Appendix A is no longer in use since the Mod-MSA has been eliminated.

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Appendix B: IEP Team Decision-Making Process Eligibility Tool

This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Modified High School Assessment (Mod-HSA) for each relevant content area.

Date: _____ **LEA#:** _____

School: _____ **Grade:** _____

Student Name: _____ **Local ID#:** _____

D.O.B.: _____ **SASID#:** _____

Disability Code: _____

Content Area: ❑ **Algebra/Data Analysis** ❑ **Biology** ❑ **English** ❑ **Government**

IEP Team Chair: _____
(Team Chair signature verifies that all established criteria were considered.)

Team Members: Each participant should print name, provide title, and sign/date

Title	Signature	Date
Special Education Teacher(s)		
General Education Teacher(s)		
Team Member(s) (Individual(s) who is/are qualified to interpret assessment results)		
Parent(s)/Guardian		
Others		

*If the parent does not attend the meeting and sign this form, attach documentation of parent notification and informed consent for the meeting along with notification of the decision of the IEP Team that was provided to the parent. This eligibility tool may be used by the IEP Team in the process of identifying students, for each relevant content area, who may be eligible to participate in the Mod-HSA.

Appendix B: IEP Team Decision-Making Process Eligibility Tool

This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-HSA for each relevant content area.

The student is learning based on the State's approved Academic Content Standards/Core Learning Goals in the appropriate content area being considered: Algebra/Data Analysis, Biology, English and/or Government. There must be sufficient objective evidence demonstrating that the student is not likely to achieve course level proficiency within the school year covered by his/her IEP.	**Algebra/ Data Analysis**	❑ Yes	❑ No
	Biology	❑ Yes	❑ No
	English	❑ Yes	❑ No
	Government	❑ Yes	❑ No
The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards/ Core Learning Goals in the relevant content area(s) for the student's course-level during instruction and assessments. In addition, specific accommodations implemented in instructional and assessment settings should be included. Modifications may include less complex, fewer and shorter reading passages, shorter or less complex questions, and test items with fewer answer choices.	**Algebra/ Data Analysis**	❑ Yes	❑ No
	Biology	❑ Yes	❑ No
	English	❑ Yes	❑ No
	Government	❑ Yes	❑ No
The student has had consecutive years of individualized intensive academic instruction intervention in the relevant content area(s) consistent with his/her IEP, and although progress toward course-level standards was made, he/she is not making progress at course level.	**Algebra/ Data Analysis**	❑ Yes	❑ No
	Biology	❑ Yes	❑ No
	English	❑ Yes	❑ No
	Government	❑ Yes	❑ No
The student demonstrates that he/she cannot attain proficiency on the Algebra/Data Analysis, Biology, English and/or Government HSA tests, even with the provision of accommodations based on documented multiple valid and objective measures of the student's progress (or lack of progress). Examples include the end-of-course assessments, other State assessments, district assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.	**Algebra/ Data Analysis**	❑ Yes	❑ No
	Biology	❑ Yes	❑ No
	English	❑ Yes	❑ No
	Government	❑ Yes	❑ No

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Documented MSA Performance: Complete for relevant content area(s).	
This student was proficient on the Grade 8 MSA Reading.	❑ Yes ❑ No
This student was proficient on the Grade 8 MSA Mathematics.	❑ Yes ❑ No
This student was proficient on the Grade 8 MSA Science.	❑ Yes ❑ No
This student was proficient on the local measure of Grade 8 Social Studies.	❑ Yes ❑ No
Documented HSA Performance: Complete for relevant content area(s).	
Algebra/Data Analysis: This student passed the Algebra/Data Analysis HSA.	❑ Yes ❑ No
Biology: This student passed the Biology HSA.	❑ Yes ❑ No
English: This student passed the English HSA.	❑ Yes ❑ No
Government: This student passed the Government HSA.	❑ Yes ❑ No

Course-Level Academic Content Standards: The goals and objectives on the student's IEP are based on course-level Academic Content Standards to support the student's involvement and progress in the general curriculum. The goals may address a student's mathematics and/or reading disability which impacts learning. The goals address skills specified in the Academic Content Standard for the course in which the student is enrolled and are designed to monitor the student's progress in achieving the standard-based goals.

❑ **Reading:** List specific page(s) of the IEP that reflect modifications: _____

❑ **Mathematics:** List specific page(s) of the IEP that reflect modifications: _____

❑ **Social Studies:** List specific page(s) of the IEP that reflect modifications: _____

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Course-Level Proficiency: The instructional performance in the relevant content area(s) is identified in the IEP, as measured by documented multiple valid and objective measures of the student's performance over time on a State's general assessment and other assessments to include end-of-course assessments, State assessments, district assessments, data gathered from classroom assessments or other formative assessments is substantially below grade level. ❑ Yes ❑ No

If yes, specify the instructional performance skill level(s) in the relevant content areas identified on the IEP, using objective evidence as measured by documented valid and objective measures (e.g., State assessment instruments, end-of-course assessments, district assessments, and data gathered from classroom assessments) designed for assessment of achievement, that are substantially below skill level.

Area (Measure)	Score	Date
HSA Algebra/Data Analysis		
Other Mathematics Measure Used (Specify)		
Other Mathematics Measure Used (Specify)		
HSA Biology		
Other Science Measure Used (Specify)		
Other Science Measure Used (Specify)		
HSA English		
Other Reading Measure Used (Specify)		
Other Reading Measure Used (Specify)		
HSA Government		
Other Social Studies Measure Used (Specify)		
Other Social Studies Measure Used (Specify)		

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Content Standards: The goals on the student's IEP are aligned with the Maryland Content Standards/Core Learning Goals.

❑ **Algebra/Data Analysis:** List specific page(s) of the IEP that reflect these goals: _____

❑ **Biology:** List specific page(s) of the IEP that reflect these goals: _____

❑ **English:** List specific page(s) of the IEP that reflect these goals: _____

❑ **Government:** List specific page(s) of the IEP that reflect these goals: _____

Educational Interventions: The following instruction, general education interventions, and special education and related services for reading and/or mathematics have been provided to the student:

Reading/ English:

❑ Instruction in reading in the general education curriculum for _____ years.

List specific school years _____

❑ Intensive research-based and/or evidenced-based reading interventions have been provided for _____ years.

List specific school years _____

❑ List the specific research-based and/or evidenced-based reading interventions that are individual to the student.

_____

_____

❑ Course-level reading academic goals and objectives have been included in the student's IEP for _____ years.

Mathematics/ Algebra/ Data Analysis:

❑ Instruction in mathematics in the general education curriculum for _____ years.

List specific school years _____

❑ Intensive research-based and/or evidenced-based mathematics interventions have been provided for _____ years.

List specific school years _____

❑ List the specific research-based mathematics interventions that are individual to the student.

_____

_____

❑ Course-level mathematics academic goals and objectives have been included in the student's IEP for _____ years.

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Science/ Biology:

- ❑ Instruction in science in the general education curriculum for _____ years.

  List specific school years _____

- ❑ List the specific research-based and/or evidenced-based reading and/or mathematics interventions that are individual to the student, which have been used in Science/Biology instruction to support the student's progress in the general education curriculum.

  _____

  _____

  _____

  _____

Social Studies:

- ❑ Instruction in social studies in the general education curriculum for _____ years.

  List specific school years _____

- ❑ List the specific research-based and/or evidenced-based reading and/or mathematics interventions that are individual to the student, which have been used in Social Studies instruction to support the student's progress in the general education curriculum.

  _____

  _____

  _____

  _____

Related Services Provided:

Service _____ Years_____ Frequency _____

Service _____ Years_____ Frequency _____

Service _____ Years_____ Frequency _____

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Special Education Instruction

❑ Student has received special education instruction provided by qualified special education personnel outside the regular classroom for _____ number of years and _____ hours per day.

❑ Student has received special education instruction with qualified general and special education personnel in a co-taught model for _____ number of years and _____ hours per day.

❑ Student has received other research-based and/or evidence-based interventions. Describe/list all the interventions.

_____

_____

Academic Course Content: The student's progress toward achieving academic course content in response to appropriate instruction, designed to address the student's individual needs, is such that, even if significant growth occurs, the student will not achieve proficiency within the year covered by the student's IEP in the following area(s):

Documented MSA Performance: Complete for relevant content area(s).	
Algebra/Data Analysis	❑ Yes ❑ No
Biology	❑ Yes ❑ No
English	❑ Yes ❑ No
Government	❑ Yes ❑ No

Instruction: The student has had consecutive years of individualized, intensive academic instruction/interventions consistent with the IEP in the following area(s):

❑ **Mathematics/Algebra/Data Analysis** ❑ **Science/Biology**

❑ **Reading/English** ❑ **Government**

List the most recent consecutive years that academic goals are included in the IEP for:

Reading _____

Mathematics _____

Social Studies _____

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Accommodations: During instruction and assessment, the student receives accommodations in the IEP in the area(s) of:

❑ **Mathematics/Algebra/Data Analysis** ❑ **Science/Biology**

❑ **Reading/English** ❑ **Government**

List page(s) of the IEP that reflect accommodations:_____

Supplementary Aids and Services: The student has been provided with supplementary aids , services, program modifications and supports and services that are necessary for the student to advance towards attaining his/her annual goals, to be involved and make progress in the general curriculum, and to be educated in the general education environment with his or her nondisabled peers as indicated on the IEP in the areas of:

❑ **Mathematics/Algebra/Data Analysis** ❑ **Science/Biology**

❑ **Reading/English** ❑ **Government**

List page(s) of the IEP that reflect accommodations:

_____

Based on the consideration of the Decision-Making Process Eligibility Tool, the IEP Team finds the following:

	N/A	Eligible	Not Eligible
Mod-Algebra/Data Analysis	❑	❑	❑
Mod-Biology	❑	❑	❑
Mod-English	❑	❑	❑
Mod-Government	❑	❑	❑

Appendix C: IEP Team Decision-Making Process Eligibility Tool

IEP Teams are encouraged to use this eligibility tool when identifying students with the **most** significant cognitive disablities for participation in the Alt-MSA.

Date: _____ **Local ID#:** _____

School: _____ **Grade:** _____

Student Name: _____ **SASID#:** _____

D.O.B.: _____ **Disability Code:** _____

LEA#: _____

IEP Team Chairperson: _____
(Team Chair signature verifies that all established criteria were considered.)

Team Members: Each participant should print name, provide title, and sign/date

Title	Signature	Date
Special Education Teacher(s)		
General Education Teacher(s)		
Team Member(s) (Individual(s) who is/are qualified to interpret assessment results)		
Parent(s)/Guardian*		
Student		
Others		

*If the parent does not attend the meeting and does not sign this form, attach documentation of parent notification and informed consent for the meeting to occur, along with notification of the decisions of the IEP Team that were provided to the parent.

Parent Understanding:
I have been informed that if my child is determined eligible to participate in the Alt-MSA through the IEP Team Decision-Making Process my child will be:

1. *Progressing toward obtaining a Maryland Certificate of Program Completion. If my child continues to participate in the Alt-MSA, he/she may not be eligible to obtain a Maryland High School Diploma. His/her continued participation in the Alt-MSA will not prepare him/her to meet the high school diploma requirements.* _____ ***(Parent/Guardian Initials)***
2. *The decision for my child to participate in the Alt-MSA must be made annually.* _____ ***(Parent/Guardian Initials)***

Appendix C: IEP Team Decision-Making Process Eligibility Tool

In order for the student to be eligible to participate in the Alt-MSA, the IEP Team must answer **Agree** to **ALL** of the criteria items below. **If the IEP Team disagrees with one or more statements, then the IEP Team should stop using this form and consider the student eligible for participation in the regular MSA/HSA with accommodations, or use the IEP Team Decision-Making Process Eligibility Tool for Mod-HSA**. The IEP Team must use multiple sources of information, such as the current IEP, results from formal and informal assessments, data gathered from classroom assessments and information from parent/student, that document academic achievement, to guide the decision-making process for participation in the appropriate State assessment. A student's educational placement in a self contained classroom/program must not drive the decision when determining if a student is eligible to participate in the Alt-MSA.

Eligibility Criteria	Eligibility Criteria Descriptors	Agree Disagree
The student has an Individualized Education Program (IEP).		❑ **Agree** ❑ **Disagree**
The student has a significant cognitive disability.	Review of student's school records indicates that he/she has a significant cognitive disability that significantly impacts cognitive function and behavior or multiple disabilities that significantly impact cognitive function and adaptive behavior. *Complete the information below*.*	❑ **Agree** ❑ **Disagree**

Complete the following Evaluation Review of Cognitive/Adaptive Ability:

Individual Cognitive Ability Test: _____ Name and Title of Examiner _____
Most Recent Test Date: _____
Cognitive Test Score(s): _____

Adaptive Behavior Skills Assessment: _____ Name and Title of Examiner _____
Most Recent Test Date: _____
Adaptive Test Score(s): _____

Please use this space to include any additional assessment data/scores that guide the IEP Team discussion (optional): ❑

_____

_____

* All Standard and Composite Scores shall be considered when reviewing multiple sources of data. **If documentation in one of the requested areas is not availables, a detailed explanation is required below.** Please include any medical or other information that may have prevented administration of the assessment in the requested areas.

_____

_____

STOP here if the IEP Team disagreed with any of the above criteria statements. The IEP Team should stop using this form and consider the student eligible for participation in the regular MSA/HSA with accommodations or use the IEP Team Decision-Making Process Eligibility Tool for determining participation in the Modified HSA.

Eligibility Criteria	Eligibility Criteria Descriptors	Agree Disagree
1. The student is learning at emerging, readiness, and/or functional literacy levels Maryland reading and Maryland mathematics, and Maryland science content standards objectives.*	All students access the Maryland State Curriculum (SC) or Core Learning Goals (CLG). There are no separate extended content standards in Maryland. The content learning objectives and expected outcomes for the student are extended to focus on the emerging, readiness (prerequisite) and/or functional (real life) application of the general curriculum. The student is substantially below grade level expectations even with documented participation in research-based and/or evidence-based interventions over multiple years in all content standard areas.	❑ **Agree** ❑ **Disagree**
2. The student requires explicit and ongoing instruction in functional skills.	The student has substantial deficits in adaptive behavior*, such that the student has difficulty demonstrating independence in everyday living skills, including interpersonal and social interactions across multiple settings. **Adaptive Behavior is defined as essential for someone to live independently and to function safely in daily life. Adaptive behaviors include "real" life skills such as grooming, dressing, safety, ability to work, and social and personal responsibility.*	❑ **Agree** ❑ **Disagree**
3. The student requires extensive and substantial modification (e.g., reduced complexity of objectives and learning materials, and more time to learn) of general education curriculum. Curriculum **activities** differ significantly from that of their non-disabled peers. They may learn different objectives, use different materials, and may participate in different learning activities.	The modifications needed by the student to participate in the regular assessment would compromise the validity of the test. The objectives written for the student in the designated content area(s) are significantly less complex than the grade level expectation. The curriculum is significantly modified, and instructional pacing is significantly reduced, making participation in the regular MSA/HSA or Modified HSA, even with accommodations, inappropriate for the student.	❑ **Agree** ❑ **Disagree**

How has the student been provided access to the general education curriculum?

_____

_____

_____

_____

_____

Appendix C

Eligibility Criteria	Eligibility Criteria Descriptors	Agree Disagree
4. The student requires intensive instruction and may require extensive supports, including physical prompts, to learn, apply, and transfer or generalize knowledge and skills across multiple settings.	The student requires substantial, repeated, individualized instruction with extensive supports such as substantially adapted and modified materials, instructional prompting systems, individualized methods of accessing information in alternative ways such as tactile, visual, auditory, and multi-sensory, across multiple settings to acquire, maintain, generalize and demonstrate performance of skills.	❑ **Agree** ❑ **Disagree**
5. The student requires extensive support to perform and participate meaningfully and productively in daily activities in school, home, community, and work environments.	The student requires intensive systematic instruction across multiple settings with tasks broken into small steps for all learning outcomes. The student is dependent on others, for some or all daily activities with the expectation that the student will require extensive ongoing support in adulthood.	❑ **Agree** ❑ **Disagree**

If the IEP Team has agreed to ALL the criteria listed above, then the team must continue with the additional requirements listed below. In order for the student to be eligible to participate in the Alt-MSA, the IEP Team must also **agree** to **ALL** of the items listed below. If the IEP Team disagreed with one or both of the criteria listed above, then the IEP Team should stop using this form and consider the student eligible for participation in the regular MSA/HSA with accommodations or use the IEP Team Decision-Making Process Eligibility Tool for determining participation in the Modified MSA/HSA.

Additional Requirements	Agree Disagree
The decision for participating in the Alt-MSA is not based on a specific categorical label and/or educational placement.	❑ **Agree** ❑ **Disagree**
The decision for participating in the Alt-MSA is an IEP Team decision, and the decision is NOT being made for administrative purposes and/or anticipated impact on local school system and/or school performance scores.	❑ **Agree** ❑ **Disagree**
The decision for participating in the Alt-MSA is NOT based on deafness/blindness, visual, auditory, physical and/or emotional behavioral disabilities.	❑ **Agree** ❑ **Disagree**
The decision for participating in the Alt-MSA is NOT based on language, social, cultural, or economic differences.	❑ **Agree** ❑ **Disagree**
The decision for participating in the Alt-MSA is NOT based solely on the fact that the student's instructional reading level is below the grade level of the regular MSA/HSA or Modified HSA to be administered.	❑ **Agree** ❑ **Disagree**

Additional Requirements	Agree Disagree
The decision for participation in the Alt-MSA is NOT based on the fact that the student is expected to perform poorly on the regular MSA/HSA or Modified HSA.	❑ **Agree** ❑ **Disagree**
The decision for participating in the Alt-MSA is NOT based on the fact that the student is exprected to experience significant test anxiety under regular testing conditions, even with the provision of accomodations or based on the high probability that the student will demonstrate disruptive behaviors during the regular MSA/HSA or Modified HSA as a result of this significant test anxiety.	❑ **Agree** ❑ **Disagree**

If the IEP Team disagreed with one or more of the additional requirement(s), then the IEP Team should stop using this form and consider the student eligible for participation in the regular MSA/HSA with accommodations or use the IEP Team Decision-Making Process Eligibility Tool for determining participation in the Modified HSA.

If the student meets or exceeds the standards on previous alternate assessments, the IEP Team should consider participation in the MSA or HSA/Mod-HSA with accomodations.

6. ELIGIBILITY CRITERIA: As documented through the eligibility criteria and additional requirements listed above, it has been determined that the student is learning a sample of content that is linked to grade-level content standards, which does not fully represent grade level content as assessed on the MSA or HSA/Mod-HSA. Therefore, the student cannot participate in regular and/or modified assessments even with the provision of accommodations.

❑ Agree

❑ Disagree

***NOTE**: If the IEP Team checked Disagree above, the student **does not meet the eligibility criteria for Alt-MSA** as listed above and, therefore, the student will participate in the MSA or HSA/Mod-HSA, with or without accommodations, as appropriate, based on his/her IEP. Refer to the Maryland Accomodations Manual for more information about accommodations and Maryland's assessments.

ASSESSMENT PARTICIPATION: The IEP Team agreed that the student met all criteria listed on this eligibility tool; therefore, the IEP Team determined the student **eligible** to participate in the Alt-MSA.

❑ **YES**/Agree

❑ **NO**/Disagree

Do the historical data (current and longitudinal across multiple settings) justify the IEP Team's decision for the student to participate in the Alt-MSA?

❑ **YES** ❑ **NO**

If **YES**, please use the space below to provide justifications of the IEP Team's decision.

_____

_____

_____

Please use the space below to document any disagreement with this decision by any IEP Team member.

_____

_____

_____

Appendix C

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Appendix D: Unique Accommodation Request Form for State Assessments for Students with an IEP or 504 Plan

Directions: The unique accommodation request must be submitted to the MSDE by the Local Accountability Coordinator (LAC) at least **six** weeks prior to testing to ensure a final MSDE response is received before testing begins. Responses from the MSDE for requests received by the LAC for unique accommodations will occur at least one week prior to the test administration.

This form **must** be completed and submitted to the MSDE for approval. A copy of this form must be filed in the student's IEP and assessment record and a copy must be retained by the LAC at the central office.

Local School System: _____ **LEA#:** _____ **School Name:** _____

Student Name: _____ **D.O.B.:** _____ **Disability Code:** _____

Local ID#: _____ **Grade:** _____ **SASID#** _____

IEP ❑ **504 Plan** ❑

Please select the appropriate assessment:

❑ **HSA** ❑ **Mod-HSA** ❑ **Mod-HSA Plus** ❑ **MSA**

Please select the appropriate content area(s):

❑ **Algebra/Data Analysis** ❑ **English** ❑ **Reading** ❑ **Science**

❑ **Biology** ❑ **Government** ❑ **Mathematics**

Date of Approved IEP or 504 Plan: _____

Test Administration Date(s): _____

1. Provide a brief description of accommodation: _____

_____

_____

2. What objective evidence supports the need for this accommodation?

_____

_____

_____

3. Is the accommodation being implemented during instruction, classroom assessments, benchmark assessments, and/or other district assessments? ❑ **Yes** **or** ❑ **No; If yes, please describe how it is being implemented.**

_____

_____

_____

Appendix D

4. **How will the school administer this accommodation on test day? (for example, who will administer the accommodation, in what setting, etc.)?**

_____

_____

_____

_____

5. **Has the school team established previous parameters around administering this accommodation during classroom instruction and assessment? If so, what are they?**

_____

_____

_____

_____

Assurances

In submitting this form to the MSDE, the school team has agreed to the following assurances:

1. This accommodation will be documented in the student's IEP or 504 Plan.
2. The school team has met and has considered all standard (allowable) accommodations prior to proposing this unique accommodation.
3. Parent(s)/guardian(s) were provided an opportunity to participate in the decision-making process for this accommodation.
4. The proposed accommodation will be used for routine class instruction and assessment.

Preparer's Name/Title:

_____ _____
Print Name/Title *Signature*

_____ _____
Date *Phone Number*

Local Director of Special Education/504 Specialist Approval and Signature/Date

_____ _____
Print Name/Title *Signature*

_____ _____
Date *Phone Number*

Local Accountability Coordinator Acknowledgement Signature/Date

_____ _____
Print Name/Title *Signature*

_____ _____
Date *Phone Number*

Local Explanation of Approval or Denial:

(MSDE Use Only)

MSDE Action and Signature/Date: ❑ Yes ❑ No

Print Name/Title *Signature*

Date *Phone Number*

MSDE Explanation of Approval or Denial:

Appendix D

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Appendix E: Unique Accommodation Request Form for State Assessments for Students with an EL Plan

Directions: The unique accommodation request must be submitted to the MSDE by the Local Accountability Coordinator (LAC) at least **six** weeks prior to testing to ensure a final MSDE response is received before testing begins. Responses from the MSDE for requests received by the LAC for unique accommodations will occur at least one week prior to the test administration.

This form **must** be completed and submitted to the MSDE for approval. A copy of this form must be filed in the student's EL Plan and assessment record, and a copy must be retained by the LAC at the central office.

Local School System: _____ **LEA#:** _____ **School Name:** _____

Student Name: _____ **D.O.B.:** _____ **English Proficiency Level:** _____

Local ID#: _____ **Grade:** _____ **SASID#** _____

Please select the appropriate assessment:

❑ **HSA** ❑ **MSA**

Please select the appropriate content area(s):

❑ **Algebra/Data Analysis** ❑ **English** ❑ **Reading** ❑ **Science**

❑ **Biology** ❑ **Government** ❑ **Mathematics**

Date of Approved EL Plan: _____

Test Administration Date(s): _____

Date student entered a Maryland Public School: _____

How many years has student been in Maryland?

_____

Did the student have a break in Maryland education? ❑ **Yes** ❑ **No**
If so, how long?

_____

_____

Where did the student go during this break?

_____

Was the student schooled during this break? ❑ **Yes** ❑ **No**

1. Provide a brief description of accommodation: _____

_____

_____

Appendix E

2. What objective evidence supports the need for this accommodation?

_____

_____

_____

_____

_____

3. Is the accommodation being implemented during instruction, classroom assessments, benchmark assessments, and other district assessments? ❑ Yes or ❑ No; If yes, please describe how it is being implemented.

_____

_____

_____

_____

_____

4. How will the school administer this accommodation on test day? (For example, who will administer the accommodation, in what setting, etc.?)

_____

_____

_____

_____

_____

5. Has the school team established previous parameters around administering this accommodation during classroom instruction and assessment? If so, what are they?

_____

_____

_____

_____

_____

Assurances

In submitting this form to the MSDE, the school team has agreed to the following assurances:

1. This accommodation will be documented in the student's EL Plan.
2. The school team has met and has considered all standard (allowable) accommodations prior to proposing this unique accommodation.
3. Parent(s)/guardian(s) were provided an opportunity to participate in the decision-making process for this unique accommodation(s).
4. The proposed accommodation will be used for routine class instruction and assessment.

Preparer's Name/Title:

Print Name/Title	*Signature*
Date	*Phone Number*

Local ESOL Manager/Supervisor Approval and Signature/Date

Print Name/Title	*Signature*
Date	*Phone Number*

Local Accountability Coordinator Acknowledgement Signature/Date

Print Name/Title	*Signature*
Date	*Phone Number*

Local Explanation of Approval or Denial

Appendix E

(MSDE Use Only)

MSDE Action and Signature/Date: ❑ Yes ❑ No

_____ _____

Print Name/Title *Signature*

_____ _____

Date *Phone Number*

MSDE Explanation of Approval or Denial:

Appendix F: Emergency Accommodation Form for State Assessments

Directions: If prior to or during testing, the school principal (or principal's designee) determines that a student requires an emergency accommodation, this form must be completed and submitted to the Local Accountability Coordinator (LAC) for approval. A copy of this form must be filed in the testing archives and a copy must be retained by the LAC at the central office.

Local School System:_____ **LEA#:** _____ **School Name:**_____

Student Name:_____ **D.O.B.:** _____ **Local ID#:** _____

Grade:_____ **SASID#**_____

Name(s) and Title of Person(s) Completing this Form:

_____ _____
Staff Member's Name *Title/Position*

_____ _____
Staff Member's Name *Title/Position*

_____ _____
Staff Member's Name *Title/Position*

Reason for requesting an emergency testing accommodation *(attach documentation if requested by LAC)*:

_____

_____

_____

_____

Describe what the testing accommodation will be:

_____

_____

_____

_____

Who will administer the accommodation?_____

_____ _____
Staff Member's Name *Title/Position*

_____ _____
Principal Signature *Date*

_____ _____
Local Accountability Coordinator Signature *Date*

Appendix F

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Appendix G: Quick Reference Guide to Accommodations for Students with Disabilities (SWD)

NOTE: Users of this Appendix must have the complete text of the Maryland Accommodations Manual available for reference.

1. SWD Presentation Accommodations

Visual Presentation Accommodations	Conditions for Use In Instruction and Assessment
1-A: Large Print	I, A
1-B: Magnification Devices	I, A
1-C: Interpretation/Transliteration for the Deaf or Hard of Hearing	I, A
Tactile Presentation Accommodations	
1-D: Braille	I, A
1-E: Tactile Graphics NOTE: For State assessments, tactile graphics are provided with the braille tests.	I, A
Auditory Presentation Accommodations	
1-F: Human Reader or Audio Recording for Verbatim Reading of Entire Test	I, A*
1-G: Human Reader or Audio Recording for Verbatim Reading of Selected Sections of Test	I, A*
1-H: Audio Amplification Devices	I, A
1-J: Audio Materials	I, N/A

* Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of

(1) the Maryland School Assessment (MSA) in Reading, grade 3 ONLY which assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a score for standard 1, general reading processes

1. SWD Presentation Accommodations (continued)

Multi-Sensory Presentation Accommodations	Conditions for Use In Instruction and Assessment
1-K: Descriptive Captioned Video NOTE: Currently, no Maryland assessments incorporate video-taped stimulus materials. However, if video is used during instruction, students must have access to captioning and audio description, as appropriate.	I, N/A
1-L: Text to Speech Software for Verbatim Reading of Entire Test NOTE: Any text to speech software may be used for instruction, but the only text to speech software currently supported by the State for assessment is the Kurzweil™ 3000. In order for students to use the Kurzweil™ 3000 text to speech software for testing, students must have used text to speech software in instruction and have had an opportunity to become familiar with the operation of the Kurzweil™ 3000 interface. Although a human reader is always permissible to deliver a verbatim reading accommodation, the State encourages the use of text to speech software on state testing, to promote standardization of the verbatim Reading accommodation.	I, A*
1-M: Text to Speech Software for Selected Sections of the Test	I, A*
1-N: Screen Reading Software	I, N/A
1-O: Visual Cues	I, A
1-P: Notes and Outlines	I, N/A
Other Presentation Accommodations	
1-Q: Unique	Determined on a case-by-case basis in consultation with the MSDE

* Use of the verbatim Reading accommodation is permitted on all assessments as a standard accommodation, with the exception of

(1) the Maryland School Assessment (MSA) in Reading, grade 3 ONLY which assesses a student's ability to decode printed language. Students in grade 3 receiving this accommodation on the assessment will receive a score based on standards 2 and 3 (comprehension of informational and literary reading material) but will not receive a score for standard 1, general reading processes

2. SWD Response Accommodations

Response Accommodations	Conditions for Use In Instruction and Assessment
2-A: Scribe	I, A
2-B: Augmentative Communication System and Speech-Generating Devices	I, A
2-C: Braillewriter	I, A
2-D: Electronic Word Processors	I, A
2-E: Electronic Braille Notetakers	I, A
2-F: Recording Devices	I, A
2-G: Respond on Test Book	I, A
2-H: Monitor Test Response	I, A
Materials or Devices Used to Solve or Organize Responses	
2-J: Mathematics Tools and Calculation Devices	I, A
2-K: Spelling and Grammar Devices	I, A*
2-L: Visual Organizers	I, A**
2-M: Graphic Organizers	I, A
2-N: Computer Access Tools/Devices/Software	I, N/A
2-O: Writing Tools/Implements	I, A
Response Accommodations	
2-P: Unique	Determined on a case-by-case basis in consultation with the MSDE

* Spelling and grammar devices are not permitted to be used on the English High School Assessment.

** Photocopying of secure test materials requires approval and must be done under the supervision of the LAC. Photocopied materials must be securely destroyed under the supervision of the LAC. Use of highlighters may be limited on certain machine-scored test forms, as highlighting may obscure test responses. Check with the Test Administration and Coordination Manual (TACM) for each test or consult with the LAC before allowing the use of highlighters on any State assessment.

3. SWD Timing and Scheduling Accommodations

Timing and Scheduling Accommodations	Conditions for Use In Instruction and Assessment
3-A: Extended Time	I, A
3-B: Multiple or Frequent Breaks	I, A
3-C: Change Schedule – Extend Over Multiple Days	I, A
3-D: Change Schedule or Order of Activities – Within One Day	I, A
Other Timing and Scheduling Accommodations	
3-E: Unique	Determined on a case-by-case basis in consultation with the MSDE

4. SWD Setting Accommodations

Setting Accommodations	Conditions for Use In Instruction and Assessment
4-A: Reduce Distractions to the Student	I, A
4-B: Reduce Distractions to Other Students	I, A
4-C: Change Location to Increase Physical Access or to Use Special Equipment – Within School Building	I, A
4-D: Change Location to Increase Physical Access or to Use Special Equipment – Outside School Building	I, A
Setting Accommodations	
4-E: Unique	Determined on a case-by-case basis in consultation with the MSDE

Appendix H: Quick Reference Guide to Accommodations for English Learners (ELs)

The following table lists the accommodations allowed on Maryland State Content Assessments. Refer to Section 7/ Step 4 guidance **in combination with the detailed guidance in Fact Sheet EL-1 in Section 8** to individualize accommodation support for ELs on the State content assessments.

Code	Accommodations	Grades 3-8 Maryland State Assessments in Mathematics, Science, and Reading	High School Assessments in Algebra Data Analysis, Biology, English, and Government
Direct linguistic support in English: Oral / Written			
1-F	Human Reader or Audio Recording for Verbatim Reading of Entire Test	1-F, 1-G, and 1-M are allowed in mathematics, science, and reading assessments. However, for the Grade 3 MSA Reading Assessment, if accommodations 1-F, 1-G, and 1-M are provided to the student, there are items on the MSA reading assessment that will not count as being correctly answered in the student's score.	Allowed in algebra/data analysis, biology, English, and government assessments
1-G	Human Reader or Audio Recording for Selected Sections of Test		
1-M	Text to Speech Software for Verbatim Reading of Entire Test		
1-N	Text to Speech Software for Verbatim Reading of Selected Sections of Test	Not allowed in State assessments; the Kurzweil™ 3000 does not allow selected sections to be read aloud.	
2-A	Scribe	Allowed in mathematics, science, and reading assessments.	Allowed in algebra/data analysis, biology, English, and government assessments
Direct linguistic support in native language: Written			
2-Q	Use of Published Word-to-Word Bilingual Dictionary (+extended time)	Allowed in mathematics, science, and reading assessments	Allowed in algebra/data analysis, biology, English, and government assessments
Indirect Linguistic Support / Test Administration Practices			
2-G	Respond on Test Book	Allowed in mathematics, science, and reading assessments	Allowed in algebra/data analysis, biology, English, and government assessments
2-H	Monitor Test Response in Answer Sheet /Test Book		
2-M	Graphic Organizers		
3-A	Extended Time		
3-B	Multiple or Frequent Breaks		
3-C	Change Schedule or Order of Activities – Extend Over Multiple Days		
3-D	Change Schedule or Order of Activities – Within One Day		
4-A	Reduce Distraction to the Student		
4-B	Reduce Distractions to Other Students		
Direct and Indirect Linguistic Support / Test Administration Practices			
5-A	Unique	Determined on a case-by-case basis in consultation with the MSDE	

Reminder: Refer to **Section 8 Accommodations Fact Sheet EL-1** for selection criteria and administration guidance for these accommodations.

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Appendix I: Protocol for the Use of the 2-A: Scribe Accommodation

Individuals who provide the scribe accommodation to a student ("accommodators") must comply with the following procedures when working with students in a testing situation.

Scribe: A qualified person who writes down what a student dictates by an assistive communication device, pointing, communication by the student via interpretation/transliteration (examples include American Sign Language, signed English, and Cued Speech), or speech.

All accommodators must be trained by the local school system as indicated in each assessment Test Administration Coordination Manual (TACM). Accommodators must sign a Test Administration and Certification of Training Form and a Non-Disclosure Agreement.

Qualifications for the Scribe

- It is preferable for the scribe to be a familiar person such as the teacher or paraprofessional who is typically responsible for scribing during regular instruction. If it is a new scribe to the student, give them time to work together during instruction prior to the assessment day.

- For students who are deaf, the scribe must be fluent in receptive and expressive American Sign Language (ASL) and/or signed English.

Process for Scribe Accommodator

- **A scribe accommodator may only administer the scribe accommodation to one student at a time during a test session.** This accommodation must be administered so that other students are not able to hear the accommodated student's response.

- Before the administration of the test, the School Test Coordinator (STC) should provide the scribe a copy of the test and the examiner's directions prior to the start of testing to become familiar with the directions and format of the test.

- The student is responsible for punctuation and may indicate punctuation in several ways. The student may punctuate as he/she dictates. For example, when stating the sentence "The cat ran." the student will say, "The cat ran period." The student may dictate more than one sentence at a time and add punctuation after the fact when given the scribed sentences to proofread.

- The scribe can automatically capitalize in these cases:

    1. The scribe should capitalize the first letter in the beginning of a sentence if the student has indicated punctuation ending the previous sentence. For example, if the student said, "The cat ran period. The cat jumped period." The scribe would write "The cat ran. The cat jumped."

    2. The first word in any paragraph.

- The student must specify capitalization in these cases:

    1. The first letter in the beginning of a sentence, if the student has not indicated punctuation ending the previous sentence. For example, if the student said, “The cat ran. The cat jumped.” The scribe would write “The cat ran the cat jumped.”

    2. Other capitalization (e.g., capitalization of proper nouns, acronyms, etc).

- The scribe may hand write, or type, to record the student’s work. For the online tests, the scribe accommodation may be implemented in one of two ways, depending on which way best meets the needs of the particular student: (1) the scribe may write in the paper and pencil test edition test book/answer sheet or (2) the scribe may enter student responses directly onto the computer using the online test edition.

- The scribe must produce legible text.

- The student will dictate sentences or paragraphs in the same manner used during instruction and assessment. The scribe should have the student proofread the dictation and the scribe may also read it aloud at student request. The student may dictate changes to the scribe, and the scribe will make those changes exactly as dictated by student. Students may proofread to add punctuation, and may change any capitalization or spelling they wish even if it is incorrect.

- The scribe may not question or correct student choices.

- The scribe may ask the student to restate (or sign) words or parts as needed.

- A student using a scribe must be given the same opportunity as other students to plan and draft a constructed response. This means that the scribe may write an outline or other plan as directed by the student. The scribe shall write the words of the student exactly as dictated, no more and no less, during the entire test session/part. The scribe may record the session for accuracy.

- For Brief Constructed-Response (BCR) or Extended Constructed Response (ECR) test items (writing tasks), the scribe should be told by the STC the preferred mode of recording the student’s response before the date of the test. During testing, the student may then dictate the constructed response using any one of the three listed methods:

    1. Into an audio recording device

    2. Into a speech-to-text converter (e.g., voice recognition software, etc.)

    3. Directly to a scribe

- The scribe may record the session for accuracy.

The Scribe Should Adhere to the Following Parameters During a Test Session/Part:

The following are a list of **acceptable parameters:**

1. The scribe may ask “Are you finished?” or “Is there anything you want to add or delete?”

2. The scribe may respond to procedural questions asked by the student such as, “Do I have to use the entire space to answer the question?” — the scribe can indicate “no”.

The following are a list of **unacceptable parameters:**

1. The scribe cannot give the student specific directions, e.g. “First, set the equations equal to one another”, or “make sure that the equation is set equal to Zero.”

2. The scribe cannot tell the student if his/her answer is correct or incorrect.

3. The scribe cannot answer questions related to the content posed by the student, e.g., “Is this the right way to set up the problem?” “Can you tell me what this word means?”

4. The scribe cannot alert the student to mistakes made during testing.

5. The scribe cannot prompt the student in any way that would result in a better response or essay.

6. The scribe cannot influence the student’s response in any way.

Special Considerations When Scribing for a Student Who Uses ASL or Cued Speech

- When ASL is being used during scribing, the scribe may ask clarifying questions regarding the use of classifiers.

- The scribe will make conceptual translations from ASL to English.

- The scribe will write exactly what is heard. Probing or clarifying questions are not allowed. For students using ASL, classifiers are permitted. Classifiers give descriptive information about a noun or verb such as: location, kind of action, size, shape and manner.

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Appendix J: Protocol for Individuals Providing Verbatim Reading Test Accommodations

An individual (accommodator) who provides the verbatim reading accommodation to a student must comply with the following procedures when working with a student in a testing situation.

Human Reader: A qualified person (accommodator) who reads orally to a student.

All accommodators must be trained by the local school system as indicated in each assessment Test Adminstration Coordination Manual (TACM) for all assessments. Accommodators must sign the Test Administration and Certification of Training Form and a Non-Disclosure Agreement forms.

Verbatim Reading Procedures for Human Reader Accommodators

To ensure uniformity in presentation of standardized tests in Maryland, the Kurzweil™ 3000 text to speech software should be used whenever possible. If circumstances preclude the use of the audio (digital audio files of a recorded human reader) reader, then, a human reader may be used. Human readers must follow the procedures outlined below:

1. Human readers must read, verbatim (word for word), only the words in the test book or on the computer screen, without changing or adding words, or otherwise assisting the test-taker in any way to influence the test taker's selection of a response.

2. Human readers must speak in a clear and consistent voice throughout the test administration, using correct pronunciation. Readers should be provided a copy of the test and the examiner's directions, no more than one day prior to the start of testing, to become familiar with the content being tested in order to correctly read words, terms, symbols, signs or graphics that are part of the test.

3. Human readers may not clarify, elaborate, or provide assistance to students.

4. Human readers must refer to the Verbatim Reading Style Guide, which is posted in the LAC and STC folders on DocuShare in each assessment folder to ensure that verbatim reading rules are being followed.

5. Human readers must give special emphasis only to words printed in boldface, italics, or capitals and tell the test-taker that the words are printed in that way. No other emphasis or special vocal inflection is permissible. Readers should use even inflection so that the student does not receive any cues by the way the information is read.

6. Human readers must be patient and understand that the test-taker may need to have test items repeated several times.

7. Human readers must not attempt to solve problems or determine the correct answer to an item while reading as this may result in an unconscious pause or change in inflection which could be misleading to the test-taker.

8. Human readers must maintain a neutral facial expression and must not smile or frown which may be interpreted by the test-taker as approval or disapproval of the student's answers.

9. Human readers must recognize that test-takers who are blind or who have low vision may also have additional special tools or equipment (e.g., abacus, brailler, slate, stylus) that have been approved for use during the test.

10. Human readers must be familiar with the student's IEP, 504 Plan or EL Plan and know in advance the exact type of verbatim reading accommodation required by the student. The test-taker may require all or portions of the test to be read aloud, depending on his or her particular set of accommodations.

11. If a human reader finds an unfamiliar word or one that he or she is not sure how to pronounce, advise the test-taker of the uncertainty about the word and spell the word.

12. When reading a word that is pronounced like another word with a different spelling, if there is any doubt about which word is intended, readers must spell the word after pronouncing it.

13. Human readers must spell any words requested by the test-taker.

14. When reading passages, readers must be alert to all punctuation marks. Human readers may read the passage through once so that the test-taker can grasp the content of the passage. Some test-takers may ask for the passage to be read through a second time with punctuation marks indicated. When required or asked to read, with punctuation, specific lines within a passage, indicate all punctuation found within those lines.

15. When test items refer to particular lines of a passage, reread the lines before reading the question and answer choices. For example, a human reader might say, "Question X refers to the following lines…". Reading the lines referred to would then be followed by reading question X and its response options.

16. When reading selected response items, readers must be particularly careful to give equal stress to each response option and to read all of them before waiting for a response. The test-taker will record the answer or provide the answer to the test scribe, who will record it for the test-taker.

17. If a human reader is also serving as a scribe, and if the test-taker designates a response choice by letter only ("D", for example), the human reader must ask the test-taker if he/she would like the complete response be reread before the answer is recorded.

18. If the test-taker chooses an answer before the reader has read all the answer choices, the human reader must ask if the test taker wants the other response options to be read.

19. After a human reader finishes reading a test item, the human reader must allow the test-taker to pause before responding. However, if the test-taker pauses for a considerable time following the reading of the answer choices, say: "Do you want me to read the question again...or any part of it?" In rereading questions, readers must be careful to avoid any special emphasis on words not emphasized in the printed copy by italics or capital letters.

Special Guidelines When Reading Mathematics, Science and Biology Content

Mathematical expressions must be read precisely and with care to avoid misrepresentation. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the entire question before reading it aloud to the test-taker. Use technically correct yet simple terms, and be consistent in the treatment of similar expressions.

Please review the MSDE Examiner's Manuals for specific verbatim reading instructions for each assessment. In addition, readers must refer to the Verbatim Reading Style Guide, which is posted in the LAC and STC folders on DocuShare in each assessment folder to ensure that verbatim reading rules are being followed.

Interpretation/Transliteration Interpreters

Test takers who are deaf or hard of hearing may require the services of an Interpreter/transliterator. The Interpreter/transliterator typically provides support to the student in understanding test instructions which would normally be read aloud to all students.

1. Discussions with the interpreter on testing procedures should be conducted with the test-taker present before (and not during) the test session.
2. Before the session, the interpreter must become familiar with the test instructions and the terminology used in the test that he or she will be interpreting.
3. An interpreter always lags a few words or phrases behind the person who is speaking. Allow short pauses for the test-taker to respond or to ask questions.
4. As the test examiner, remember to speak directly to the test-taker even when an interpreter is present.
5. Courtesy requires that test examiners not say things to the interpreter that they do not want repeated to the test taker. (For example, do not ask the interpreter's opinion about the test taker or the situation.)
6. An interpreter/transliterator may also provide a verbatim reading accommodation for students who need this accommodation.

Procedures for Providing Test Accommodation 1-F: Human Reader or Audio Recording for Verbatim Reading of Entire Test to a Small Group of Students

The human reader may read the test aloud to a small group of students, provided that each student has an IEP, 504 Plan, or EL Plan that includes verbatim reading. These students must also have accommodation 4-B: Reduce Distracters to Other Students documented in their IEP, 504 Plan or EL Plan. **The following procedures must be followed:**

- **No more than five students** may be grouped together for reading tests aloud, since students typically proceed through the test at different rates.
- If students are taking the paper test, the students grouped together must have the **same paper test form designation**, since all questions in a given test form are identical. Test form designation numbers or letters appear in the upper right-hand corner of each student's test book or answer sheet. If students are testing online, they must be put in an audio test session.
- Students without the verbatim reading accommodation should not be tested in the same location as students with the verbatim reading accommodation.

Administering Verbatim Reading for Online Testing

Two options are available to schools when the assessment is administered to students with verbatim reading accommodations. Only students with 1-F: Human Reader or Audio Recording for Verbatim Reading of Entire Test documented in their IEP, 504 Plan, or EL Plan are allowed these online accommodations. Each option is summarized below.

1. Read-Aloud Sessions

- Used when a group of students, all of whom have verbatim reading accommodations via a human reader, are testing online;
- When creating the online test session in PearsonAccess, select “Yes” next to “Read-Aloud”;
- All students in the session will automatically be assigned to the same form of the test;
- A ***Proctor Authorization Ticket*** will be generated for each Read-Aloud session, allowing the test examiner to access the same test form to which the students are assigned;
- The test examiner then reads the test aloud to the students;
- This feature is available in both the PearsonAccess Training Center and the operational Test Nav site; and
- All students assigned to a Read-Aloud session **MUST** have the verbatim reading of the entire test accommodation documented in their accommodations plans.

2. Audio Tests

- Used with individual students in place of a human reader when appropriate;
- All students taking audio tests must use headphones;
- Students taking audio tests can be placed into separate sessions or included in sessions with non-accommodated students;
- When assigning the test for each student in PearsonAccess, select “Audio” under “Form/Group Type”;
- A human voice will read each test item;
- When an item appears on the screen, the audio for that item will play automatically, via .wav files embedded in TestNav;
- The student scan rewind, fast-forward, stop, and play the audio, but cannot highlight individual words or phrases to have them read as in the Kurzweil™ software;
- This feature is available in both the PearsonAccess Training Center and the operational Test Nav site; and
- All students taking Audio Tests **MUST** have the verbatim reading of the entire test accommodation documented in their accommodations plans.

Administering Verbatim Reading with Kurzweil™ 3000 text to speech software

- Each Kurzweil CD comes packaged with a standard-size paper test book/answer sheet;
- Students view the test on computer via Kurzweil™ and enter their responses into the paper test book/answer sheet;
- Students cannot enter their responses online while viewing the Kurzweil™ test; and
- All students using Kurzweil™ **MUST** have the verbatim reading of the entire test accommodation documented in their accommodations plans.

Verbatim Reading Accommodation: Selected Text (1-G: Human Reader or Audio Recording for Verbatim Reading of Selected Sections of Test)

- Online Read-Aloud Sessions, online Audio tests and Kurzweil Tests are not available for the verbatim reading of selected portions of text **(1-G: Human Reader or Audio Recording for Verbatim Reading of Selected Sections of Test)** because the student does not have sufficient control over which portions of the test are read aloud. Therefore, a human reader must be used for this accommodation during State assessments.

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Appendix K: Guidance for Selection, Training and Administering the 3A: Extended Time Accommodation

What are Timing Accommodations?

The Extended Time Accommodation is considered a Timing accommodation which changes the allowable length of time to complete assignments, tests, and activities, and may also change the way the time is organized. Timing accommodations give students the time and the breaks they need to complete activities, assignments, and tests. Other changes may include the particular time of day, day of the week, or number of days over which a particular activity, assignment, or test takes place. This accommodation must be documented in the student's IEP, 504 Plan or EL Plan. The accommodation must be provided for instruction and assessment as specified in the IEP, 504 Plan or EL Plan.

Who Can Benefit from the Extended Time Accommodation (3-A)?

Timing accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and tests. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audio materials, scribe).

Extended time may require a student's IEP, 504 or EL Team to determine a fairly specific amount of extra time to complete assignments, projects, and tests. For example, a particular student may customarily receive time and one half. This means that a student is allowed 90 minutes to take a test that normally has a 60 minute limit.

Decisions regarding Extended Time must be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of assignments, tests, and activities. Usually "unlimited" time is not appropriate or feasible. Sometimes students who request extended time end up not needing it because of the reduction in anxiety just knowing that plenty of time is available to complete the task. Students who have too much time may lose interest and motivation to do their best work. Teachers and test examiners must make certain that the extended time accommodation is selected when other accommodations, which may increase the time needed for the student to respond, are chosen for the student. These accommodations may include human reader, text reader, or dictated response scribe.

Extended time is used for each session/part of an administerated test. Test Examiners may not extend a single test session/part over multiple days. If a student is unable to complete multiple test sessions/parts in one day due to the amount of extended time required, then the multiple day accommodation may be appropriate for the student. Refer to Tool SWD-7 for more details regarding the Multiple Day Accommodation.

Documenting the Extended Time Accommodation in a Student's IEP, 504 Plan or EL Plan

Each student's IEP, 504 Plan or EL Plan must document the amount of extended time typically required for assessments. IEP Teams should determine the routine for providing extended time to students.

For example:

1. The student cues the teacher that he or she needs more time. The teacher permits the student to continue working on the test.
2. The teacher asks the student whether he or she needs more time. The teacher provides more time if the student requests it.
3. Predetermine the time period. Students should be informed (ahead of time) of the time frame for the subtest or test (i.e. time and half for each session, so if the session time is 60 minutes, a student receiving the extended time accommodation may receive 90 minutes).

Some students may require extended time to complete an assessment or a portion of an assessment (a session/part). The additional time may be required due to frequent breaks, or simply because the student needs more time to complete the test. Or, another accommodation may necessitate a time extension (e.g., generally a scribe takes longer to write). In all cases, this must be specified in the student's IEP, 504 Plan or EL Plan and not determined at the time of the test.

Some students may require only a brief extension to finish their work. In these cases, students generally keep working until finished. When students need extensive time to finish, the test is usually scheduled over several sessions to avoid student fatigue.

Logistics Planning for the Extended Time Accommodation

Students who require this accommodation may need to take the test in another room for the following reasons:

- Providing the student with additional time may distract other students.
- Students may become distracted by their classmates who are at different places in the assessment. For example, directions given to other students may interfere with the student's concentration.
- Older students may be embarrassed about needing an accommodation and would prefer to keep it private.

Procedure for Ending the Extended Time Accommodation with Students

If a student has extended time documented on his/her IEP, 504 Plan and EL Plan and the "extended time" exceeds the testing session, once the student completes a particular "session/part", the test examiner can move on to the next session/part, or move on to the next phase in the testing process (i.e., take break, proceed with end of test day procedures etc.). The extended time accommodation must be given in one continuous block of time. The extended time student cannot be told to close the book at the end of the standard session testing time and then be brought back to that session at a later time to complete the extended time accommodation. Special attention must be considered when arranging testing groups to ensure that students without the extended time accommodation do not receive more than the specified testing time stated in the Examiner's Manual for each assessment.

If a student's IEP, 504 Plan, or EL Plan does not specify the amount of extended time given to a student during an assessment, then the test examiner should work with the School Test Coordinator (STC) to ensure that parameters are established ahead of testing. For example, once the student closes the test book this is the test examiner's cue that the student has completed the session. When administering the extended time during State assessments it is imperative for the STC to carefully plan ahead of time in order to be prepared to administer the assessment.

Determine the routine for ending the extending time accommodation. For example:

1. The student cues the teacher, with a predetermined cue, indicating that he or she is finished.
2. The teacher asks the student whether he or she needs more time. The teacher provides more time if the student requests it.
3. Predetermine the time period. Inform the student of the time frame for the session/part or test prior to the administration of the assessment.

NOTE: When a student has too much time to finish an assessment, he/she may engage in nonproductive guessing or change answers when they should not be changed.

Appendix L: Academic and Learning Aids Instructional/Assessment Toolkit

The purpose of this toolkit is to provide a list of a variety of tools that may assist students with disabilities to access the general education curriculum. The charts provide tools for Reading, Writing and Spelling, Mathematics, Study and Organization, Communication and Access. The tools are listed from top to bottom in each category from low to high- tech, with items listed first being more readily available, less expensive, and requiring less knowledge and training to use. All of these tools can be used for instruction and should be selected based upon the individual needs of the students with input from all members of the IEP Team. The toolkit is not meant to be a comprehensive list, but to provide examples of tools that may be used with students. The selection of the tools a student may use should be based upon the results of the student's evaluations, the observations, and success of the student using the tools that correspond to the student's Individualized Education Program (IEP). The first column lists the Type of Tool. The second column lists the Type of Accommodation. This category corresponds to the those listed in the Maryland Accommodations Manual. The final column "Conditions for Use for Assessment" lists whether the tool is allowed for use during State assessments.

Writing and Spelling		
Type of Tool	**Type of Accommodation**	**Conditions for Use for Assessment (A) indicates tools are permitted (N/A) indicates tools are not permitted or accessible**
Pencil grips/holders	Response: 2-O Writing Tools/Implements	A
Adaptive paper (dark-lined, raised)	Response: 2-O Writing Tools/Implements	A
Clipboards/dycem to stabilize paper	Response: 2-O Writing Tools/Implements	A
Personal vocabulary/ spelling dictionary	Response: 2-K Spelling/Grammar Device	A
Writing guide	Response: 2-L Visual Organizer	A
Graphic organizer	Response: 2-M Graphic Organizer	A
Highlighter (markers, tape)	Response: 2-L Visual Organizer	A (Note: Must Confer with LAC)
Hand-held electronic spellchecker and/or thesaurus	Response: 2-K Spelling/Grammar Device	A
Recorders (tape, digital)	Response: 2-F Recording Devices	A
Portable word processor	Response: 2-E Electronic Braille Notetaker	A
Braillewriter (manual or electric)	Response: 2-C Braillewriter	A
Braille slate and stylus	Response: 2-C Braillewriter	A
Slantboard	Response: 2-O Writing Tools/Implements	A

Writing and Spelling (continued)		
Type of Tool	**Type of Accommodation**	**Conditions for Use for Assessment (A) indicates tools are permitted (N/A) indicates tools are not permitted or accessible**
Large print keyboard labels	Response: 2-N Computer Access Tools/ Devices/Software	N/A
Adaptive keyboard	Response: 2-N Computer Access Tools/ Devices/Software	N/A
Concept/webbing software	Response: 2-M Graphic Organizer	N/A
Talking word processing software	Response: 2-D Electronic Word Processor	N/A
Word prediction software	Response: 2-D Electronic Word Processor	N/A
Voice recognition software	Response: 2-B Augmentative Communication System and Speech Generating Devices	A

Reading		
Type of Tool	**Type of Accommodation**	**Conditions for Use for Assessment (A) indicates tools are permitted (N/A) indicates tools are not permitted or accessible**
Line guide/reading window frame	Presentation: 1-O Visual Cues	A
Slantboard/reading stand	Presentation: 1-B Magnification Devices	A
Colored overlays	Presentation: 1-O Visual Cues	A
Hand-held electronic dictionary	Response: 2-K Spelling/ Grammar Device	N/A
Large print	Presentation: 1-A Large Print	A (Note: For online assessments, large print can only be provided through the use of Kurzweil 3000)
Electronic magnification systems (CCTVs)	Presentation: 1-B Magnification Devices	A
Screen enlargement software	Presentation: 1-A Large Print	N/A
Braille	Presentation: 1-D: Braille and 1-E: Tactile Graphics	A

Mathematics		
Type of Tool	**Type of Accommodation**	**Conditions for Use for Assessment (A) indicates tools are permitted (N/A) indicates tools are not permitted or accessible**
Adapted Graph paper	Response: 2-L Visual Organizer	A
Line guide/reading window frame	Presentation: 1-O Visual Cues	A
Hand-held magnifier	Presentation: 1-B Magnification Devices	A
Electronic magnification systems (CCTVs)	Presentation: 1-B Magnification Devices	A
Colored overlays	Response: 2-L Visual Organizers	A
Graphic Organizer	Response: 2-M Graphic Organizers	A (without labels)
Talking Calculator	Response: 2-J Mathematics Tools and Calculation Devices	A
Large print ruler	Response: 2-J Mathematics Tools and Calculation Devices	A
Braille ruler	Response: 2-J Mathematics Tools and Calculation Devices	A
Tactile compass	Response: 2-J Mathematics Tools and Calculation Devices	A
Abacus	Response: 2-J Mathematics Tools and Calculation Devices	A
Braille Math Window	Response: 2-J Mathematics Tools and Calculation Devices	A
Braille Brannan Cubarithm	Response: 2-J Mathematics Tools and Calculation Devices	A
Calculator software	Response: 2-J Mathematics Tools and Calculation Devices	N/A
Electronic math worksheet software	Response: 2-M Graphic Organizers	N/A

Study and Organization		
Type of Tool	**Type of Accommodation**	**Conditions for Use for Assessment (A) indicates tools are permitted (N/A) indicates tools are not permitted or accessible**
Print or picture schedule	Presentation: 1-O Visual Cues	A
Recording device	Presentation: 1-F Verbatim Reading Response: 2-A Scribe	A
Timers	3-B Multiple or Frequent Breaks	A

Communication and Access		
Type of Tool	**Type of Accommodation**	**Conditions for Use for Assessment (A) indicates tools are permitted (N/A) indicates tools are not permitted or accessible**
Communication Boards/ Books	Presentation: 2-B Augmentative Communication System and Speech-Generating Devices	A
Eye Gaze Frames	Presentation: 2-B Augmentative Communication System and Speech-Generating Devices	A
Descriptive/Captioned Video	Presentation: 1-K Descriptive/Captioned Video	N/A
Adaptive writing tools	Response: 2-O Writing Tools/Implements	A
Slantboard	Presentation: 2-O Writing Tools/ Implements	A
Audio Amplification Devices	Presentation: 1-H Audio Amplification Devices	N/A
Text to Speech Software	Presentation: 1-L Text to Speech Software of the Entire Test	A

Appendix M: Student Accommodation Refusal Form

If a student refuses an accommodation listed in his or her IEP, 504 Plan or EL Plan, the school should document in writing that the student refused the accommodation, and the accommodation must be offered and remain available to the student during testing. This form must be placed in the student's file and a copy must be sent to the parent on the day of refusal. School Test Coordinators (STCs) should work with Test Examiners (TEs) to determine who else should be informed when a student refuses an accommodation.

Local School System: _____ **LEA#**_____ **School Name:**_____

Student's Name: _____ **D.O.B.:** _____

Disability Code or English Proficiency Level for ELs:_____

Local ID# _____ **Grade:** _____ **SASID#:** _____

Name of Assessment:_____**Content Area:** _____

Time Student Refused the Accommodation(s): _____

Accommodation(s) Refused: _____

_____

_____

_____

Reason(s) for Refusal: _____

_____

_____

_____

Date: _____

Student's Signature: *(optional)* _____

Signature of Test Examiner:_____

NOTE: A copy of this form **must** be sent home to the parent, and a copy placed in the student's file for use at the student's next IEP meeting.

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Appendix N: Maryland State Assessment/NAEP Accommodations Crosswalk: Students with Disabilities

Accommodations	Maryland	NAEP
Presentation		
1-A Large Print	Yes	Yes
1-B Magnification Devices	Yes	Yes
1-C Interpretation/Transliteration for the Deaf or Hard of Hearing	Yes	Yes*
1-D Braille	Yes	Yes
1-E Tactile Graphics	Yes	Yes
1-F Human Reader or Audio Recording for Verbatim Reading of Entire Test	Yes	Yes*
1-G Human Reader or Audio Recording for Verbatim Reading of Selected Sections of Test	Yes	Yes*
1-H Audio Amplification Devices	Yes	
1-J Audio Materials	Yes	
1-K Descriptive/ Captioned Video	Yes	
1-L Text to Speech Software for Verbatim Reading of Entire Test	Yes	
1-M Text to Speech Software for Verbatim Reading of Selected Section of Test	Yes	
1-N Screen Reading Software of the Entire Test	Yes	
1-O Visual Cues	Yes	
1-P Notes and Outlines	No	
Explanation of Directions	No	Yes
Response		
2-A Scribe	Yes	
2-B Augmentative Communication System and Speech-Generating Device	Yes	
2-C Braillewriter	Yes	Yes
2-D Electronic Word Processor	Yes	Yes
2-E Electronic Braille Notetakers	Yes	Yes
2-F Recording Devices	Yes	
2-G Response on Test Book	Yes	
2-H Monitor Test Response	Yes	
2-J Mathematical Tools and Calculation Devices	Yes	No
2-K Spelling and Grammar Devices	Yes	No
2-L Visual Organizers	Yes	
2-M Graphic Organizers	Yes	
2-N Computer Access Tools/Devices/ Software	No	No
2-O Writing Tools/Implements	Yes	
Points to answers or responds orally to a scribe	**Yes**	**Yes**
Uses a template to respond	**Yes**	**Yes**
Uses large marking pen or special writing tool	**Yes**	**Yes**

Accommodations	Maryland	NAEP
Timing and Scheduling		
3-A Extended Time	Yes	Yes
3-B Multiple or Frequent Breaks	Yes	Yes
3-C Change Schedule or Order of Activities—Extend Over Multiple Days	Yes	No
3-D Change Schedule or Order of Activities—Within One Day	Yes	
Timing and Scheduling		
4-A Reduce Distractions to the Student	Yes	Yes
4-B Reduce Distractions to Other Students	Yes	Yes
4-C Change Location to Increase Physical Access or to Use Special Equipment—Within School Building	Yes	Yes
4-D Change Location to Increase Physical Access or to Use Special Equipment—Outside School Building	Yes	Yes

Appendix O: Maryland State Assessment/ NAEP Accommodations Crosswalk: English Learners

(Note: Shaded cells' topics are not included in NAEP accommodations.)

Accommodations	Maryland	NAEP
Direct Linguistic Support in English: Oral / Written		
1-F Human Reader or Audio Recording for Verbatim Reading of Entire Test	Yes	Yes*
1-G Human Reader or Audio Recording for Verbatim Reading of Selected Sections of Test	Yes	Yes*
1-L Text to Speech Software for Verbatim Reading of Entire Test	Yes	Yes*
1-M Text to Speech Software for Verbatim Reading of Selected Section of Test	Yes	Yes*
2-A Scribe	Yes	
Explanation of directions	No	Yes
Direct Linguistic Support in Native Language: Oral / Written		
Directions only read aloud in native language	No	Yes
Test materials read aloud in native language	No	Yes*
Bilingual version of the booklet (Spanish/English only)	No	Yes*
2-Q Use of Published Word-to-Word Bilingual Dictionary (no definitions in native language)	Yes	Yes
Indirect Linguistic Support / Test Administration Practices		
2-G Respond on Test Book	Yes	
2-H Monitor Test Response	Yes	
2-M Graphic Organizer	Yes	
3-A Extended Time	Yes	Yes
3-B Multiple or Frequent Breaks	Yes	Yes
3-C Change Schedule or Order of Activities – Extend Over Multiple Days	Yes	No
3-D Change Schedule or Order of Activities – Within One Day	Yes	
4-A Reduce Distraction to the Student	Yes	Yes
4-B Reduce Distractions to Other Students	Yes	Yes

*Except for reading

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Appendix P: Maryland State Content Assessment/ *ACCESS for ELLs*® Accommodations Crosswalk: English Learners with Disabilities ONLY

ACCESS for ELLs® is an English language proficiency test; as such, it is a tool used to assess the construct of ELs' receptive (listening and reading) and productive (speaking and writing) skills in English. Because it focuses on language rather than on content-area knowledge and skills, some accommodations that might be appropriate for the classroom or content-area tests should not be used with *ACCESS for ELLs*® as they will invalidate the construct being measured. In other words, students would be taking a test that is no longer measuring just their English language proficiency, making any interpretation or inferences from the scores invalid.

See IDEA (1997 and 2004) 34 CFR § 300.160 (b)(2)(i) and 34 CFR § 300.160 (b)(2)(ii) as excerpted below:

(2) The State's (or, in the case of a district-wide assessment, the LEA's) guidelines must—

(i) Identify only those accommodations for each assessment that do not invalidate the score; and

(ii) Instruct IEP Teams to select, for each assessment, only those accommodations that do not invalidate the score.

Please refer to Maryland Accommodations Manual (Issue Date: June 1, 2012) for detailed descriptions of each accommodation below.

Accommodations	MD Content Test	ACCESS L	ACCESS R	ACCESS W	ACCESS S
Presentation					
1-A: Large Print	Yes	Yes	Yes	Yes	Yes
1-B: Magnification Devices	Yes	Yes	Yes	Yes	Yes
1-C: Interpretation/Transliteration for the Deaf or Hard of Hearing	Yes	No	No	No	No
1-D: Braille[1]	Yes	N/A	N/A	N/A	N/A
1-E: Tactile Graphics[1]	Yes	N/A	N/A	N/A	N/A
1-F: Human Reader or Audio Recording for Verbatim Reading of Entire Test	Yes	No	No	Yes	No
1-G: Human Reader or Audio Recording for Verbatim Reading of Selected Sections of Test	Yes	No	No	Yes	No
1-H: Audio Amplification Devices	Yes	Yes	Yes	Yes	Yes
1-L: Text to Speech Software for Verbatim Reading of Entire Test	Yes	Not available			
1-O: Visual Cues	Yes	N/A	N/A	N/A	N/A

[1] WIDA strongly recommends that the assessment not be made available in braille. WIDA believes that to do so would change the nature of the test, seriously affecting the validity of *ACCESS for ELLs*® scores. One of the most important reasons for this is the fact that a student's proficiency in braille confounds the assessment of English language proficiency. Furthermore, many of the test items as they are currently written cannot be translated into braille because this changes the test. Therefore, the MSDE does not recommend that English learners who are braille readers participate in the *ACCESS for ELLs*® due to the visual nature of the test. The IEP Team and the EL committee must collaborate to jointly determine the student's English language proficiency.

Accommodations	MD Content Test	ACCESS L	ACCESS R	ACCESS W	ACCESS S
Response					
2-A: Scribe	Yes	Yes	Yes	Yes[2]	No
2-B: Augmentative Communication System and Speech-Generating Devices	Yes	N/A	N/A	N/A	N/A
2-C: Braillewriter	Yes	N/A	N/A	No	N/A
2-D: Electronic Word Processors	Yes	N/A	N/A	Yes[3]	N/A
2-E: Electronic Braille Notetakers	Yes	N/A	N/A	No	N/A
2-F: Recording Devices	Yes	N/A	N/A	No	No
2-G: Respond on Test Book	Yes	Yes	Yes	Yes	Yes
2-H: Monitor Test Response	Yes	Yes	Yes	Yes	Yes
2-J: Mathematics Tools and Calculation Devices	Yes	N/A	N/A	N/A	N/A
2-K: Spelling and Grammar Devices	Yes	N/A	N/A	No	N/A
2-L: Visual Organizers	Yes	Yes	Yes	Yes	N/A
2-M: Graphic Organizers	Yes	N/A	N/A	N/A	N/A
2-N: Computer Access Tools/Devices/Software	Yes	N/A	N/A	N/A	N/A
2-O: Writing Tools/Implements	Yes	N/A	N/A	N/A	N/A
2-Q: Use of Published Word-to-Word Bilingual Dictionary[4]	Yes	No	No	No	No
Timing/Scheduling					
3-A: Extended Time	Yes	Yes	Yes	Yes	Yes
3-B: Multiple or Frequent Breaks	Yes	Yes	Yes	Yes	Yes
3-C: Change Schedule or Order of Activities—Extend Over Multiple Days	Yes	Yes	Yes	Yes	No
3-D: Change Schedule or Order of Activities—Within One Day	Yes	Yes	Yes	Yes	Yes
Setting					
4-A: Reduce Distractions to the Student	Yes	Yes	Yes	Yes	Yes
4-B: Reduce Distractions to Other Students	Yes	Yes	Yes	Yes	Yes
4-C: Change Location to Increase Physical Access or to Use Special Equipment—Within School Building	Yes	Yes	Yes	Yes	Yes
4-D: Change Location to Increase Physical Access or to Use Special Equipment—Outside School Building	Yes	Yes	Yes	Yes	Yes

[2] All students' responses must be transcribed verbatim. Students need to spell the words and indicate where to provide punctuation and paragraph breaks. Once a word has been spelled, it does not have to be spelled again.

[3] Spell check, grammar check, and dictionary/thesaurus must be turned off.

[4] ELs with disabilities may also have this accommodation through ESOL services.

Appendix Q: Maryland State Department of Education Technical Assistance Bulletins and Frequently Asked Questions Regarding Assessments

The following publications, were produced by various Divisions from the Maryland State Department of Education to provide local school systems with access to current information on assessment and accommodations.

- **Technical Assistance Bulletin #15:** National Instructional Materials Accessibility Standard (NIMAS) and Access Center (NIMAC)
- **Technical Assistance Bulletin #17:** Understanding the Criteria and Eligibility Process for Students with the Most Significant Disability Participating in Maryland Assessment Program
- **Technical Assistance Bulletin #23:** Frequently Asked Questions Related to Statewide Assessment for Students with Visual Impairments
- **Technical Assistance Bulletin #25:** Alternate Maryland Assessment (Alt- MSA): A Fact Sheet

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Appendix R: References

Accommodations

Abedi, J., Courtney, M., Mirocha, J., Leon, S., and Goldberg, J. (2005). Language accommodations for English language learners in large-scale assessments: Bilingual dictionaries and linguistic modification (CSE Report 666). Los Angeles: CA: National Center for Research on Evaluation, Standards, and Student Testing, University of California. Retrieved October 1, 2008, from http://www.cse.ucla.edu/products/rsearch.asp

Acosta, B., Rivera, C., & Shafer Willner, L. (2008). *Best practices in state assessment policies for accommodating English language learners: A Delphi study*. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.

Kopriva, R. J., Emick, J. E., Hipolito-Delgado, C. P., & Cameron, C. A. (2007). Do proper accommodation assignments make a difference? Examining the impact of improved decision making on scores for English language learners. *Educational Measurement: Issues and Practice,* (Fall), 11-20.

Mazzeo, J., Carlson, J. E., Voelkl, K. E., & Lutkus, A. D. (2000), *Increasing the participation of special needs students in NAEP: A report on 1996 NAEP research activities* (NCES Publication No, 2000-473), Washington, DC: National Center for Education Statistics.

Rivera, C., Acosta, B., & Shafer Willner, L. (2008). *Guide for the refinement of state assessment policies for accommodating English language learners.* Prepared for the LEP Partnership, U.S. Department of Education. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.

Shafer Willner, L., Rivera, C. and Acosta, B. (2007). *Decision-making practices of urban districts for including and accommodating English language learners in NAEP — School-based perspectives.* Prepared for the National Center for Educational Statistics, U.S. Department of Education. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.

Shafer Willner, L., Rivera, C., & Acosta, B. (2008). *Descriptive analysis of state 2006–2007 content area accommodations policies for English language learners.* Prepared for the LEP Partnership, U.S. Department of Education. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.

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Shafer Willner, L., Rivera, C., & Acosta, B. (2010). *Examination of peer review and Title I monitoring feedback regarding the inclusion and accommodation of English language learners in state content assessments.* Arlington, VA: GW-CEEE. Available: http://ceee.gwu.edu.

Ysseldyke, J. E., Thurlow, M. L., McGrew, K. S., & Shriner, J. G. (1994). Recommendations for making decisions about the participation of students with disabilities in statewide assessment programs (Synthesis Report 15). Minneapolis, MN: National Center on Educational Outcomes.

Alternate Maryland School Assessment

Alt-MSA Handbook published annually by the Division of Accountability, Assessment and Data Systems, MSDE.

Data Procedures for Maryland School Performance Report

Maryland School Performance Program Accountability Data published each administration by the Division of Accountability, Assessment and Data Systems, MSDE.

English Learners

Code of Maryland Regulations (COMAR) 13A.05.07.

Civil Rights Act of 1964, P.L. 88-352 Title VI Section 601.

Equal Educational Opportunity Act of 1974, 94 S. Ct. 786.788.

Genesee, F., Paradis, J., & Crago, M. (2004). *Dual language development and disorders: A handbook on bilingualism and second language learning.* Baltimore, MD: Brookes.

Shakrani, S. M., & Roeber, E. (2009). Suggested model rules for uniform national criteria for NAEP testing in national and state samples. Washington, DC: National Assessment Governing Board. Retrieved May 5, 2011, from http://www.nagb.org/publications/shakrani-roeber-uniform-naep.doc.

1974 United States Supreme Court Ruling Lau vs. Nichols.

High School Assessments

Test Administration and Coordination Manual published for each administration by the Division of Accountability, Assessment and Data Systems, MSDE.

Individualized Education Program (IEP) Committee Responsibilities

Each school system's Public Agency's Policies and Procedures document. Copies of this document are available in each school system's Special Education Office and in the Division of Special Education/Early Intervention, MSDE.

IDEA: Code of Federal Regulations: 34 CFR Part 300

IDEA97: 20 USC 1412 (a) (17)

Maryland School Assessment

Test Administration and Coordination Manual published annually by the Division of Accountability, Assessment and Data Systems and the Division of Special Education/Early Intervention, MSDE.

Modified High School Assessments

Test Administration and Coordination Manual published for each adminstration by the Division of Accountability, Assessment and Data Systems, MSDE.

No Child Left Behind Act of 2001

Public Law 107-110, January 8, 2002.

United States Office of Civil Rights Reference

The Use of Tests When Making High-Stakes Decisions for Students: A Resource Guide for Educators and Policymakers. (Draft Guide, June 2000)

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