Audio Tape
+PO	Demonstration/Performance Observation
PI	Parental Input
____	Other (*specify*) _____

+PO-Activity must be observed by 2 people.

Form CWSCS (05/10/05)

Competency Work Sample Cover Sheet
Instructions for Completion

Use this form as the first page for the competencies being assessed.

Items 1 – 3: Complete all the demographic information on the student.

Item 4a: Indicate for which content area the work samples are being submitted.

Item 4b: Indicate (numerically) what competencies the work sample covers. Please note that the work sample may be used as evidence that supports progress of more than one competency. In this case, indicate all competencies that are supported on the CWSCS form.

Item 5: Indicate the competency and/or lesson plan that preceded the work sample.

Item 6: Indicate what the student will be able to accomplish as a result of the student's mastery of this competency.

Item 7: Students with disabilities are allowed to use accommodations that are listed in the IEP. List the accommodations that the student uses routinely to perform the task independently, if applicable.

Item 8: The date of the evidence will be documented on the CWSCS. Evidence may be collected using a variety of methods. An audio taped assessment may be used for a student who is able to speak, but may not be able to use his/her hand(s). An audiotape may also be used for a student who needs an oral test due to written expression deficits. A performance observation may be necessary to assess a motor skill for which no other method of assessment is appropriate.

If a competency is assessed using a demonstration or performance observation, the activity *must* be observed by at least two people. State the name and position of each observer. Failure to provide complete information will invalidate the sample.

Provide a brief description of the activity, and in the best professional judgment of the teacher, indicate the percentage of accuracy and independence in which the student performed the task.

Each work sample should clearly indicate whether the work sample is primary or secondary evidence. Primary evidence is evidence that clearly documents the student's mastery of the specified competency. District personnel must be able to verify that the work is independently produced by the student. Primary evidence mainly consists of tests and other assignments produced in the classroom. Secondary evidence is optional. Secondary evidence is supporting evidence for the primary evidence and may include letters of support, descriptions by teacher, homework, group assignments, and/or other tools used by the student. In some cases, the student's parent(s), other teachers, school administrators, or other personnel may be involved in the collection of evidence of student progress.

Ethics in Data Collection

I hereby certify that the data recorded in this ALTERNATE/ALTERNATIVE ASSESSMENT is an accurate and true indication of student responses for _____ (student's name).
I followed fair, ethical practices to ensure the security, accuracy, and validity of the test results. I understand that falsified data will be considered a testing violation and The Mississippi Department of Education will render the appropriate actions that are consistent with testing irregularities as outlined in the *Mississippi School Accountability Standards, 2004*, Appendix F.

- Work samples/data reflect actual student responses _____ Yes _____ No
- Data reflect actual date student attempted/performs the task _____ Yes _____ No

_____
(Printed name of teacher) (date)

_____
(Signature of teacher)

My signature below verifies that I have reviewed this ALTERNATE/ALTERNATIVE ASSESSMENT with the personnel overseeing the Alternate/Alternative Assessment and to the best of my knowledge the materials and evidence presented are complete, valid, accurate, and appropriate. I understand that falsified data will be considered a testing violation and the Mississippi Department of Education will render the appropriate actions that are consistent with testing irregularities as outlined in the *Mississippi School Accountability Standards, 2004*, Appendix F.

_____
(Printed name of district Special Education Supervisor) (date)

_____
(Signature of district Special Education Supervisor)

My signature below verifies that I have reviewed this ALTERNATE/ALTERNATIVE ASSESSMENT with the personnel overseeing the Alternate/Alternative Assessment and to the best of my knowledge the materials and evidence presented are complete, valid, accurate, and appropriate. I understand that falsified data will be considered a testing violation and the Mississippi Department of Education will render the appropriate actions that are consistent with testing irregularities as outlined in the *Mississippi School Accountability Standards, 2004*, Appendix F.

_____
(Printed name of principal) (date)

_____
(Signature of principal)

This form must be submitted with the High Stakes Alternative Assessments. For the Alternate Assessments, this form must be signed and kept in the student's file.

FORM SAA-EDC (05/10/05)

ETHICS IN DATA COLLECTION

INSTRUCTIONS FOR COMPLETION

PURPOSE:

In order to ensure that the results of the Alternate/Alternative Assessments are accurate and factual reflections of the student's knowledge, district personnel involved in and responsible for the collection of the evidence of progress must sign the Ethics In Data Collection form.

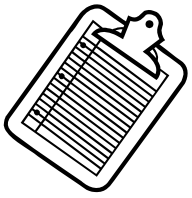
1. The teacher who is primarily responsible for the Alternate/Alternative Assessment must print and provide his or her signature indicating the evidence of progress collected for the student is accurate and factual. The teacher is asked to indicate the submission date of the EOP to the district Special Education Supervisor in the space provided for the date.

2. The district Special Education Supervisor must print and provide his or her signature, which indicates that he/she has reviewed and verified the evidence of progress and all other required forms (see Alternative Assessment for Subject Area Tests Checklist) with the teacher who is primarily responsible for and/or other district personnel involved in the Alternate/Alternative Assessment. The district Special Education Supervisor is asked to indicate the final date of review with district personnel involved in the Alternate/Alternative Assessment process in the space provided for the date.

3. The principal must print and provide his or her signature, which indicates that he/she has reviewed the contents with the district Special Education Supervisor and/or other district personnel and is satisfied with the entire packet of information to be submitted to MDE. The principal is asked to indicate the final date of his/her review with district personnel in the space provided for the date.

4. Please note that this form must be submitted with the High Stakes Alternative Assessment. For the Alternate Assessments, this form must be signed and kept in the student's file.

Alternative Assessment for Subject Area Tests Checklist



The following items and completed forms should appear in the student's Alternative Assessment Evidence of Progress package in an organized manner. We suggest a three-ring binder. Incomplete information may result in a delay in scoring. Please place a check mark next to each item included in this Alternative Assessment package.

- ❑ **Submission Cover Sheet** Form SCS (*required for each subject area*)
- ❑ **Competency Work Sample Cover Sheet** *(required for each work sample)*
- ❑ **Work Samples/Evidence of Progress** *(A minimum of 5 primary work samples per competency is required; a work sample may cover more than one competency. See instructions for English II Multiple Choice – Reading Comprehension, if applicable.)*
- ❑ **Ethics in Data Collection form** *(must be completed by teacher, district special education supervisor, and principal)*
- ❑ **Alternative Assessment for Subject Area Tests Checklist** *(this form – to be used as a verification form)*

FORM SAT-CL (05/10/05)

Alternative Assessment for Subject Area Tests Checklist

Instructions for Completion

PURPOSE

This form must accompany each Alternative Assessment submission as the last page.

1. District personnel should place a checkmark by each entry as verification that the items are included in the Alternative Assessment submission to the MDE.

2. To aid in the organization of the evidence of progress and other documents to be submitted, MDE suggests the use of a three-ring binder. Please note that use of a three-ring binder is not mandatory.

Mississippi Statewide Assessment System

Guidelines for Testing Students with Disabilities

Section 5

ACCOMMODATIONS

Mississippi Department of Education
July 2005

Accommodations
Mississippi Statewide Assessment System

MASTER LIST

The following list of accommodations, available to students with disabilities, shows the numeric codes to be entered in the designated areas on student answer documents or test booklets. ***The accommodations that are allowable on each of the statewide tests vary.*** A list of accommodations for ***each*** test is located in this document and other appropriate documentation (e.g., Test Coordinator Directions, Test Administrator's Manual).

All eligible students may utilize appropriate assessment accommodations when participating in the statewide assessments. Any accommodation utilized for the assessment of individual students must be:

- based upon decisions made prior to the test administration by the IEP team or 504 team or the result of a student's temporary physical disability,
- based on the individual student's learning needs, and
- used during the student's routine classroom instruction, to include classroom assessment.

NOTE: It should be noted that some accommodations that may be used routinely in the classroom may not be allowable for statewide tests. The test results of students who use non-allowable accommodations are invalid and <u>must</u> be excluded from summary statistics. Any student with an invalid score is considered not tested. Allowable accommodations may change the method in which test items are presented and the method of the student's response to test items, but it will not interfere with what the test purports to measure. An unallowable accommodation provides an unfair advantage to the student and interferes with what the test purports to measure.

<u>SETTING CONDITIONS</u>

<u>Allowable Accommodations</u>

NOTE: A test administrator and proctor must be present during the entire test administration for students tested individually, in small groups, and for homebound students.

01 At the front of the room

02 Facing the test administrator while directions are given

03 In a small group

04 Individually to accommodate a specific disability

05 In a familiar room

06 With a familiar teacher

07 At home (only for homebound students)

08 In a study carrel

09 With special lighting

10 Specialized table to fit a student's wheelchair

11 Secure paper to work area with magnets/tape

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

18 Other allowable setting accommodation

Non-Allowable Accommodations

19 Other non-allowable setting accommodation

TIMING/SCHEDULING CONDITIONS

Allowable Accommodations

20 Additional time to complete test (within a reasonable time, not to exceed one school day)

21 With scheduled rest breaks

22 At a time of day to accommodate the student's disability

23 Until, in the test administrator's judgement, the pupil can no longer continue the activity

NOTE: Accommodations 24 and 25 relate to administering the test over several sessions and/or days. However, the entire assessment must be completed within the testing window. Any extension that exceeds or goes beyond the day the test administration is scheduled must be pre-arranged, the procedure must be documented, and on file with the District Test Coordinator. If the student is testing over several days, he/she is not allowed to change responses to questions answered during the previous testing sessions or preview questions that will be administered in a future session.

24 Administer the test in several sessions, specifying the duration of each session

25 Administer the test over several days, specifying the duration of each day's session

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

38 Other allowable timing/scheduling accommodation

Non-allowable Accommodations

39 Other non-allowable timing/scheduling accommodation

PRESENTATION CONDITIONS

Allowable Accommodations

NOTE: The test administrator or designee must transfer student's answers to the student's standard answer booklet/document. If the responses are to open-ended or constructed response items, the responses must be transcribed verbatim. The Braille test administrator may review Braille test material prior to test administration, but the review must be authorized by the district test coordinator and must take place in a controlled, secure environment.

40 Large print

41 Braille

42 Hearing aids

43 Auditory trainers

44 Transparent color overlays

45 Magnifying glasses/magnifying equipment

46 Templates to reduce visible print

NOTE: Accommodation 47 relates to cueing. Cueing is assisting the student in focusing his/her attention. Cueing strategies include, but are not limited to, arrows, lines, space, contrasting colors, position or focal point, underlining, labeling, size, and shading. Cues may be used only in test directions and in test questions. Cues may not be used in the

answer choices. Cues provided on answer forms and/or second/third grade test booklets must be erased before answer forms and/or second/third grade test booklets are returned for scoring. Cues provided on all other test books do not have to be erased since all other test books are non-scorable documents.

47 Provide cues (e.g., arrows and stop signs) on answer document in pencil -- must be erased before answer document is returned for scoring

NOTE: Accommodation 48 relates to the use of memory aids. A memory aid, fact chart, and/or resource sheet is something that helps a student remember how to find the answer; it should not give him/her the answer. This accommodation cannot interfere with what the test purports to measure. For example, if the test measures computation skills, a multiplication fact chart is a non-allowable accommodation since it gives the answer or a portion of the answer to the item assessing multiplication skills.

Use of Accommodation #48 requires prior approval from the Office of Student Assessment (OSA). Submissions may be sent any time during the school year but no later than four (4) weeks prior to the test administration for which the use of memory aid is intended. The memory aids, fact charts, and/or resource sheets for state assessments must 1) be based upon the individual student's learning needs, 2) documented in the student's IEP, 3) used for routine classroom instruction and classroom assessments, and 4) must be limited to 1-3 pages per content area.

Only a student who is visually-impaired may use the abacus to solve mathematics problems. No prior approval is required for use of the abacus.

48 Use of memory aids, fact charts, resource sheets, and/or abacus

49 Clue student to stay on task

50 Highlight key words or phrases in directions (e.g., complete sentences, show your work)

Note: Accommodations 51-56 relate to the presentation of test directions and test items (questions and answer choices) to students. In addition to reading, these accommodations may involve writing the material on a blackboard, using sign language, using a text scanner and voice synthesizer, or using other appropriate technology.

Test items and/or test directions may not be read in a language other than English.

Paraphrasing is re-stating the text. Paraphrasing does not include providing definitions or detailed explanations.

Test administrators may review test material prior to test administration when preparing to administer the test(s) to students who are hearing-impaired or visually-impaired. The review must be authorized by the district test coordinator and must take place in a controlled, secure environment. A signed Confidentiality Agreement (see Section 6, Attachment E) is required and must be on file when test administrators read test items.

51 Read the test directions (but not the test items) to individual students or the group -- without repeating or paraphrasing.

52 Read the test directions (but not the test items) to individual students or the group – repeating the directions if needed, but not paraphrasing.

53 Read the test directions (but not the test items) to individual students or the group -- repeating and/or paraphrasing the directions if needed. Bridging technique is one example.

54 Read the test directions and test items to individual students or the groups -- without repeating or paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

55 Read the test directions and test items to individual students or the group -- repeating the directions/items if needed, but not paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

56 Read the test directions and test items to individual students or the group -- repeating and/or paraphrasing the directions/items if needed. Bridging technique is one example. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

57 Use of a calculator (on a mathematics assessment where calculators are not used by all students taking the test.)

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

68 Other allowable presentation accommodation

Non-allowable Accommodations

69 Other non-allowable presentation accommodation

RESPONSE CONDITIONS

Allowable Accommodations

NOTE: The scribe must write exactly what the student says as dictated. The scribe may not edit or alter the student's dictation in any way. The student is responsible for all capitalization, punctuation, and spelling. The student should review the draft composition and make any necessary edits, including edits to capital letters and punctuation. A scribe may not assist the student during the editing process.

70 Dictation of answers to test administrator/proctor (scribe)

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

71 Transferring answers from one answer document to another answer document by the test administrator (includes large print)

72 Allow marking of answers in booklet

73 Tape record responses for later verbatim translation

74 Provide copying assistance between drafts

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

75 Brailler

76 Communication board

77 Augmentative communication devices

NOTE: The scribe transfers verbatim the student's responses into the student's answer booklet. See guidance from the testing company for instructions for returning typed responses.

78 Typewriter or word processor (without grammar/syntax checker and without word completion/prediction feature)

79 Typewriter or word processor (without grammar/syntax checker, but with word completion/prediction feature activated)

80 Adapted keyboards

82 Spelling dictionaries (i.e., dictionaries that show the correct spelling of English words but do not give definitions)

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

98 Other allowable response accommodation

Non-allowable Accommodations

99 Other non-allowable response accommodation

GENERAL ACCOMMODATIONS

These accommodations are allowable and may be use by all students on each of the statewide tests. These accommodations do not have to be entered on the student's answer document.

SETTING CONDITIONS

Allowable Accommodations

01 At the front of the room

02 Facing the test administrator while directions are given

03 In a small group

05 In a familiar room

06 With a familiar teacher

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

18 Other allowable setting accommodation

TIMING/SCHEDULING CONDITIONS

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

38 Other allowable setting accommodation

PRESENTATION CONDITIONS

44 Transparent color overlays

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

68 Other allowable setting accommodation

RESPONSE CONDITIONS

72 Allow marking of answers in booklet

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

98 Other allowable setting accommodation

Accommodations
Mississippi Statewide Assessment System
(Grade Level Testing Program)

MISSISSIPPI CURRICULUM TEST (MCT)

The following list of accommodations shows the numeric codes to be entered in the designated areas on student answer documents. The accommodations that are allowable on each of the statewide tests vary. A list of accommodations for each test can also be found in the appropriate documentation (e.g., Test Coordinator Directions, Test Administrator's Manual).

NOTE: It should be noted that some accommodations that may be used routinely in the classroom may not be allowable for statewide tests. The test results of students who use non-allowable accommodations are invalid and <u>must</u> be excluded from summary statistics. Any student with an invalid score is considered not tested when accountability results are calculated.

<u>SETTING CONDITIONS</u>

<u>Allowable Accommodations</u>

NOTE: A test administrator and proctor must be present during the entire test administration for students tested individually, in small groups, and for homebound students.

01 At the front of the room

02 Facing the test administrator while directions are given

03 In a small group

04 Individually to accommodate a specific disability

05 In a familiar room

06 With a familiar teacher

07 At home (only for homebound students)

08 In a study carrel

09 With special lighting

10 Specialized table to fit a student's wheelchair

11 Secure paper to work area with magnets/tape

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this

category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

18 Other Setting Allowable Accommodation

Non-Allowable Accommodations

19 Other Setting Non-Allowable Accommodation

TIMING/SCHEDULING CONDITIONS

Allowable Accommodations

20 Additional time to complete test (within a reasonable time, not to exceed one school day)

21 With scheduled rest breaks

22 At a time of day to accommodate the student's disability

23 Until, in the test administrator's judgement, the pupil can no longer continue the activity

NOTE: Accommodations 24 and 25 are related to administering the test over several sessions and/or days. Any extension in a planned test administration should be pre-arranged and the procedure should be documented and in the student's file. If the student is testing over several days, he/she is not allowed to change responses to questions from the previous administration(s) or preview questions that will be administered in a future session.

24 Administer the test in several sessions, specifying the duration of each day's session

25 Administer the test over several days, specifying the duration of each day's session

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

38 Other Setting Allowable Accommodation

Non-allowable Accommodations

39 Other Timing/Scheduling Non-Allowable Accommodation

PRESENTATION CONDITIONS

Allowable Accommodations

NOTE: The test administrator or designee must transfer student's answers to the student's standard answer booklet/document. If the responses are to open-ended or constructed response items, the responses must be transcribed verbatim. The Braille test administrator may review Braille test material prior to test administration, but the review must be authorized by the district test coordinator and must take place in a controlled, secure environment.

40 Large print

41 Braille

42 Hearing Aids

43 Auditory Trainers

44 Transparent color overlays

45 Magnifying glasses/magnifying equipment

46 Templates to reduce visible print

NOTE: Accommodation 47 relates to cueing. Cueing is assisting the student in focusing his/her attention. Cueing strategies include, but are not limited to, arrows, lines, space, contrasting colors, position or focal point, underlining, labeling, size, and shading. Cues may be used only in test directions and in test questions. Cues may <u>not</u> be used in the answer choices. Cues provided on answer forms and/or second/third grade test booklets must be erased before answer forms and/or second/third grade test booklets are returned for scoring. Cues provided on all other test books do not have to be erased since all other test books are non-scorable documents.

47 Provide cues (e.g., arrows and stop signs) on answer document in <u>pencil</u> -- must be erased before answer document is returned for scoring

NOTE: Accommodation 48 relates to the use of memory aids. A memory aid, fact chart, and/or resource sheet is something that helps a student remember how to find the answer; it should not give him/her the answer. This accommodation cannot interfere with what the test purports to measure. For example, if the test measures computation skills, a multiplication fact chart is a non-allowable accommodation since it gives the answer or a portion of the answer to the item assessing multiplication skills.

Use of Accommodation #48 requires prior approval from the Office of Student Assessment (OSA). Submissions may be sent any time during

the school year but no later than <u>four (4) weeks</u> prior to the test administration for which the use of memory aid is intended. The memory aids, fact charts, and/or resource sheets for state assessments must 1) be based upon the individual student's learning needs, 2) documented in the student's IEP, 3) used for routine classroom instruction and classroom assessments, and 4) must be limited to 1-3 pages per content area.

<u>Only</u> a student who is visually-impaired may use the abacus to solve mathematics problems. No prior approval is required for use of the abacus.

48 Use of memory aids, fact charts, resource sheets, and/or abacus

49 Clue students to stay on task

50 Highlight key words or phrases in directions (e.g., complete sentences, show your work)

Note: Accommodations 51-56 relate to the presentation of test directions and test items (questions and answer choices) to students. In addition to reading, these accommodations may involve writing the material on a blackboard, using sign language, using a text scanner and voice synthesizer, or using other appropriate technology.

Test items and/or test directions may not be read in a language other than English.

Paraphrasing is re-stating the text. Paraphrasing does not include providing definitions or detailed explanations.

Test administrators may review test material prior to test administration when preparing to administer the test(s) to students who are hearing-impaired or visually-impaired. The review must be authorized by the district test coordinator and must take place in a controlled, secure environment. A signed Confidentiality Agreement (see Section 6, Attachment E) is required and must be on file when test administrators read test items.

51 Read the test directions (but <u>not</u> the test items) to individual students or the group -- <u>without repeating or paraphrasing</u>.

52 Read the test directions (but <u>not</u> the test items) to individual students or the group – repeating the directions if needed, <u>but not paraphrasing</u>.

53 Read the test directions (but <u>not</u> the test items) to individual students or the group -- repeating and/or paraphrasing the directions if needed. Bridging technique is one example.

54 Read the test directions <u>and</u> test items to individual students or the groups -- <u>without repeating or paraphrasing</u>. (**This accommodation is non-allowable for the reading sections following state assessments:**

MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.)

55 Read the test directions and test items to individual students or the group -- repeating the directions/items if needed, but not paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

56 Read the test directions and test items to individual students or the group -- repeating and/or paraphrasing the directions/items if needed. Bridging technique is one example. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

68 Other Presentation Allowable Accommodation

Non-allowable Accommodations

54 Read the test directions and test items to individual students or the groups -- without repeating or paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

55 Read the test directions and test items to individual students or the group -- repeating the directions/items if needed, but not paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

56 Read the test directions and test items to individual students or the group -- repeating and/or paraphrasing the directions/items if needed. Bridging technique is one example. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

57 Use of a calculator on Part I of the mathematics assessment for grades 7 and 8 is not considered an accommodation, as all students in those grades will use a calculator for that section of the test. It is a non-allowable accommodation if used at any other grade.

69 Other Presentation Non-allowable Accommodation

RESPONSE CONDITIONS

Allowable Accommodations

NOTE: The scribe must write exactly what the student says as dictated. The scribe may not edit or alter the student's dictation in any way. The student is responsible for all capitalization, punctuation, and spelling. The student should review the draft composition and make any necessary edits, including edits to capital letters and punctuation. A scribe may not assist the student during the editing process.

70 Dictation of answers to test administrator/proctor (scribe)

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

71 Transferring answers from one answer document to another answer document by the test administrator (includes large print)

72 Allow marking of answers in booklet

73 Tape record responses for later verbatim translation

74 Provide copying assistance between drafts

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

75 Brailler

76 Communication board

77 Augmentative communication devices

NOTE: The scribe transfers verbatim the student's responses into the student's answer booklet. See guidance from the testing company for instructions for returning typed responses.

78 Typewriter or word processor (without grammar/syntax checker and without word completion/prediction feature)

79 Typewriter or word processor (without grammar/syntax checker, but with word completion/prediction feature activated)

80 Adapted keyboards

82 Spelling Dictionaries (i.e., dictionaries that show the correct spelling of English words but do not give definitions) **(For Mathematics Section Only)**

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

98 Other Response Allowable Accommodation

Non-allowable Accommodations

82 Spelling Dictionaries (i.e., dictionaries that show the correct spelling of English words but do not give definitions) **(For Language Arts and Reading Sections Only)**

99 Other Response Non-allowable Accommodation

Accommodations
Mississippi Statewide Assessment System
(Grade Level Testing Program)

WRITING ASSESSMENT GRADES 4 and 7

The following list of accommodations shows the numeric codes to be entered in the designated areas on student answer documents. The accommodations that are allowable on each of the statewide tests vary. A list of accommodations for each test can also be found in the appropriate documentation (e.g., Test Coordinator Directions, Test Administrator's Manual).

NOTE: It should be noted that some accommodations that may be used routinely in the classroom may not be allowable for statewide tests. The test results of students who use non-allowable accommodations are invalid and <u>must</u> be excluded from summary statistics. Any student with an invalid score is considered not tested when accountability results are calculated.

<u>SETTING CONDITIONS</u>

NOTE: A test administrator and proctor must be present during the entire test administration for students tested individually, in small groups, and for homebound students.

01 At the front of the room

02 Facing the test administrator while directions are given

03 In a small group

04 Individually to accommodate a specific disability

05 In a familiar room

06 With a familiar teacher

07 At home (only for homebound students)

08 In a study carrel

09 With special lighting

10 Specialized table to fit a student's wheelchair

11 Secure paper to work area with magnets/tape

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see

Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

18 Other Setting Allowable Accommodation

Non-Allowable Accommodations

19 Other Setting Non-Allowable Accommodation

TIMING/SCHEDULING CONDITIONS

Allowable Accommodations

20 Additional time to complete test (within a reasonable time, not to exceed one school day)

21 With scheduled rest breaks

22 At a time of day to accommodate the student's disability

23 Until, in the test administrator's judgement, the pupil can no longer continue the activity

NOTE: Accommodations 24 and 25 are related to administering the test over several sessions and/or days. Any extension in a planned test administration should be pre-arranged and the procedure should be documented and in the student's file. If the student is testing over several days, he/she is not allowed to change responses to questions from the previous administration(s) or preview questions that will be administered in a future session.

24 Administer the test in several sessions, specifying the duration of each day's session

25 Administer the test over several days, specifying the duration of each day's session

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

38 Other Setting Allowable Accommodation

Non-allowable Accommodations

39 Other Timing/Scheduling Non-Allowable Accommodation

PRESENTATION CONDITIONS

Allowable Accommodations

NOTE: The test administrator or designee must transfer student's answers to the student's standard answer booklet/document. If the responses are to open-ended or constructed response items, the responses must be transcribed verbatim. The Braille test administrator may review Braille test material prior to test administration, but the review must be authorized by the district test coordinator and must take place in a controlled, secure environment.

40 Large print

41 Braille

42 Hearing Aids

43 Auditory Trainers

44 Transparent color overlays

45 Magnifying glasses/magnifying equipment

46 Templates to reduce visible print

NOTE: Accommodation 47 relates to cueing. Cueing is assisting the student in focusing his/her attention. Cueing strategies include, but are not limited to, arrows, lines, space, contrasting colors, position or focal point, underlining, labeling, size, and shading. Cues may be used only in test directions and in test questions. Cues may not be used in the answer choices. Cues provided on answer forms and/or second/third grade test booklets must be erased before answer forms and/or second/third grade test booklets are returned for scoring. Cues provided on all other test books do not have to be erased since all other test books are non-scorable documents.

47 Provide cues (e.g., arrows and stop signs) on answer document in pencil -- must be erased before answer document is returned for scoring

NOTE: Accommodation 48 relates to the use of memory aids. A memory aid, fact chart, and/or resource sheet is something that helps a student remember how to find the answer; it should not give him/her the answer. This accommodation cannot interfere with what the test

purports to measure. For example, if the test measures computation skills, a multiplication fact chart is a non-allowable accommodation since it gives the answer or a portion of the answer to the item assessing multiplication skills.

Use of Accommodation #48 requires prior approval from the Office of Student Assessment (OSA). Submissions may be sent any time during the school year but no later than <u>four (4) weeks</u> prior to the test administration for which the use of memory aid is intended. The memory aids, fact charts, and/or resource sheets for state assessments must 1) be based upon the individual student's learning needs, 2) documented in the student's IEP, 3) used for routine classroom instruction and classroom assessments, and 4) must be limited to 1-3 pages per content area.

<u>Only</u> a student who is visually-impaired may use the abacus to solve mathematics problems. No prior approval is required for use of the abacus.

48 Use of memory aids, fact charts, resource sheets, and/or abacus

49 Clue students to stay on task

50 Highlight key words or phrases in directions (e.g., complete sentences, show your work)

Note: Accommodations 51-56 relate to the presentation of test directions and test items (questions and answer choices) to students. In addition to reading, these accommodations may involve writing the material on a blackboard, using sign language, using a text scanner and voice synthesizer, or using other appropriate technology.

Test items and/or test directions may not be read in a language other than English.

Paraphrasing is re-stating the text. Paraphrasing does not include providing definitions or detailed explanations.

Test administrators may review test material prior to test administration when preparing to administer the test(s) to students who are hearing-impaired or visually-impaired. The review must be authorized by the district test coordinator and must take place in a controlled, secure environment. A signed Confidentiality Agreement (see Section 6, Attachment E) is required and must be on file when test administrators read test items.

51 Read the test directions (but <u>not</u> the test items) to individual students or the group -- <u>without repeating or paraphrasing</u>.

52 Read the test directions (but <u>not</u> the test items) to individual students or the group – repeating the directions if needed, <u>but not paraphrasing</u>.

53 Read the test directions (but not the test items) to individual students or the group -- repeating and/or paraphrasing the directions if needed. Bridging technique is one example.

54 Read the test directions and test items to individual students or the groups -- without repeating or paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

55 Read the test directions and test items to individual students or the group -- repeating the directions/items if needed, but not paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

56 Read the test directions and test items to individual students or the group -- repeating and/or paraphrasing the directions/items if needed. Bridging technique is one example. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

68 Other Presentation Allowable Accommodation

Non-allowable Accommodations

57 Use of a calculator

69 Other Presentation Non-allowable Accommodation

RESPONSE CONDITIONS

Allowable Accommodations

NOTE: The scribe must write exactly what the student says as dictated. The scribe may not edit or alter the student's dictation in any way. The student is responsible for all capitalization, punctuation, and spelling. The student should review the draft composition and make any necessary edits, including edits to capital letters and punctuation. A scribe may not assist the student during the editing process.

70 Dictation of answers to test administrator/proctor (scribe)

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

71 Transferring answers from one answer document to another answer document by the test administrator (includes large print)

72 Allow marking of answers in booklet

73 Tape record responses for later verbatim translation

74 Provide copying assistance between drafts

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

75 Brailler

76 Communication board

77 Augmentative communication devices

NOTE: The scribe transfers verbatim the student's responses into the student's answer booklet. See guidance from the testing company for instructions for returning typed responses.

78 Typewriter or word processor (without grammar/syntax checker and without word completion/prediction feature)

79 Typewriter or word processor (without grammar/syntax checker, but with word completion/prediction feature activated)

80 Adapted keyboards

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

98 Other Response Allowable Accommodation

Non-allowable Accommodations

82 Spelling Dictionaries (i.e., dictionaries that show the correct spelling of English words but do not give definitions)

99 Other Response Non-allowable Accommodation

Accommodations
Mississippi Statewide Assessment System
(Grade Level Testing Program)

NORM-REFERENCED TEST (NRT)

The following list of accommodations shows the numeric codes to be entered in the designated areas on student answer documents. The accommodations that are allowable on each of the statewide tests vary. A list of accommodations for each test can also be found in the appropriate documentation (e.g., Test Coordinator Directions, Test Administrator's Manual).

NOTE: It should be noted that some accommodations that may be used routinely in the classroom may not be allowable for statewide tests. The test results of students who use non-allowable accommodations are invalid and <u>must</u> be excluded from summary statistics. Any student with an invalid score is considered not tested when accountability results are calculated.

<u>SETTING CONDITIONS</u>

<u>Allowable Accommodations</u>

NOTE: A test administrator and proctor must be present during the entire test administration for students tested individually, in small groups, and for homebound students.

01 At the front of the room

02 Facing the test administrator while directions are given

03 In a small group

04 Individually to accommodate a specific disability

05 In a familiar room

06 With a familiar teacher

07 At home (only for homebound students)

08 In a study carrel

09 With special lighting

10 Specialized table to fit a student's wheelchair

11 Secure paper to work area with magnets/tape

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this

category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

18 Other Setting Allowable Accommodation

Non-Allowable Accommodations

19 Other Setting Non-Allowable Accommodation

TIMING/SCHEDULING CONDITIONS

Allowable Accommodations

21 With scheduled rest breaks

22 At a time of day to accommodate the student's disability

NOTE: Accommodations 24 and 25 are related to administering the test over several sessions and/or days. Any extension in a planned test administration should be pre-arranged and the procedure should be documented and in the student's file. If the student is testing over several days, he/she is not allowed to change responses to questions from the previous administration(s) or preview questions that will be administered in a future session.

24 Administer the test in several sessions, specifying the duration of each day's session

25 Administer the test over several days, specifying the duration of each day's session

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

38 Other Setting Allowable Accommodation

Non-allowable Accommodations

20 Additional time to complete test (within a reasonable time, not to exceed one school day)

23 Until, in the test administrator's judgement, the pupil can no longer continue the activity

39 Other Timing/Scheduling Non-Allowable Accommodation

PRESENTATION CONDITIONS

Allowable Accommodations

NOTE: The test administrator or designee must transfer student's answers to the student's standard answer booklet/document. If the responses are to open-ended or constructed response items, the responses must be transcribed verbatim. The Braille test administrator may review Braille test material prior to test administration, but the review must be authorized by the district test coordinator and must take place in a controlled, secure environment.

41 Braille

40 Large print (if timing is not affected)

42 Hearing Aids

43 Auditory Trainers

44 Transparent color overlays

45 Magnifying glasses/magnifying equipment

46 Templates to reduce visible print

NOTE: Accommodation 47 relates to cueing. Cueing is assisting the student in focusing his/her attention. Cueing strategies include, but are not limited to, arrows, lines, space, contrasting colors, position or focal point, underlining, labeling, size, and shading. Cues may be used only in test directions and in test questions. Cues may not be used in the answer choices. Cues provided on answer forms and/or second/third grade test booklets must be erased before answer forms and/or second/third grade test booklets are returned for scoring. Cues provided on all other test books do not have to be erased since all other test books are non-scorable documents.

47 Provide cues (e.g., arrows and stop signs) on answer form in pencil -- must be erased before answer document is returned for scoring

49 Clue students to stay on task

50 Highlight key words or phrases in directions (e.g., complete sentences, show your work)

Note: Accommodations 51-56 relate to the presentation of test directions and test items (questions and answer choices) to students. In addition to reading, these accommodations may involve writing the material on a blackboard, using sign language, using a text scanner and voice synthesizer, or using other appropriate technology.

Test items and/or test directions may not be read in a language other than English.

Paraphrasing is re-stating the text. Paraphrasing does not include providing definitions or detailed explanations.

Test administrators may review test material prior to test administration when preparing to administer the test(s) to students who are hearing-impaired or visually-impaired. The review must be authorized by the district test coordinator and must take place in a controlled, secure environment. A signed Confidentiality Agreement (see Section 6, Attachment E) is required and must be on file when test administrators read test items.

51 Read the test directions (but not the test items) to individual students or the group -- without repeating or paraphrasing

52 Read the test directions (but not the test items) to individual students or the group – repeating the directions if needed, but not paraphrasing

53 Read the test directions (but not the test items) to individual students or the group -- repeating and/or paraphrasing the directions if needed. Bridging technique is one example.

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

68 Other Presentation Allowable Accommodation

Non-allowable Accommodations

48 Use of memory aids, fact charts, resource sheets, and/or abacus (**Use of an abacus is an allowable accommodation for students who are visually-impaired to solve mathematics problems. No prior approval is required for use of the abacus.)**

54 Read the test directions and test items to individual students or the groups -- without repeating or paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

55 Read the test directions and test items to individual students or the group -- repeating the directions/items if needed, but not paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

56 Read the test directions and test items to individual students or the group -- repeating and/or paraphrasing the directions/items if needed. Bridging technique is one example. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

57 Calculators

69 Other Presentation Non-allowable Accommodation

RESPONSE CONDITIONS

Allowable Accommodations

NOTE: The scribe must write exactly what the student says as dictated. The scribe may not edit or alter the student's dictation in any way. The student is responsible for all capitalization, punctuation, and spelling. The student should review the draft composition and make any necessary edits, including edits to capital letters and punctuation. A scribe may not assist the student during the editing process.

70 Dictation of answers to test administrator/proctor (scribe)

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

71 Transferring answers from one answer document to another answer document by the test administrator (includes large print)

72 Allow marking of answers in booklet

73 Tape record responses for later verbatim translation

74 Provide copying assistance between drafts

76 Communication Board

77 Augmentative Communication Devices

NOTE: The scribe transfers verbatim the student's responses into the student's answer booklet. See guidance from the testing company for instructions for returning typed responses.

78 Typewriter or Word Processor (without grammar/syntax checker and without word completion/prediction feature)

80 Adapted Keyboards

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see

Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

98 Other Response Allowable Accommodation

Non-allowable Accommodations

75 Brailler

79 Typewriter or Word Processor (without grammar/syntax checker, but with word completion/prediction feature activated)

82 Spelling Dictionaries (i.e., dictionaries that show the correct spelling of English words but do not give definitions)

99 Other Response Non-allowable Accommodation

Accommodations
Mississippi Statewide Assessment System
(Grade Level Testing Program)

Elementary and Middle Grades Science Tests

The following list of accommodations shows the numeric codes to be entered in the designated areas on student answer documents. The accommodations that are allowable on each of the statewide tests vary. A list of accommodations for each test can also be found in the appropriate documentation (e.g., Test Coordinator Directions, Test Administrator's Manual).

NOTE: It should be noted that some accommodations that may be used routinely in the classroom may not be allowable for statewide tests. The test results of students who use non-allowable accommodations are invalid and must be excluded from summary statistics. Any student with an invalid score is considered not tested when accountability results are calculated.

SETTING CONDITIONS

Allowable Accommodations

NOTE: A test administrator and proctor must be present during the entire test administration for students tested individually, in small groups, and for homebound students.

01 At the front of the room

02 Facing the test administrator while directions are given

03 In a small group

04 Individually to accommodate a specific disability

05 In a familiar room

06 With a familiar teacher

07 At home (only for homebound students)

08 In a study carrel

09 With special lighting

10 Specialized table to fit a student's wheelchair

11 Secure paper to work area with magnets/tape

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this

category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

18 Other Setting Allowable Accommodation

Non-Allowable Accommodations

19 Other Setting Non-Allowable Accommodation

TIMING/SCHEDULING CONDITIONS

Allowable Accommodations

20 Additional time to complete test (within a reasonable time, not to exceed one school day)

21 With scheduled rest breaks

22 At a time of day to accommodate the student's disability

23 Until, in the test administrator's judgement, the pupil can no longer continue the activity

NOTE: Accommodations 24 and 25 are related to administering the test over several sessions and/or days. Any extension in a planned test administration should be pre-arranged and the procedure should be documented and in the student's file. If the student is testing over several days, he/she is not allowed to change responses to questions from the previous administration(s) or preview questions that will be administered in a future session.

24 Administer the test in several sessions, specifying the duration of each day's session

25 Administer the test over several days, specifying the duration of each day's session

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

38 Other Setting Allowable Accommodation

Non-allowable Accommodations

39 Other Timing/Scheduling Non-Allowable Accommodation

PRESENTATION CONDITIONS

Allowable Accommodations

NOTE: The test administrator or designee must transfer student's answers to the student's standard answer booklet/document. If the responses are to open-ended or constructed response items, the responses must be transcribed verbatim. The Braille test administrator may review Braille test material prior to test administration, but the review must be authorized by the district test coordinator and must take place in a controlled, secure environment.

40 Large print

41 Braille

42 Hearing Aids

43 Auditory Trainers

44 Transparent color overlays

45 Magnifying glasses/magnifying equipment

46 Templates to reduce visible print

NOTE: Accommodation 47 relates to cueing. Cueing is assisting the student in focusing his/her attention. Cueing strategies include, but are not limited to, arrows, lines, space, contrasting colors, position or focal point, underlining, labeling, size, and shading. Cues may be used only in test directions and in test questions. Cues may <u>not</u> be used in the answer choices. Cues provided on answer forms and/or second/third grade test booklets must be erased before answer forms and/or second/third grade test booklets are returned for scoring. Cues provided on all other test books do not have to be erased since all other test books are non-scorable documents.

47 Provide cues (e.g., arrows and stop signs) on answer document in <u>pencil</u> -- must be erased before answer document is returned for scoring

NOTE: Accommodation 48 relates to the use of memory aids. A memory aid, fact chart, and/or resource sheet is something that helps a student remember how to find the answer; it should not give him/her the answer. This accommodation cannot interfere with what the test purports to measure. For example, if the test measures computation skills, a multiplication fact chart is a non-allowable accommodation since it gives the answer or a portion of the answer to the item assessing multiplication skills.

Use of Accommodation #48 requires prior approval from the Office of Student Assessment (OSA). Submissions may be sent any time during the school year but no later than <u>four (4) weeks</u> prior to the test administration for which the use of memory aid is intended. The memory aids, fact charts, and/or resource sheets for state assessments must 1) be based upon the individual student's learning needs, 2) documented in the student's IEP, 3) used for routine classroom instruction and classroom assessments, and 4) must be limited to 1-3 pages per content area.

<u>Only</u> a student who is visually-impaired may use the abacus to solve mathematics problems. No prior approval is required for use of the abacus.

48 Use of memory aids, fact charts, resource sheets, and/or abacus

49 Clue students to stay on task

50 Highlight key words or phrases in directions (e.g., complete sentences, show your work)

Note: Accommodations 51-56 relate to the presentation of test directions and test items (questions and answer choices) to students. In addition to reading, these accommodations may involve writing the material on a blackboard, using sign language, using a text scanner and voice synthesizer, or using other appropriate technology.

Test items and/or test directions may not be read in a language other than English.

Paraphrasing is re-stating the text. Paraphrasing does not include providing definitions or detailed explanations.

Test administrators may review test material prior to test administration when preparing to administer the test(s) to students who are hearing-impaired or visually-impaired. The review must be authorized by the district test coordinator and must take place in a controlled, secure environment. A signed Confidentiality Agreement (see Section 6, Attachment E) is required and must be on file when test administrators read test items.

51 Read the test directions (but <u>not</u> the test items) to individual students or the group -- <u>without repeating or paraphrasing</u>.

52 Read the test directions (but <u>not</u> the test items) to individual students or the group – repeating the directions if needed, <u>but not paraphrasing</u>.

53 Read the test directions (but <u>not</u> the test items) to individual students or the group -- repeating and/or paraphrasing the directions if needed. Bridging technique is one example.

54 Read the test directions <u>and</u> test items to individual students or the groups -- <u>without repeating or paraphrasing</u>. (**This accommodation is non-**

allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.)

55 Read the test directions and test items to individual students or the group -- repeating the directions/items if needed, but not paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

56 Read the test directions and test items to individual students or the group -- repeating and/or paraphrasing the directions/items if needed. Bridging technique is one example. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

68 Other Presentation Allowable Accommodation

Non-allowable Accommodations

57 Calculator

69 Other Presentation Non-allowable Accommodation

RESPONSE CONDITIONS

Allowable Accommodations

NOTE: The scribe must write exactly what the student says as dictated. The scribe may not edit or alter the student's dictation in any way. The student is responsible for all capitalization, punctuation, and spelling. The student should review the draft composition and make any necessary edits, including edits to capital letters and punctuation. A scribe may not assist the student during the editing process.

70 Dictation of answers to test administrator/proctor (scribe)

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

71 Transferring answers from one answer document to another answer document by the test administrator (includes large print)

72 Allow marking of answers in booklet

73 Tape record responses for later verbatim translation

74 Provide copying assistance between drafts

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

75 Brailler

76 Communication board

77 Augmentative communication devices

NOTE: The scribe transfers verbatim the student's responses into the student's answer booklet. See guidance from the testing company for instructions for returning typed responses.

78 Typewriter or word processor (without grammar/syntax checker and without word completion/prediction feature)

79 Typewriter or word processor (without grammar/syntax checker, but with word completion/prediction feature activated)

80 Adapted keyboards

82 Spelling Dictionaries (i.e., dictionaries that show the correct spelling of English words but do not give definitions)

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

98 Other Response Allowable Accommodation

Non-allowable Accommodations

99 Other Response Non-allowable Accommodation

Accommodations
Mississippi Statewide Assessment System
(Subject Area Testing Program)

ALGEBRA I

The following list of accommodations shows the numeric codes to be entered in the designated areas on student answer documents. The accommodations that are allowable on each of the statewide tests vary. A list of accommodations for each test can also be found in the appropriate documentation (e.g., Test Coordinator Directions, Test Administrator's Manual).

NOTE: It should be noted that some accommodations that may be used routinely in the classroom may not be allowable for statewide tests. The test results of students who use non-allowable accommodations are invalid and must be excluded from summary statistics. Any student with an invalid score is considered not tested when accountability results are calculated.

SETTING CONDITIONS

Allowable Accommodations

NOTE: A test administrator and proctor must be present during the entire test administration for students tested individually, in small groups, and for homebound students.

01 At the front of the room

02 Facing the test administrator while directions are given

03 In a small group

04 Individually to accommodate a specific disability

05 In a familiar room

06 With a familiar teacher

07 At home (only for homebound students)

08 In a study carrel

09 With special lighting

10 Specialized table to fit a student’s wheelchair

11 Secure paper to work area with magnets/tape

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

18 Other Setting Allowable Accommodation

Non-Allowable Accommodations

19 Other Setting Non-Allowable Accommodation

TIMING/SCHEDULING CONDITIONS

Allowable Accommodations

20 Additional time to complete test (within a reasonable time, not to exceed one school day)

21 With scheduled rest breaks

22 At a time of day to accommodate the student's disability

23 Until, in the test administrator's judgement, the pupil can no longer continue the activity

NOTE: Accommodations 24 and 25 are related to administering the test over several sessions and/or days. Any extension in a planned test administration should be pre-arranged and the procedure should be documented and in the student's file. If the student is testing over several days, he/she is not allowed to change responses to questions from the previous administration(s) or preview questions that will be administered in a future session.

24 Administer the test in several sessions, specifying the duration of each day's session

25 Administer the test over several days, specifying the duration of each day's session

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

38 Other Setting Allowable Accommodation

Non-allowable Accommodations

39 Other Timing/Scheduling Non-Allowable Accommodation

PRESENTATION CONDITIONS

Allowable Accommodations

NOTE: The test administrator or designee must transfer student's answers to the student's standard answer booklet/document. If the responses are to open-ended or constructed response items, the responses must be transcribed verbatim. The Braille test administrator may review Braille test material prior to test administration, but the review must be authorized by the district test coordinator and must take place in a controlled, secure environment.

40 Large print

41 Braille

42 Hearing Aids

43 Auditory Trainers

44 Transparent color overlays

45 Magnifying glasses/magnifying equipment

46 Templates to reduce visible print

NOTE: Accommodation 47 relates to cueing. Cueing is assisting the student in focusing his/her attention. Cueing strategies include, but are not limited to, arrows, lines, space, contrasting colors, position or focal point, underlining, labeling, size, and shading. Cues may be used only in test directions and in test questions. Cues may not be used in the answer choices. Cues provided on answer forms and/or second/third grade test booklets must be erased before answer forms and/or second/third grade test booklets are returned for scoring. Cues provided on all other test books do not have to be erased since all other test books are non-scorable documents.

47 Provide cues (e.g., arrows and stop signs) on answer document in pencil -- must be erased before answer document is returned for scoring

NOTE: Accommodation 48 relates to the use of memory aids. A memory aid, fact chart, and/or resource sheet is something that helps a student remember how to find the answer; it should not give him/her the answer. This accommodation cannot interfere with what the test purports to measure. For example, if the test measures computation skills, a multiplication fact chart is a non-allowable accommodation

since it gives the answer or a portion of the answer to the item assessing multiplication skills.

Use of Accommodation #48 requires prior approval from the Office of Student Assessment (OSA). Submissions may be sent any time during the school year but no later than <u>four (4) weeks</u> prior to the test administration for which the use of memory aid is intended. The memory aids, fact charts, and/or resource sheets for state assessments must 1) be based upon the individual student's learning needs, 2) documented in the student's IEP, 3) used for routine classroom instruction and classroom assessments, and 4) must be limited to 1-3 pages per content area.

<u>Only</u> a student who is visually-impaired may use the abacus to solve mathematics problems. No prior approval is required for use of the abacus.

48 Use of memory aids, fact charts, resource sheets, and/or abacus

49 Clue students to stay on task

50 Highlight key words or phrases in directions (e.g., complete sentences, show your work)

Note: Accommodations 51-56 relate to the presentation of test directions and test items (questions and answer choices) to students. In addition to reading, these accommodations may involve writing the material on a blackboard, using sign language, using a text scanner and voice synthesizer, or using other appropriate technology.

Test items and/or test directions may not be read in a language other than English.

Paraphrasing is re-stating the text. Paraphrasing does not include providing definitions or detailed explanations.

Test administrators may review test material prior to test administration when preparing to administer the test(s) to students who are hearing-impaired or visually-impaired. The review must be authorized by the district test coordinator and must take place in a controlled, secure environment. A signed Confidentiality Agreement (see Section 6, Attachment E) is required and must be on file when test administrators read test items.

51 Read the test directions (but <u>not</u> the test items) to individual students or the group -- <u>without repeating or paraphrasing</u>.

52 Read the test directions (but <u>not</u> the test items) to individual students or the group – repeating the directions if needed, <u>but not paraphrasing</u>.

53 Read the test directions (but not the test items) to individual students or the group -- repeating and/or paraphrasing the directions if needed. Bridging technique is one example.

54 Read the test directions and test items to individual students or the groups -- without repeating or paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

55 Read the test directions and test items to individual students or the group -- repeating the directions/items if needed, but not paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

56 Read the test directions and test items to individual students or the group -- repeating and/or paraphrasing the directions/items if needed. Bridging technique is one example. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

57 Use of a calculator is not considered an accommodation as all students will take the Algebra I test using a calculator.

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

68 Other Presentation Allowable Accommodation

Non-allowable Accommodations

69 Other Presentation Non-allowable Accommodation

RESPONSE CONDITIONS

Allowable Accommodations

NOTE: The scribe must write exactly what the student says as dictated. The scribe may not edit or alter the student's dictation in any way. The student is responsible for all capitalization, punctuation, and spelling. The student should review the draft composition and make any

necessary edits, including edits to capital letters and punctuation. A scribe may not assist the student during the editing process.

70 Dictation of answers to test administrator/proctor (scribe)

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

71 Transferring answers from one answer document to another answer document by the test administrator (includes large print)

72 Allow marking of answers in booklet

73 Tape record responses for later verbatim translation

74 Provide copying assistance between drafts

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

75 Brailler

76 Communication board

77 Augmentative communication devices

NOTE: The scribe transfers verbatim the student's responses into the student's answer booklet. See guidance from the testing company for instructions for returning typed responses.

78 Typewriter or word processor (without grammar/syntax checker and without word completion/prediction feature)

79 Typewriter or word processor (without grammar/syntax checker, but with word completion/prediction feature activated)

80 Adapted keyboards

82 Spelling Dictionaries (i.e., dictionaries that show the correct spelling of English words but do not give definitions)

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

98 Other Response Allowable Accommodation

Non-allowable Accommodations

99 Other Response Non-allowable Accommodation

Accommodations
Mississippi Statewide Assessment System
(Subject Area Testing Program)

BIOLOGY I

The following list of accommodations shows the numeric codes to be entered in the designated areas on student answer documents. The accommodations that are allowable on each of the statewide tests vary. A list of accommodations for each test can also be found in the appropriate documentation (e.g., Test Coordinator Directions, Test Administrator's Manual).

NOTE: It should be noted that some accommodations that may be used routinely in the classroom may not be allowable for statewide tests. The test results of students who use non-allowable accommodations are invalid and must be excluded from summary statistics. Any student with an invalid score is considered not tested when accountability results are calculated.

SETTING CONDITIONS

Allowable Accommodations

NOTE: A test administrator and proctor must be present during the entire test administration for students tested individually, in small groups, and for homebound students.

01 At the front of the room

02 Facing the test administrator while directions are given

03 In a small group

04 Individually to accommodate a specific disability

05 In a familiar room

06 With a familiar teacher

07 At home (only for homebound students)

08 In a study carrel

09 With special lighting

10 Specialized table to fit a student's wheelchair

11 Secure paper to work area with magnets/tape

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this

category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

18 Other Setting Allowable Accommodation

Non-Allowable Accommodations

19 Other Setting Non-Allowable Accommodation

TIMING/SCHEDULING CONDITIONS

Allowable Accommodations

20 Additional time to complete test (within a reasonable time, not to exceed one school day)

21 With scheduled rest breaks

22 At a time of day to accommodate the student's disability

23 Until, in the test administrator's judgement, the pupil can no longer continue the activity

NOTE: Accommodations 24 and 25 are related to administering the test over several sessions and/or days. Any extension in a planned test administration should be pre-arranged and the procedure should be documented and in the student's file. If the student is testing over several days, he/she is not allowed to change responses to questions from the previous administration(s) or preview questions that will be administered in a future session.

24 Administer the test in several sessions, specifying the duration of each day's session

25 Administer the test over several days, specifying the duration of each day's session

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

38 Other Setting Allowable Accommodation

Non-allowable Accommodations

39 Other Timing/Scheduling Non-Allowable Accommodation

PRESENTATION CONDITIONS

Allowable Accommodations

NOTE: The test administrator or designee must transfer student's answers to the student's standard answer booklet/document. If the responses are to open-ended or constructed response items, the responses must be transcribed verbatim. The Braille test administrator may review Braille test material prior to test administration, but the review must be authorized by the district test coordinator and must take place in a controlled, secure environment.

40 Large print

41 Braille

42 Hearing Aids

43 Auditory Trainers

44 Transparent color overlays

45 Magnifying glasses/magnifying equipment

46 Templates to reduce visible print

NOTE: Accommodation 47 relates to cueing. Cueing is assisting the student in focusing his/her attention. Cueing strategies include, but are not limited to, arrows, lines, space, contrasting colors, position or focal point, underlining, labeling, size, and shading. Cues may be used only in test directions and in test questions. Cues may not be used in the answer choices. Cues provided on answer forms and/or second/third grade test booklets must be erased before answer forms and/or second/third grade test booklets are returned for scoring. Cues provided on all other test books do not have to be erased since all other test books are non-scorable documents.

47 Provide cues (e.g., arrows and stop signs) on answer document in pencil -- must be erased before answer document is returned for scoring

NOTE: Accommodation 48 relates to the use of memory aids. A memory aid, fact chart, and/or resource sheet is something that helps a student remember how to find the answer; it should not give him/her the answer. This accommodation cannot interfere with what the test

purports to measure. For example, if the test measures computation skills, a multiplication fact chart is a non-allowable accommodation since it gives the answer or a portion of the answer to the item assessing multiplication skills.

Use of Accommodation #48 requires prior approval from the Office of Student Assessment (OSA). Submissions may be sent any time during the school year but no later than <u>four (4) weeks</u> prior to the test administration for which the use of memory aid is intended. The memory aids, fact charts, and/or resource sheets for state assessments must 1) be based upon the individual student's learning needs, 2) documented in the student's IEP, 3) used for routine classroom instruction and classroom assessments, and 4) must be limited to 1-3 pages per content area.

<u>Only</u> a student who is visually-impaired may use the abacus to solve mathematics problems. No prior approval is required for use of the abacus.

48 Use of memory aids, fact charts, resource sheets, and/or abacus

49 Clue students to stay on task

50 Highlight key words or phrases in directions (e.g., complete sentences, show your work)

Note: Accommodations 51-56 relate to the presentation of test directions and test items (questions and answer choices) to students. In addition to reading, these accommodations may involve writing the material on a blackboard, using sign language, using a text scanner and voice synthesizer, or using other appropriate technology.

Test items and/or test directions may not be read in a language other than English.

Paraphrasing is re-stating the text. Paraphrasing does not include providing definitions or detailed explanations.

Test administrators may review test material prior to test administration when preparing to administer the test(s) to students who are hearing-impaired or visually-impaired. The review must be authorized by the district test coordinator and must take place in a controlled, secure environment. A signed Confidentiality Agreement (see Section 6, Attachment E) is required and must be on file when test administrators read test items.

51 Read the test directions (but <u>not</u> the test items) to individual students or the group -- <u>without repeating or paraphrasing</u>.

52 Read the test directions (but <u>not</u> the test items) to individual students or the group – repeating the directions if needed, <u>but not paraphrasing</u>.

53 Read the test directions (but not the test items) to individual students or the group -- repeating and/or paraphrasing the directions if needed. Bridging technique is one example.

54 Read the test directions and test items to individual students or the groups -- without repeating or paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

55 Read the test directions and test items to individual students or the group -- repeating the directions/items if needed, but not paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

56 Read the test directions and test items to individual students or the group -- repeating and/or paraphrasing the directions/items if needed. Bridging technique is one example. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

68 Other Presentation Allowable Accommodation

Non-allowable Accommodations

57 Calculator

69 Other Presentation Non-allowable Accommodation

RESPONSE CONDITIONS

Allowable Accommodations

NOTE: The scribe must write exactly what the student says as dictated. The scribe may not edit or alter the student's dictation in any way. The student is responsible for all capitalization, punctuation, and spelling. The student should review the draft composition and make any

necessary edits, including edits to capital letters and punctuation. A scribe may not assist the student during the editing process.

70 Dictation of answers to test administrator/proctor (scribe)

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

71 Transferring answers from one answer document to another answer document by the test administrator (includes large print)

72 Allow marking of answers in booklet

73 Tape record responses for later verbatim translation

74 Provide copying assistance between drafts

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

75 Brailler

76 Communication board

77 Augmentative communication devices

NOTE: The scribe transfers verbatim the student's responses into the student's answer booklet. See guidance from the testing company for instructions for returning typed responses.

78 Typewriter or word processor (without grammar/syntax checker and without word completion/prediction feature)

79 Typewriter or word processor (without grammar/syntax checker, but with word completion/prediction feature activated)

80 Adapted keyboards

82 Spelling Dictionaries (i.e., dictionaries that show the correct spelling of English words but do not give definitions)

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

98 Other Response Allowable Accommodation

Non-allowable Accommodations

99 Other Response Non-allowable Accommodation

Accommodations
Mississippi Statewide Assessment System
(Subject Area Testing Program)

ENGLISH II Multiple Choice

Reading Comprehension & Language Conventions

The following list of accommodations shows the numeric codes to be entered in the designated areas on student answer documents. The accommodations that are allowable on each of the statewide tests vary. A list of accommodations for each test can also be found in the appropriate documentation (e.g., Test Coordinator Directions, Test Administrator's Manual).

NOTE: It should be noted that some accommodations that may be used routinely in the classroom may not be allowable for statewide tests. The test results of students who use non-allowable accommodations are invalid and must be excluded from summary statistics. Any student with an invalid score is considered not tested when accountability results are calculated.

SETTING CONDITIONS

Allowable Accommodations

NOTE: A test administrator and proctor must be present during the entire test administration for students tested individually, in small groups, and for homebound students.

01 At the front of the room

02 Facing the test administrator while directions are given

03 In a small group

04 Individually to accommodate a specific disability

05 In a familiar room

06 With a familiar teacher

07 At home (only for homebound students)

08 In a study carrel

09 With special lighting

10 Specialized table to fit a student’s wheelchair

11 Secure paper to work area with magnets/tape

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

18 Other Setting Allowable Accommodation

Non-Allowable Accommodations

19 Other Setting Non-Allowable Accommodation

TIMING/SCHEDULING CONDITIONS

Allowable Accommodations

20 Additional time to complete test (within a reasonable time, not to exceed one school day)

21 With scheduled rest breaks

22 At a time of day to accommodate the student's disability

23 Until, in the test administrator's judgement, the pupil can no longer continue the activity

NOTE: Accommodations 24 and 25 are related to administering the test over several sessions and/or days. Any extension in a planned test administration should be pre-arranged and the procedure should be documented and in the student's file. If the student is testing over several days, he/she is not allowed to change responses to questions from the previous administration(s) or preview questions that will be administered in a future session.

24 Administer the test in several sessions, specifying the duration of each day's session

25 Administer the test over several days, specifying the duration of each day's session

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

38 Other Setting Allowable Accommodation

Non-allowable Accommodations

39 Other Timing/Scheduling Non-Allowable Accommodation

PRESENTATION CONDITIONS

Allowable Accommodations

NOTE: The test administrator or designee must transfer student's answers to the student's standard answer booklet/document. If the responses are to open-ended or constructed response items, the responses must be transcribed verbatim. The Braille test administrator may review Braille test material prior to test administration, but the review must be authorized by the district test coordinator and must take place in a controlled, secure environment.

40 Large print

41 Braille

42 Hearing Aids

43 Auditory Trainers

44 Transparent color overlays

45 Magnifying glasses/magnifying equipment

46 Templates to reduce visible print

NOTE: Accommodation 47 relates to cueing. Cueing is assisting the student in focusing his/her attention. Cueing strategies include, but are not limited to, arrows, lines, space, contrasting colors, position or focal point, underlining, labeling, size, and shading. Cues may be used only in test directions and in test questions. Cues may not be used in the answer choices. Cues provided on answer forms and/or second/third grade test booklets must be erased before answer forms and/or second/third grade test booklets are returned for scoring. Cues provided on all other test books do not have to be erased since all other test books are non-scorable documents.

47 Provide cues (e.g., arrows and stop signs) on answer document in pencil -- must be erased before answer document is returned for scoring

NOTE: Accommodation 48 relates to the use of memory aids. A memory aid, fact chart, and/or resource sheet is something that helps a student remember how to find the answer; it should not give him/her the answer. This accommodation cannot interfere with what the test

purports to measure. For example, if the test measures computation skills, a multiplication fact chart is a non-allowable accommodation since it gives the answer or a portion of the answer to the item assessing multiplication skills.

Use of Accommodation #48 requires prior approval from the Office of Student Assessment (OSA). Submissions may be sent any time during the school year but no later than <u>four (4) weeks</u> prior to the test administration for which the use of memory aid is intended. The memory aids, fact charts, and/or resource sheets for state assessments must 1) be based upon the individual student's learning needs, 2) documented in the student's IEP, 3) used for routine classroom instruction and classroom assessments, and 4) must be limited to 1-3 pages per content area.

<u>Only</u> a student who is visually-impaired may use the abacus to solve mathematics problems. No prior approval is required for use of the abacus.

48 Use of memory aids, fact charts, resource sheets, and/or abacus

49 Clue students to stay on task

50 Highlight key words or phrases in directions (e.g., complete sentences, show your work)

Note: Accommodations 51-56 relate to the presentation of test directions and test items (questions and answer choices) to students. In addition to reading, these accommodations may involve writing the material on a blackboard, using sign language, using a text scanner and voice synthesizer, or using other appropriate technology.

Test items and/or test directions may not be read in a language other than English.

Paraphrasing is re-stating the text. Paraphrasing does not include providing definitions or detailed explanations.

Test administrators may review test material prior to test administration when preparing to administer the test(s) to students who are hearing-impaired or visually-impaired. The review must be authorized by the district test coordinator and must take place in a controlled, secure environment. A signed Confidentiality Agreement (see Section 6, Attachment E) is required and must be on file when test administrators read test items.

51 Read the test directions (but <u>not</u> the test items) to individual students or the group -- <u>without repeating or paraphrasing</u>.

52 Read the test directions (but <u>not</u> the test items) to individual students or the group – repeating the directions if needed, <u>but not paraphrasing</u>.

53 Read the test directions (but not the test items) to individual students or the group -- repeating and/or paraphrasing the directions if needed. Bridging technique is one example.

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

68 Other Presentation Allowable Accommodation

Non-allowable Accommodations

NOTE: Accommodations 54-56 are allowed on the Language Conventions section of the test, but are NOT ALLOWED on the Reading Comprehension section. Students are not to be read any of the Reading Comprehension test items.

54 Read the test directions and test items to individual students or the groups -- without repeating or paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

55 Read the test directions and test items to individual students or the group -- repeating the directions/items if needed, but not paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

56 Read the test directions and test items to individual students or the group -- repeating and/or paraphrasing the directions/items if needed. Bridging technique is one example. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

57 Calculator

69 Other Presentation Non-allowable Accommodation

RESPONSE CONDITIONS

Allowable Accommodations

NOTE: The scribe must write exactly what the student says as dictated. The scribe may not edit or alter the student's dictation in any way. The student is responsible for all capitalization, punctuation, and spelling. The student should review the draft composition and make any necessary edits, including edits to capital letters and punctuation. A scribe may not assist the student during the editing process.

70 Dictation of answers to test administrator/proctor (scribe)

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

71 Transferring answers from one answer document to another answer document by the test administrator (includes large print)

72 Allow marking of answers in booklet

73 Tape record responses for later verbatim translation

74 Provide copying assistance between drafts

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

75 Brailler

76 Communication board

77 Augmentative communication devices

NOTE: The scribe transfers verbatim the student's responses into the student's answer booklet. See guidance from the testing company for instructions for returning typed responses.

78 Typewriter or word processor (without grammar/syntax checker and without word completion/prediction feature)

80 Adapted keyboards

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

98 Other Response Allowable Accommodation

Non-allowable Accommodations

Note: Accommodation 79 is allowed on the Reading Comprehension section of the test, but is NOT ALLOWED on the Language Conventions section. Students may not use word completion/prediction features on the Language Conventions section of the test.

79 Typewriter or Word Processor (without grammar/syntax checker, but with word completion/prediction feature activated) (Language Conventions section ONLY)

82 Spelling Dictionaries (i.e., dictionaries that show the correct spelling of English words but do not give definitions)

99 Other Response Non-allowable Accommodation

Accommodations
Mississippi Statewide Assessment System
(Subject Area Testing Program)

ENGLISH II
WRITING ASSESSMENT

The following list of accommodations shows the numeric codes to be entered in the designated areas on student answer documents. The accommodations that are allowable on each of the statewide tests vary. A list of accommodations for each test can also be found in the appropriate documentation (e.g., Test Coordinator Directions, Test Administrator's Manual).

NOTE: It should be noted that some accommodations that may be used routinely in the classroom may not be allowable for statewide tests. The test results of students who use non-allowable accommodations are invalid and must be excluded from summary statistics. Any student with an invalid score is considered not tested when accountability results are calculated.

SETTING CONDITIONS

Allowable Accommodations

NOTE: A test administrator and proctor must be present during the entire test administration for students tested individually, in small groups, and for homebound students.

01 At the front of the room

02 Facing the test administrator while directions are given

03 In a small group

04 Individually to accommodate a specific disability

05 In a familiar room

06 With a familiar teacher

07 At home (only for homebound students)

08 In a study carrel

09 With special lighting

10 Specialized table to fit a student’s wheelchair

11 Secure paper to work area with magnets/tape

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

18 Other Setting Allowable Accommodation

Non-Allowable Accommodations

19 Other Setting Non-Allowable Accommodation

TIMING/SCHEDULING CONDITIONS

Allowable Accommodations

20 Additional time to complete test (within a reasonable time, not to exceed one school day)

21 With scheduled rest breaks

22 At a time of day to accommodate the student's disability

23 Until, in the test administrator's judgement, the pupil can no longer continue the activity

NOTE: Accommodations 24 and 25 are related to administering the test over several sessions and/or days. Any extension in a planned test administration should be pre-arranged and the procedure should be documented and in the student's file. If the student is testing over several days, he/she is not allowed to change responses to questions from the previous administration(s) or preview questions that will be administered in a future session.

24 Administer the test in several sessions, specifying the duration of each day's session

25 Administer the test over several days, specifying the duration of each day's session

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

38 Other Setting Allowable Accommodation

Non-allowable Accommodations

39 Other Timing/Scheduling Non-Allowable Accommodation

PRESENTATION CONDITIONS

Allowable Accommodations

NOTE: The test administrator or designee must transfer student's answers to the student's standard answer booklet/document. If the responses are to open-ended or constructed response items, the responses must be transcribed verbatim. The Braille test administrator may review Braille test material prior to test administration, but the review must be authorized by the district test coordinator and must take place in a controlled, secure environment.

40 Large print

41 Braille

42 Hearing Aids

43 Auditory Trainers

44 Transparent color overlays

45 Magnifying glasses/magnifying equipment

46 Templates to reduce visible print

NOTE: Accommodation 47 relates to cueing. Cueing is assisting the student in focusing his/her attention. Cueing strategies include, but are not limited to, arrows, lines, space, contrasting colors, position or focal point, underlining, labeling, size, and shading. Cues may be used only in test directions and in test questions. Cues may not be used in the answer choices. Cues provided on answer forms and/or second/third grade test booklets must be erased before answer forms and/or second/third grade test booklets are returned for scoring. Cues provided on all other test books do not have to be erased since all other test books are non-scorable documents.

47 Provide cues (e.g., arrows and stop signs) on answer document in pencil -- must be erased before answer document is returned for scoring

NOTE: Accommodation 48 relates to the use of memory aids. A memory aid, fact chart, and/or resource sheet is something that helps a student remember how to find the answer; it should not give him/her the answer. This accommodation cannot interfere with what the test

purports to measure. For example, if the test measures computation skills, a multiplication fact chart is a non-allowable accommodation since it gives the answer or a portion of the answer to the item assessing multiplication skills.

Use of Accommodation #48 requires prior approval from the Office of Student Assessment (OSA). Submissions may be sent any time during the school year but no later than <u>four (4) weeks</u> prior to the test administration for which the use of memory aid is intended. The memory aids, fact charts, and/or resource sheets for state assessments must 1) be based upon the individual student's learning needs, 2) documented in the student's IEP, 3) used for routine classroom instruction and classroom assessments, and 4) must be limited to 1-3 pages per content area.

<u>Only</u> a student who is visually-impaired may use the abacus to solve mathematics problems. No prior approval is required for use of the abacus.

48 Use of memory aids, fact charts, resource sheets, and/or abacus

49 Clue students to stay on task

50 Highlight key words or phrases in directions (e.g., complete sentences, show your work)

Note: Accommodations 51-56 relate to the presentation of test directions and test items (questions and answer choices) to students. In addition to reading, these accommodations may involve writing the material on a blackboard, using sign language, using a text scanner and voice synthesizer, or using other appropriate technology.

Test items and/or test directions may not be read in a language other than English.

Paraphrasing is re-stating the text. Paraphrasing does not include providing definitions or detailed explanations.

Test administrators may review test material prior to test administration when preparing to administer the test(s) to students who are hearing-impaired or visually-impaired. The review must be authorized by the district test coordinator and must take place in a controlled, secure environment. A signed Confidentiality Agreement (see Section 6, Attachment E) is required and must be on file when test administrators read test items.

51 Read the test directions (but <u>not</u> the test items) to individual students or the group -- <u>without repeating or paraphrasing</u>.

52 Read the test directions (but <u>not</u> the test items) to individual students or the group – repeating the directions if needed, <u>but not paraphrasing</u>.

53 Read the test directions (but not the test items) to individual students or the group -- repeating and/or paraphrasing the directions if needed. Bridging technique is one example.

54 Read the test directions and test items to individual students or the groups -- without repeating or paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

55 Read the test directions and test items to individual students or the group -- repeating the directions/items if needed, but not paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

56 Read the test directions and test items to individual students or the group -- repeating and/or paraphrasing the directions/items if needed. Bridging technique is one example. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

68 Other Presentation Allowable Accommodation

Non-allowable Accommodations

57 Calculator

69 Other Presentation Non-allowable Accommodation

RESPONSE CONDITIONS

Allowable Accommodations

NOTE: The scribe must write exactly what the student says as dictated. The scribe may not edit or alter the student's dictation in any way. The student is responsible for all capitalization, punctuation, and spelling. The student should review the draft composition and make any necessary edits, including edits to capital letters and punctuation. A scribe may not assist the student during the editing process.

70 Dictation of answers to test administrator/proctor (scribe)

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

71 Transferring answers from one answer document to another answer document by the test administrator (includes large print)

72 Allow marking of answers in booklet

73 Tape record responses for later verbatim translation

74 Provide copying assistance between drafts

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

75 Brailler

76 Communication board

77 Augmentative communication devices

NOTE: The scribe transfers verbatim the student's responses into the student's answer booklet. See guidance from the testing company for instructions for returning typed responses.

78 Typewriter or word processor (without grammar/syntax checker and without word completion/prediction feature)

80 Adapted keyboards

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

98 Other Response Allowable Accommodation

Non-allowable Accommodations

82 Spelling Dictionaries (i.e., dictionaries that show the correct spelling of English words but do not give definitions)

99 Other Response Non-allowable Accommodation

Accommodations
Mississippi Statewide Assessment System
(Subject Area Testing Program)

U.S. HISTORY FROM 1877

The following list of accommodations shows the numeric codes to be entered in the designated areas on student answer documents. The accommodations that are allowable on each of the statewide tests vary. A list of accommodations for each test can also be found in the appropriate documentation (e.g., Test Coordinator Directions, Test Administrator's Manual).

NOTE: It should be noted that some accommodations that may be used routinely in the classroom may not be allowable for statewide tests. The test results of students who use non-allowable accommodations are invalid and <u>must</u> be excluded from summary statistics. Any student with an invalid score is considered not tested when accountability results are calculated.

<u>SETTING CONDITIONS</u>

<u>Allowable Accommodations</u>

NOTE: A test administrator and proctor must be present during the entire test administration for students tested individually, in small groups, and for homebound students.

01 At the front of the room

02 Facing the test administrator while directions are given

03 In a small group

04 Individually to accommodate a specific disability

05 In a familiar room

06 With a familiar teacher

07 At home (only for homebound students)

08 In a study carrel

09 With special lighting

10 Specialized table to fit a student's wheelchair

11 Secure paper to work area with magnets/tape

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see

Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

18 Other Setting Allowable Accommodation

Non-Allowable Accommodations

19 Other Setting Non-Allowable Accommodation

TIMING/SCHEDULING CONDITIONS

Allowable Accommodations

20 Additional time to complete test (within a reasonable time, not to exceed one school day)

21 With scheduled rest breaks

22 At a time of day to accommodate the student's disability

23 Until, in the test administrator's judgement, the pupil can no longer continue the activity

NOTE: Accommodations 24 and 25 are related to administering the test over several sessions and/or days. Any extension in a planned test administration should be pre-arranged and the procedure should be documented and in the student's file. If the student is testing over several days, he/she is not allowed to change responses to questions from the previous administration(s) or preview questions that will be administered in a future session.

24 Administer the test in several sessions, specifying the duration of each day's session

25 Administer the test over several days, specifying the duration of each day's session

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

38 Other Setting Allowable Accommodation

Non-allowable Accommodations

39 Other Timing/Scheduling Non-Allowable Accommodation

PRESENTATION CONDITIONS

Allowable Accommodations

NOTE: The test administrator or designee must transfer student's answers to the student's standard answer booklet/document. If the responses are to open-ended or constructed response items, the responses must be transcribed verbatim. The Braille test administrator may review Braille test material prior to test administration, but the review must be authorized by the district test coordinator and must take place in a controlled, secure environment.

40 Large print

41 Braille

42 Hearing Aids

43 Auditory Trainers

44 Transparent color overlays

45 Magnifying glasses/magnifying equipment

46 Templates to reduce visible print

NOTE: Accommodation 47 relates to cueing. Cueing is assisting the student in focusing his/her attention. Cueing strategies include, but are not limited to, arrows, lines, space, contrasting colors, position or focal point, underlining, labeling, size, and shading. Cues may be used only in test directions and in test questions. Cues may <u>not</u> be used in the answer choices. Cues provided on answer forms and/or second/third grade test booklets must be erased before answer forms and/or second/third grade test booklets are returned for scoring. Cues provided on all other test books do not have to be erased since all other test books are non-scorable documents.

47 Provide cues (e.g., arrows and stop signs) on answer document in <u>pencil</u> -- must be erased before answer document is returned for scoring

NOTE: Accommodation 48 relates to the use of memory aids. A memory aid, fact chart, and/or resource sheet is something that helps a student remember how to find the answer; it should not give him/her the answer. This accommodation cannot interfere with what the test purports to measure. For example, if the test measures computation skills, a multiplication fact chart is a non-allowable accommodation since it gives the answer or a portion of the answer to the item assessing multiplication skills.

Use of Accommodation #48 requires prior approval from the Office of Student Assessment (OSA). Submissions may be sent any time during the school year but no later than <u>four (4) weeks</u> prior to the test administration for which the use of memory aid is intended. The memory aids, fact charts, and/or resource sheets for state assessments must 1) be based upon the individual student's learning needs, 2) documented in the student's IEP, 3) used for routine classroom instruction and classroom assessments, and 4) must be limited to 1-3 pages per content area.

<u>Only</u> a student who is visually-impaired may use the abacus to solve mathematics problems. No prior approval is required for use of the abacus.

48 Use of memory aids, fact charts, resource sheets, and/or abacus

49 Clue students to stay on task

50 Highlight key words or phrases in directions (e.g., complete sentences, show your work)

Note: Accommodations 51-56 relate to the presentation of test directions and test items (questions and answer choices) to students. In addition to reading, these accommodations may involve writing the material on a blackboard, using sign language, using a text scanner and voice synthesizer, or using other appropriate technology.

Test items and/or test directions may not be read in a language other than English.

Paraphrasing is re-stating the text. Paraphrasing does not include providing definitions or detailed explanations.

Test administrators may review test material prior to test administration when preparing to administer the test(s) to students who are hearing-impaired or visually-impaired. The review must be authorized by the district test coordinator and must take place in a controlled, secure environment. A signed Confidentiality Agreement (see Section 6, Attachment E) is required and must be on file when test administrators read test items.

51 Read the test directions (but <u>not</u> the test items) to individual students or the group -- <u>without repeating or paraphrasing</u>.

52 Read the test directions (but <u>not</u> the test items) to individual students or the group – repeating the directions if needed, <u>but not paraphrasing</u>.

53 Read the test directions (but <u>not</u> the test items) to individual students or the group -- repeating and/or paraphrasing the directions if needed. Bridging technique is one example.

54 Read the test directions <u>and</u> test items to individual students or the groups -- <u>without repeating or paraphrasing</u>. (**This accommodation is non-**

allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.)

55 Read the test directions and test items to individual students or the group -- repeating the directions/items if needed, but not paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

56 Read the test directions and test items to individual students or the group -- repeating and/or paraphrasing the directions/items if needed. Bridging technique is one example. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

68 Other Presentation Allowable Accommodation

Non-allowable Accommodations

57 Calculator

69 Other Presentation Non-allowable Accommodation

RESPONSE CONDITIONS

Allowable Accommodations

NOTE: The scribe must write exactly what the student says as dictated. The scribe may not edit or alter the student's dictation in any way. The student is responsible for all capitalization, punctuation, and spelling. The student should review the draft composition and make any necessary edits, including edits to capital letters and punctuation. A scribe may not assist the student during the editing process.

70 Dictation of answers to test administrator/proctor (scribe)

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

71 Transferring answers from one answer document to another answer document by the test administrator (includes large print)

72 Allow marking of answers in booklet

73 Tape record responses for later verbatim translation

74 Provide copying assistance between drafts

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

75 Brailler

76 Communication board

77 Augmentative communication devices

NOTE: The scribe transfers verbatim the student's responses into the student's answer booklet. See guidance from the testing company for instructions for returning typed responses.

78 Typewriter or word processor (without grammar/syntax checker and without word completion/prediction feature)

80 Adapted keyboards

82 Spelling Dictionaries (i.e., dictionaries that show the correct spelling of English words but do not give definitions)

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

98 Other Response Allowable Accommodation

Non-allowable Accommodations

99 Other Response Non-allowable Accommodation

Accommodations
Mississippi Statewide Assessment System

FUNCTIONAL LITERACY EXAMINATION (FLE)

The following list of accommodations shows the numeric codes to be entered in the designated areas on student answer documents. The accommodations that are allowable on each of the statewide tests vary. A list of accommodations for each test can also be found in the appropriate documentation (e.g., Test Coordinator Directions, Test Administrator's Manual).

NOTE: It should be noted that some accommodations that may be used routinely in the classroom may not be allowable for statewide tests. The test results of students who use non-allowable accommodations are invalid and must be excluded from summary statistics. Any student with an invalid score is considered not tested when accountability results are calculated.

SETTING CONDITIONS

Allowable Accommodations

NOTE: A test administrator and proctor must be present during the entire test administration for students tested individually, in small groups, and for homebound students.

01 At the front of the room

02 Facing the test administrator while directions are given

03 In a small group

04 Individually to accommodate a specific disability

05 In a familiar room

06 With a familiar teacher

07 At home (only for homebound students)

08 In a study carrel

09 With special lighting

10 Specialized table to fit a student's wheelchair

11 Secure paper to work area with magnets/tape

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to

determine whether the use of such accommodation(s) will affect the validity of the assessment.

18 Other Setting Allowable Accommodation

Non-Allowable Accommodations

19 Other non-allowable setting accommodation

TIMING/SCHEDULING CONDITIONS

Allowable Accommodations

20 Additional time to complete test (within a reasonable time, not to exceed one school day)

21 With scheduled rest breaks

22 At a time of day to accommodate the student's disability

23 Until, in the test administrator's judgement, the pupil can no longer continue the activity

NOTE: Accommodations 24 and 25 are related to administering the test over several sessions and/or days. Any extension in a planned test administration should be pre-arranged and the procedure should be documented and in the student's file. If the student is testing over several days, he/she is not allowed to change responses to questions from the previous administration(s) or preview questions that will be administered in a future session.

24 Administer the test in several sessions, specifying the duration of each day's session

25 Administer the test over several days, specifying the duration of each day's session

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

38 Other allowable timing/scheduling accommodation

Non-allowable Accommodations

39 Other non-allowable timing/scheduling accommodation

PRESENTATION CONDITIONS

Allowable Accommodations

NOTE: The test administrator or designee must transfer student's answers to the student's standard answer booklet/document. If the responses are to open-ended or constructed response items, the responses must be transcribed verbatim. The Braille test administrator may review Braille test material prior to test administration, but the review must be authorized by the district test coordinator and must take place in a controlled, secure environment.

40 Large print

41 Braille

42 Hearing Aids

43 Auditory Trainers

44 Transparent color overlays

45 Magnifying glasses/magnifying equipment

46 Templates to reduce visible print

NOTE: Accommodation 47 relates to cueing. Cueing is assisting the student in focusing his/her attention. Cueing strategies include, but are not limited to, arrows, lines, space, contrasting colors, position or focal point, underlining, labeling, size, and shading. Cues may be used only in test directions and in test questions. Cues may not be used in the answer choices. Cues provided on answer forms and/or second/third grade test booklets must be erased before answer forms and/or second/third grade test booklets are returned for scoring. Cues provided on all other test books do not have to be erased since all other test books are non-scorable documents.

47 Provide cues (e.g., arrows and stop signs) on answer document in pencil -- must be erased before answer document is returned for scoring

49 Clue students to stay on task

50 Highlight key words or phrases in directions (e.g., complete sentences, show your work)

Note: Accommodations 51-56 relate to the presentation of test directions and test items (questions and answer choices) to students. In

addition to reading, these accommodations may involve writing the material on a blackboard, using sign language, using a text scanner and voice synthesizer, or using other appropriate technology.

Test items and/or test directions may not be read in a language other than English.

Paraphrasing is re-stating the text. Paraphrasing does not include providing definitions or detailed explanations.

Test administrators may review test material prior to test administration when preparing to administer the test(s) to students who are hearing-impaired or visually-impaired. The review must be authorized by the district test coordinator and must take place in a controlled, secure environment. A signed Confidentiality Agreement (see Section 6, Attachment E) is required and must be on file when test administrators read test items.

51 Read the test directions (but not the test items) to individual students or the group -- without repeating or paraphrasing.

52 Read the test directions (but not the test items) to individual students or the group – repeating the directions if needed, but not paraphrasing.

53 Read the test directions (but not the test items) to individual students or the group -- repeating and/or paraphrasing the directions if needed. Bridging technique is one example.

54 Read the test directions and test items to individual students or the groups -- without repeating or paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension, FLE-Reading.**)

55 Read the test directions and test items to individual students or the group -- repeating the directions/items if needed, but not paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension, FLE - Reading.**)

56 Read the test directions and test items to individual students or the group -- repeating and/or paraphrasing the directions/items if needed. Bridging technique is one example. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension, FLE- Reading.**)

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to

determine whether the use of such accommodation(s) will affect the validity of the assessment.

68 Other allowable presentation accommodation

Non-allowable Accommodations

48 Use of memory aids, fact charts, resource sheets, and/or abacus (**Use of an abacus is an allowable accommodation for students who are visually-impaired to solve mathematics problems. No prior approval is required for use of the abacus.)**

Note: Accommodations 54-56 are allowed on the Written Communication and Mathematics sections of the test, but are NOT ALLOWED on the Reading section. Students are not to be read any of the Reading Comprehension test items.

54 Read the test directions and test items to individual students or the groups -- without repeating or paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension, FLE-Reading.**)

55 Read the test directions and test items to individual students or the group -- repeating the directions/items if needed, but not paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension, FLE - Reading.**)

56 Read the test directions and test items to individual students or the group -- repeating and/or paraphrasing the directions/items if needed. Bridging technique is one example. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension, FLE- Reading.**)

57 Calculators

69 Other non-allowable presentation accommodation

RESPONSE CONDITIONS

Allowable Accommodations

NOTE: The scribe must write exactly what the student says as dictated. The scribe may not edit or alter the student's dictation in any way. The student is responsible for all capitalization, punctuation, and spelling.

The student should review the draft composition and make any necessary edits, including edits to capital letters and punctuation. A scribe may not assist the student during the editing process.

70 Dictation of answers to test administrator/proctor (scribe)

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

71 Transferring answers from one answer document to another answer document by the test administrator (includes large print)

72 Allow marking of answers in booklet

73 Tape record responses for later verbatim translation

74 Provide copying assistance between drafts

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

75 Brailler

76 Communication board

77 Augmentative communication devices

NOTE: The scribe transfers verbatim the student's responses into the student's answer booklet. See guidance from the testing company for instructions for returning typed responses.

78 Typewriter or word processor (without grammar/syntax checker and without word completion/prediction feature)

79 Typewriter or word processor (without grammar/syntax checker, but with word completion/prediction feature activated) **(Reading Comprehension section ONLY)**

80 Adapted keyboards

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

98 Other allowable response accommodation

Non-allowable Accommodations

Note: Accommodation 79 is allowed on the Reading Comprehension section of the test, but is NOT ALLOWED on the Written Communication

section. Students may not use word completion/prediction features on the Written Communication section of the test.

79 Typewriter or word processor (without grammar/syntax checker, but with word completion/prediction feature activated)

82 Spelling dictionaries (i.e., dictionaries that show the correct spelling of English words but do not give definitions)

99 Other non-allowable response accommodation

Accommodations
Mississippi Statewide Assessment System

MS-CAREER PLANNING AND ASSESSMENT SYSTEM (MS-CPAS)

The following list of accommodations shows the numeric codes to be entered in the designated areas on student answer documents. The accommodations that are allowable on each of the statewide tests vary. A list of accommodations for each test can also be found in the appropriate documentation (e.g., Test Coordinator Directions, Test Administrator's Manual).

NOTE: It should be noted that some accommodations that may be used routinely in the classroom may not be allowable for statewide tests. The test results of students who use non-allowable accommodations are invalid and must be excluded from summary statistics. Any student with an invalid score is considered not tested when accountability results are calculated.

SETTING CONDITIONS

Allowable Accommodations

NOTE: A test administrator and proctor must be present during the entire test administration for students tested individually, in small groups, and for homebound students.

01 At the front of the room

02 Facing the test administrator while directions are given

03 In a small group

04 Individually to accommodate a specific disability

05 In a familiar room

06 With a familiar teacher

07 At home (only for homebound students)

08 In a study carrel

09 With special lighting

10 Specialized table to fit a student's wheelchair

11 Secure paper to work area with magnets/tape

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this

category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

18 Other Setting Allowable Accommodation

Non-Allowable Accommodations

19 Other non-allowable setting accommodation

TIMING/SCHEDULING CONDITIONS

Allowable Accommodations

20 Additional time to complete test (within a reasonable time, not to exceed one school day)

21 With scheduled rest breaks

22 At a time of day to accommodate the student's disability

23 Until, in the test administrator's judgement, the pupil can no longer continue the activity

NOTE: Accommodations 24 and 25 are related to administering the test over several sessions and/or days. Any extension in a planned test administration should be pre-arranged and the procedure should be documented and in the student's file. If the student is testing over several days, he/she is not allowed to change responses to questions from the previous administration(s) or preview questions that will be administered in a future session.

24 Administer the test in several sessions, specifying the duration of each day's session

25 Administer the test over several days, specifying the duration of each day's session

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

38 Other allowable timing/scheduling accommodation

Non-allowable Accommodations

39 Other non-allowable timing/scheduling accommodation

PRESENTATION CONDITIONS

Allowable Accommodations

NOTE: The test administrator or designee must transfer student's answers to the student's standard answer booklet/document. If the responses are to open-ended or constructed response items, the responses must be transcribed verbatim. The Braille test administrator may review Braille test material prior to test administration, but the review must be authorized by the district test coordinator and must take place in a controlled, secure environment.

40 Large print

41 Braille

42 Hearing Aids

43 Auditory Trainers

44 Transparent color overlays

45 Magnifying glasses/magnifying equipment

46 Templates to reduce visible print

NOTE: Accommodation 47 relates to cueing. Cueing is assisting the student in focusing his/her attention. Cueing strategies include, but are not limited to, arrows, lines, space, contrasting colors, position or focal point, underlining, labeling, size, and shading. Cues may be used only in test directions and in test questions. Cues may not be used in the answer choices. Cues provided on answer forms and/or second/third grade test booklets must be erased before answer forms and/or second/third grade test booklets are returned for scoring. Cues provided on all other test books do not have to be erased since all other test books are non-scorable documents.

47 Provide cues (e.g., arrows and stop signs) on answer document in pencil -- must be erased before answer document is returned for scoring

NOTE: Accommodation 48 relates to the use of memory aids. A memory aid, fact chart, and/or resource sheet is something that helps a student remember how to find the answer; it should not give him/her the answer. This accommodation cannot interfere with what the test purports to measure. For example, if the test measures computation skills, a multiplication fact chart is a non-allowable accommodation

since it gives the answer or a portion of the answer to the item assessing multiplication skills.

Use of Accommodation #48 requires prior approval from the Office of Student Assessment (OSA). Submissions may be sent any time during the school year but no later than <u>four (4) weeks</u> prior to the test administration for which the use of memory aid is intended. The memory aids, fact charts, and/or resource sheets for state assessments must 1) be based upon the individual student's learning needs, 2) documented in the student's IEP, 3) used for routine classroom instruction and classroom assessments, and 4) must be limited to 1-3 pages per content area.

<u>Only</u> a student who is visually-impaired may use the abacus to solve mathematics problems. No prior approval is required for use of the abacus.

48 Use of memory aids, fact charts, resource sheets, and/or abacus

49 Clue students to stay on task

50 Highlight key words or phrases in directions (e.g., complete sentences, show your work)

Note: Accommodations 51-56 relate to the presentation of test directions and test items (questions and answer choices) to students. In addition to reading, these accommodations may involve writing the material on a blackboard, using sign language, using a text scanner and voice synthesizer, or using other appropriate technology.

Test items and/or test directions may not be read in a language other than English.

Paraphrasing is re-stating the text. Paraphrasing does not include providing definitions or detailed explanations.

Test administrators may review test material prior to test administration when preparing to administer the test(s) to students who are hearing-impaired or visually-impaired. The review must be authorized by the district test coordinator and must take place in a controlled, secure environment. A signed Confidentiality Agreement (see Section 6, Attachment E) is required and must be on file when test administrators read test items.

51 Read the test directions (but <u>not</u> the test items) to individual students or the group -- <u>without repeating or paraphrasing</u>.

52 Read the test directions (but <u>not</u> the test items) to individual students or the group – repeating the directions if needed, <u>but not paraphrasing</u>.

53 Read the test directions (but not the test items) to individual students or the group -- repeating and/or paraphrasing the directions if needed. Bridging technique is one example.

54 Read the test directions and test items to individual students or the groups -- without repeating or paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

55 Read the test directions and test items to individual students or the group -- repeating the directions/items if needed, but not paraphrasing. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

56 Read the test directions and test items to individual students or the group -- repeating and/or paraphrasing the directions/items if needed. Bridging technique is one example. (**This accommodation is non-allowable for the reading sections following state assessments: MCT – Reading, NRT – Reading, English II Multiple Choice – Reading Comprehension.**)

57 Use of a calculator is not considered an accommodation as all students may use a calculator.

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

68 Other allowable presentation accommodation

Non-allowable Accommodations

41 Braille

69 Other non-allowable presentation accommodation

RESPONSE CONDITIONS

Allowable Accommodations

NOTE: The scribe must write exactly what the student says as dictated. The scribe may not edit or alter the student's dictation in any way. The

student is responsible for all capitalization, punctuation, and spelling. The student should review the draft composition and make any necessary edits, including edits to capital letters and punctuation. A scribe may not assist the student during the editing process.

70 Dictation of answers to test administrator/proctor (scribe)

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

71 Transferring answers from one answer document to another answer document by the test administrator (includes large print)

72 Allow marking of answers in booklet

73 Tape record responses for later verbatim translation

74 Provide copying assistance between drafts

NOTE: The scribe transfers verbatim the student's responses into another answer document. See guidance from the testing company for instructions for returning the non-scorable answer document.

75 Brailler

76 Communication board

77 Augmentative communication devices

NOTE: The scribe transfers verbatim the student's responses into the student's answer booklet. See guidance from the testing company for instructions for returning typed responses.

78 Typewriter or word processor (without grammar/syntax checker and without word completion/prediction feature)

79 Typewriter or word processor (without grammar/syntax checker, but with word completion/prediction feature activated)

80 Adapted keyboards

NOTE: Approval must be granted by the Office of Student Assessment (OSA) *prior* to the use of accommodations that are not included in this category. Please complete the Accommodation Request Form (see Section 6) and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment.

98 Other allowable response accommodation

Non-allowable Accommodations

99 Other non-allowable response accommodation

Mississippi Statewide Assessment System

Guidelines for Testing Students with Disabilities

Section 6

Mississippi Department of Education

July 2005

ATTACHMENT A

Phasing Out the Functional Literacy Examination (FLE)

First Enter 9th Grade	Usual 11th Grade	Usual 12th Grade	Must Pass to Graduate
1998-99	2000-01	2001-02	All 3 sections of FLE
1999-00	2001-02	2002-03	All 3 sections of FLE and US History from 1877
2000-01	2002-03	2003-04	Mathematics section of FLE, English II, and US History from 1877
2001-02	2003-04	2004-05	Mathematics section of FLE, Biology I, English II, and US History from 1877
2002-03	2004-05	2005-06	Algebra I, Biology I, English II, and US History from 1877

ATTACHMENT B

Phasing In the Subject Area Testing Program (SATP)

Beginning in school year 2001-2002, all SATP tests count for graduation. A student's graduation requirements are determined by the year he/she enters 9th grade.

Entering 9th graders in 1999-00

- FLE
- U.S. History from 1877

Entering 9th graders in 2000-01

- FLE Mathematics section
- U.S. History from 1877
- English II

Entering 9th graders in 2001-02

- FLE Mathematics section
- U.S. History from 1877
- English II
- Biology I

Entering 9th graders in 2002-03

- U.S. History from 1877
- English II
- Biology I
- Algebra I

MS STATEWIDE ASSESSMENT ACCOMMODATIONS TRACKING FORM

Attachment C

District Code	Student Name		Initial Review Date
School Code	Grade	Age	Subsequent Review Date
MSIS ID#	Teacher Signature		Subsequent Review Date

(Note: Shaded area indicates non-allowable accommodation)

Use of this form is not required by MDE.

ACCOMMODATIONS	FLE			CPAS	SATP					GLTP						
										NRT		MCT				
	Math	Reading	Writ Comm	Occp Spec	Algebra I	Biology I	English II	Eng Writing	US History	Reading/LA	Math	Reading	Lang Arts	Math	Writing 4/7	Science 5/8
SETTING CONDITIONS																
01 At the front of the room																
02 Facing test administrator while directions given																
03 In a small group																
04 Individually to accommodate specific disability																
05 In a familiar room																
06 With a familiar teacher																
07 At home (only for homebound students)																
08 In a study carrel																
09 With special lighting																
10 Specialized table to fit a student's wheelchair																
11 Secure paper to work area with magnets/tape																
18 Other allowable accommodation (contact DTC)																
19 Other non-allowable accommodation (contact DTC)																
TIMING/SCHEDULING CONDITIONS																
20 Additional time to complete test																
21 With scheduled rest breaks																
22 At time of day to accommodate student's disability																
23 Until, in test administrator's judgement, the pupil can no longer continue the activity																
24 Administer the test over several sessions, specifying the duration of each session																
25 Administer the test over several days, specifying the duration of each day's session																
38 Other allowable accommodation (contact DTC)																
39 Other non-allowable accommodation (contact DTC)																

ATTACHMENT C

(Note: Shaded area indicates non-allowable accommodation)

Use of this form is not required by MDE.

ACCOMMODATIONS	FLE			CPAS	SATP					GLPT NRT		GLPT MCT				
	Math	Reading	Writ Comm	Occp Spec	Algebra I	Biology I	English II	Eng Writing	US History	Reading/LA	Math	Reading	Lang Arts	Math	Writing 4/7	Science 5/ 8
PRESENTATION CONDITIONS																
40 Large print																
41 Braille																
42 Hearing aids																
43 Auditory trainers																
44 Transparent color overlays																
45 Magnifying glasses/magnifying equipment																
46 Templates to reduce visible print																
47 Provide cues on answer form in pencil - must be erased before form is returned for scoring																
48 Use of memory aids, fact charts, and/or resource sheets																
49 Clue student to stay on task																
50 Highlight key words/phrases in directions																
Note: Accommodations 51-56 are related to presentation of test directions & test items (question & answer choices) to students. In addition to reading, accommodations may involve writing material on blackboard, using sign language, using test scanner & voice synthesizer, or using other appropriate technology. *Note: 54-56 are non-allowable for Reading Comprehension portion* <u>only</u> *of SATP English test. 79 is non-allowable for the Language Conventions section* <u>only</u> *of SATP English test.*																
51 Read test directions (but not test items) to individual student or group - without repeating/paraphrasing																
52 Read test directions (but not test items) to student or group-repeating directions, but not paraphrasing																
53 Read test directions (but not test items) to student or group-repeating and/or paraphrasing directions																
54 Read test directions & test items to student or group - without repeating or paraphrasing.							Reading Comp									
55 Read test directions & test items to student/group - repeating directions/items, but not paraphrasing																
56 Read test directions and test items to student/group repeating &/or paraphrasing the directions/items																
** Calculators will be used by ALL students taking the SATP-Algebra I tests and by students in grades 7th and 8th taking the MCT Math test (GLTP),* <u>*Part 1 only*</u>*. Therefore, use of a calculator is not considered an accommodation for those tests. The use of a calculator is non-allowable for other tests.*																
57 Use calculator					*									*		
68 Other allowable accommodation (contact DTC)																
69 Other non-allowable accommodation (contact DTC)																

ATTACHMENT C

(Note: Shaded area indicates non-allowable accommodation)

Use of this form is not required by MDE.

ACCOMMODATIONS	FLE			CPAS	SATP					GLPT						
										NRT		MCT				
	Math	Reading	Writ Comm	Occp Spec	Algebra I	Biology I	English II	Eng Writing	US History	Reading/LA	Math	Reading	Lang Arts	Math	Writing 4/7	Science 5/ 8
RESPONSE CONDITIONS																
70 Dictation of answers to test administrator/proctor																
71 Transferring answers from test booklet to answer document by test administrator (I.e., large print)																
72 Allow marking of answers in booklet																
73 Tape record responses for later verbatim translation																
74 Provide copying assistance between drafts																
75 Brailler																
76 Communication board																
77 Augmentative communicative device																
78 Typewriter or word processor (w/o grammar/syntax checker & work completion/prediction feature)																
79 Typewriter/word processor (w/o grammar/syntax checker; with completion/prediction activated)							LANG									
80 Adapted keyboards																
82 Spelling dictionaries (dictionaries show correct spelling of English words; do not give definitions																
98 Other allowable accommodation (contact DTC)																
99 Other non-allowable accommodation (contact DTC)																

Attachment D

ACCOMMODATION REQUEST FORM

District Name:_____

School Name: _____

Name/Title of Requestor _____

ACCOMMODATION
(Only for accommodations not documented in *Guidelines*)

Assessment (circle): FLE MCT SCIENCE SATP

Student's Name: _____
Student's Grade:_____ **Administration Date:** _____
Subject (s): _____

Description of Accommodation **(*attach another sheet if necessary*):**

Why does the student need this accommodation? ***(Attach any supporting evidence.)***

Does this student routinely receive this accommodation in classroom instruction?
_____ Yes _____ No

Is this student receiving support/services through special education or 504 of the Rehabilitation Act of 1973?
_____ Yes *(circle one: SPED or 504)* _____ No

If yes, is this accommodation documented in the student's Individualized Education Plan (IEP) or 504 plan/report?
_____ Yes _____ No

District Test Coordinator Signature**:**_____ **Date:** _____

Please mail (P. O. Box 771 Jackson, MS 39205 or fax (601-359-2471) this form to the Office of Student Assessment.

Form may be duplicated.

ACCOMMODATION REQUEST REVIEW TEAM (MDE use only)

Date Request Received: _____
Date of Response: _____**Approved/Denied by:** _____

Reason for Denial (may be continued on another sheet if necessary)

ATTACHMENT E

CONFIDENTIALITY AGREEMENT

1. I hereby acknowledge that I am about to receive Confidential Information.
2. I understand that at no time will these confidential materials be made available for any other use or exposure to others by copies, actual access, written notes, or oral discussion of specific content of said materials. All materials will be handled and reviewed in a manner so as to ensure that total confidentiality is strictly maintained for the duration of time that these materials are available for my review. I also agree that all confidential materials under my review will not be discussed relative to test content upon completion of my review.

_____
Signature

_____
Print name

_____
Date