

**REQUIREMENTS**  
**for**  
**ACCOMMODATING, EXCUSING, and EXEMPTING STUDENTS**  
**in**  
**MARYLAND ASSESSMENT PROGRAMS**

**Revised**

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MARYLAND STATE DEPARTMENT OF EDUCATION

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## PREFACE

This publication describes the requirements for accommodating, excusing, and exempting students with disabilities, students who are English Language Learners (ELL), and students with Section 504 Plans. It also summarizes the statewide assessment programs required by the Maryland State Department of Education (MSDE) and supersedes all previous revisions of this document.

The five assessment programs discussed in this document are:

- Maryland Functional Testing Program (MFTP),
- Maryland School Assessment (MSA),
- Alternate Maryland School Assessment (ALT-MSA) for students with significant cognitive disabilities
- Maryland High School Assessments (HSA)
- IDEA Proficiency Test (IPT) for assessment of English Language Learners

This publication has been developed to ensure that:

- participation in assessments is consistent in all Maryland programs, schools, and school systems;
- accommodations are provided to all qualified students; and
- accommodations used in assessments are also used in daily instruction.



## GENERAL PRINCIPLES FOR ALL MARYLAND ASSESSMENT PROGRAMS

1. **Participation.** All students have a legal right to be included to the fullest extent possible in all statewide assessment programs and to have their assessment results be a part of Maryland's accountability system. The Maryland State Department of Education (MSDE) requires all students to participate in statewide assessment programs unless documented as prescribed below.
2. **Accommodated Students.** The intent of test accommodations is to mediate the effect of a student's disability so that the construct of the test is measured, not the effect of the disability on the skills and processes being assessed. "Accommodations are used for equity, not advantage. Students who use accommodations during an assessment do so to be able to take an assessment on an equal playing board as other students who do not need accommodations. Accommodations are not provided to help the student with a disability do better than other students." (Ysseldyke, Thurlow, McGrew & Shriner, 1994)  
  
Accommodations:
  - a. should enable students to participate more fully in assessments and to better demonstrate their knowledge and skills.
  - b. must be based upon individual student needs and not upon a category of disability, level of instruction, time spent in general classroom, or program setting.
  - c. must be justified and documented in the student's Individualized Education Program (IEP), Section 504 Plan, or English Language Learner (ELL, formerly known as Limited English Proficient or "LEP") Plan.
  - d. must be implemented as soon as possible after completion of the IEP, Section 504 Plan, or ELL Plan and must be aligned with and be a part of daily instruction. Accommodations must not be introduced for the first time during the testing of a student.
  - e. must be approved as specified in this document.
  - f. not explicitly mentioned in this document and/or multiple accommodations do not constitute reasons to exempt students from assessments. The School Test Coordinator should coordinate with the Local Accountability Coordinator (LAC) prior to testing to address issues caused by the need to provide multiple accommodations.

3. The LAC must submit to MSDE, for approval, an accommodation beyond those listed in this document. In doing so, he/she must involve, where appropriate, special education, Section 504, ELL, and school-based staff. The decision to not allow an accommodation for testing does not imply that the accommodation (or modification, adaptation, or other strategy) cannot be used for instruction.

4. Addressing the issue of validity involves an examination of the purpose of the test and the specific skills to be measured

5. **Excused Students.** Prior to the test administration, if the principal and at least one other qualified school staff member or the LAC decide that testing would be severely harmful to a student, the student may be excused. The reason for the excuse **must be documented in the student's record**. Examples of acceptable reasons are:

- a. Student has demonstrated by past performance that he/she cannot function in a testing situation.
- b. Student has had a recent traumatic experience, which has made him/her unable to cope with the testing situation.

During testing, if a student demonstrates extreme frustration, disrupts others, becomes ill, etc., the teacher/test administrator may excuse the student from the test.

Excused students will receive the lowest obtainable scale score for the assessment and will be placed in the "Basic" proficiency level for accountability purposes.

6. **Exempted Students.** In general, no students are exempt from participation in the Maryland State Assessment Programs. Any rare exceptions to this are noted on the pages relating to each assessment.

## 7. Definitions

- a. *Students with Disabilities.* Students who are eligible for special education and who have current Individualized Education Programs (IEPs).
- b. *Section 504 Students.* Students who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment.
- c. *English Language Learners (ELLs).* Students who have a primary or home language other than English and who may have limited or no age-appropriate ability to understand, speak, read, or write English. ELL students have traditionally been known as *Limited English Proficient (LEP)* students and are served with English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) classes or services.
- d. *Permitted Accommodation.* An accommodation as described in this document or approved by the LAC (in writing) as justified in the student's IEP, Section 504 Plan, or ELL Plan and provided in the course of daily instruction is a permitted accommodation.



## MARYLAND FUNCTIONAL TESTING PROGRAM (MFTP)

### Summary of Program

The Maryland Functional Testing Program (MFTP) includes tests in reading, writing, and mathematics. The MFTP is a high school graduation requirement for students who were in their senior year during or prior to the 2003-04 school year. For students who did not complete the testing requirements during a prior school year, the MFTP will be administered as long as those students continue to attend the public schools.

The purpose of the MFTP is to ensure that students have acquired minimum levels of competency in basic skills or "functional" areas prior to leaving public education. Each student must pass all three tests as one condition for graduation from high school. Although the functional tests have no time limits, the reading and mathematics tests take approximately one hour of engaged testing time; the writing test requires a total of approximately two to three hours over a two day period.

### Accommodated and Exempted Students

**Accommodated Students.** (Permitted accommodations are listed on pages 13 – 17.)

1. Students with Disabilities. The student's IEP Team should decide on the appropriate accommodation(s) at the IEP development or review meeting for the year in which the student is scheduled to take the functional tests and indicate the decision on the student's IEP. The student's IEP Team will forward recommended accommodations to the School Test Coordinator. Accommodations must be justified and documented in the student's IEP.
2. Students with Temporary or Long Term Disabilities and Section 504 Students. General education students and students with a 504 Plan who have a temporary or long-term disabling condition that interferes with test performance should be offered accommodations to compensate for their disabling condition. Accommodations must be justified and documented in the students' records.
3. English Language Learners (ELLs). Appropriate accommodations identified by the ELL Committee are permitted for students who meet the criteria for an ELL program. Accommodations must be justified and documented in the students' records. ELL students are not exempt from the tests. Although the tests may be postponed until students have acquired adequate English language proficiency skills, ample opportunities must be given for ELL students to pass these tests.

Only accommodations that the student receives during instruction may be used in the testing situation.

### Exempted Students

Students attaining senior status subsequent to the opening of school in the 2003-04 school year are no longer required to take and pass the Maryland Functional tests.



## MARYLAND SCHOOL ASSESSMENT (MSA)

### Summary of Program

The Maryland School Assessment Program (MSA) measures higher order thinking processes in reading (grades 3-8 and 10) and mathematics (grades 3-8 and the end-of-course test in geometry). The MSA is a tool for school improvement and an overall measure of students' knowledge accumulated over several years of schooling. The MSA measures student, school, school system, and state performance and assesses the student's performance against state standards in reading and mathematics. The MSA (with the exception of the geometry end-of-course test) includes norm-referenced test items, and the results from these items measure student, school, and school system performance in comparison with national norms. The MSA tests are administered in March of each year, with the exception of the end-of-course test in geometry, which is administered in January, May and summer each year.

### Accommodated, Excused and Exempted Students

**Accommodated Students.** (Permitted accommodations are listed on pages 13 – 17.)

1. **Students with Disabilities.** The student's IEP Team should decide on the appropriate accommodation(s) at the IEP development or review meeting for the year in which the student is scheduled to take the MSA and indicate the decision on the student's IEP. The student's IEP Team will forward recommended accommodations to the School Test Coordinator. Accommodations must be justified, utilized within the instructional setting, and documented in the student's IEP.
2. **Students with Temporary or Long Term Disabilities or Section 504 Students.** General education students or students with a 504 Plan who have a temporary or long term disabling condition that interferes with test performance should be offered testing accommodations to compensate for their disabling condition. Accommodations must be justified and documented in the students' records.
3. **English Language Learners (ELLs).** Appropriate accommodations identified by the ELL Committee are permitted for students who meet the criteria for an ELL program. Accommodations must be justified and documented in the students' records.

Only accommodations that students receive during instruction may be used in the testing situation.

### Excused Students

1. Prior to test administration, if the principal and at least one other qualified school staff member or the LAC decide that testing would be severely harmful to a student, the student may be excused. The reason for the excuse must be documented in the student's cumulative record or IEP. Examples of acceptable reasons are:
  - a) Student has demonstrated by past performance that he/she cannot function in a testing situation.
  - b) Student has had a recent traumatic experience that has made him/her unable to cope with the testing situation.
2. During testing, if a student demonstrates extreme frustration, disrupts others, becomes ill, etc., the teacher/test administrator may excuse the student from the test.



3. Excused students will receive the lowest obtainable scale score for the assessment and will be placed in the “Basic” proficiency level for accountability purposes.

### **Exempted Students**

**Note: No students are exempted from the MSA.** Students with significant cognitive disabilities who are not pursuing the regular Maryland Content Standards leading to a Maryland High School Diploma take the Alternate Maryland School Assessment (ALT-MSA) in place of the MSA. All students in the test grades in Maryland **must** participate in either MSA or ALT-MSA. Students who transfer from out-of-state or nonpublic schools into the Maryland public school system at any time during the school year, through the end of the testing window in which Maryland School Assessment is administered, must be tested. For English language learners (ELL) who are in their first year of enrollment in a US school, LEAs may opt to use the students’ IPT test results for reading AYP rather than the MSA test results. See the Maryland Accountability Plan for more information.

## ALTERNATE MARYLAND SCHOOL ASSESSMENT (ALT-MSA)

### Summary of Program

The Alternate Maryland School Assessment (ALT-MSA) is the alternate assessment to the Maryland School Assessment Program (MSA). Students with significant cognitive disabilities participate in the ALT-MSA if through the IEP process it has been determined they cannot participate in the MSA even with accommodations (see participation guidelines below). The ALT-MSA assesses and reports student attainment of individually selected indicators and objectives from the reading and mathematics content standards. A portfolio for the ALT-MSA is constructed of artifacts, such as student work samples, that document individual student mastery of the assessed reading and mathematics objectives. Students participate in ALT-MSA in grades 3-8, and 10.

ALT-MSA results are reported in three proficiency levels (Basic, Proficient, and Advanced) as part of the State Accountability program. Results from the ALT-MSA are aggregated with those from the MSA for accountability purposes.

### ALT-MSA Participation Guidelines

Students with disabilities in grades 3-8 and 10 must participate in either MSA or ALT-MSA. The decision as to which assessment is appropriate for an individual student is made by each student's IEP team. A student with a significant cognitive disability will participate in ALT-MSA if he or she meets each of the following criteria:

- The student is learning extended Maryland reading (at emerging, readiness, or functional literacy levels) and extended Maryland mathematics content standards objectives.
- The student requires explicit and ongoing instruction in a functional life skills curriculum including personal management, community, recreation/leisure, career/vocational, communication/decision making/interpersonal
- The student requires extensive and substantial modification (reduced complexity of objectives and learning materials, and more time to learn) of general education curriculum. The curriculum differs significantly from that of their non-disabled peers. They learn different objectives, may use different materials, and may participate in different learning activities.
- The student requires intensive instruction and may require extensive supports, including physical prompts, to learn, apply, and transfer or generalize knowledge and skills to multiple settings.
- The student requires extensive support to perform and participate meaningfully and productively in daily activities in school, home, community, and work environments.
- The student cannot participate in the MSA even with accommodations.

Students not meeting the criteria above will participate in the Maryland School Assessment, with or without accommodations, as appropriate, based on their IEP.



### ALT-MSA Prompt Types

Students participating in ALT-MSA may be provided with an appropriate level of **prompt** (i.e., gesture, verbal, model, physical) in order to demonstrate the mastery objective being assessed. The following prompt types are applicable to instruction of these students and to the ALT-MSA assessment:

- **Gesture prompt** – this level of prompt requires the teacher to move his/her finger, hand, arm, or make a facial expression that communicates to the student specific information (e.g., teacher taps scanner switch button).
- **Verbal prompt** – this level of prompt requires the teacher to give a specific verbal direction in addition to the task direction. Given a task direction, the student is unable to perform correctly until another more specific verbal prompt is provided (e.g., after the teacher gives the task direction and a latency period, the teacher then says, “push the button to turn on the scanner”).
- **Model prompt** – this level of prompt requires the teacher to demonstrate the correct response for the student, and the student imitates the teacher’s model (e.g., the teacher demonstrates how to push the switch and then asks the student to repeat).
- **Partial Physical Prompt** – this level of prompt requires the teacher to touch the student to elicit a response (e.g., teacher touches the student’s hand closest to the scanner switch button).
- **Full Physical Prompt** – this level of prompt requires the teacher to place his/her hand over the student’s hand and move it toward the response (e.g., teacher places hand over student’s hand and places it on the scanner switch button).

## MARYLAND HIGH SCHOOL ASSESSMENTS (HSA)

### Summary of Program

The Maryland High School Assessments (HSA) are a series of end-of-course tests that extend the expectations of the Maryland School Assessments into high school and currently consist of four core examinations: English, algebra/data analysis, government, and biology. All students taking a core learning goals course in one of these subject areas must take the relevant High School Assessment examination. Student performance on the HSA tests is a graduation requirement for students who will enter grade 9 in the fall of 2005.

### Accommodated Students

**Accommodated Students.** (Permitted accommodations are listed on pages 13 – 17.)

1. Students with Disabilities. The student's IEP Team should decide on the appropriate accommodation(s) at the IEP development or review meeting for the year in which the student is scheduled to take the HSA and indicate the decision on the student's IEP. The student's IEP Team will forward recommended accommodations to the School Test Coordinator. Accommodations must be justified and documented in the student's IEP.
2. Students with Temporary or Long Term Disabilities or Section 504 Students. General education students and students with a 504 Plan who have a temporary or long term disabling condition that interferes with test performance should be offered appropriate accommodations to compensate for their disabling condition. Accommodations must be justified and documented in the students' records.
3. English Language Learners (ELLs). Appropriate accommodations identified by the ELL Committee are permitted for students who meet the criteria for an ELL program. Accommodations must be justified and documented in the students' records.

Only accommodations that the student receives during instruction may be used in the testing situation.



## IDEA PROFICIENCY TEST (IPT)

### Summary of Program

The IDEA Proficiency Test (IPT) is a test of English language proficiency administered to English language learners upon their entry into the school system and annually during a testing window in the spring. The test measures a student's English language ability in the areas of listening, speaking, reading, writing, and comprehension. IPT results are reported in four proficiency levels (Beginner, Intermediate, Advanced, Proficient).

Assessment results are used by the local school systems to make decisions as to each student's participation in English as a Second Language (ESL) programs. The State uses IPT assessment results when reporting information related to the English Language Proficiency Performance Targets/Annual Measurable Achievement Objectives (AMAOs); the AMAO for attainment of English proficiency and the AMAO for progress in learning English.

### Accommodated and Excused Students

**Accommodated Students.** (Permitted accommodations are listed on pages 13 – 17.)

1. Students with Disabilities. The student's IEP Team should decide on the appropriate accommodation(s) at the IEP development or review meeting for the year in which the student is scheduled to take the IPT and indicate the decision on the student's IEP. The student's IEP Team will forward recommended accommodations to the School Test Coordinator. Accommodations must be justified and documented in the student's IEP.
2. Students with Temporary or Long Term Disabilities or Section 504 Students. General education students and students with a 504 Plan who have a temporary or long term disabling condition that interferes with test performance should be offered appropriate accommodations to compensate for their disabling condition. Accommodations must be justified and documented in the students' records.
3. English Language Learners (ELLs). Appropriate accommodations identified by the ELL Committee are permitted for students who meet the criteria for an ELL program. Accommodations must be justified and documented in the students' records.

### Excused Students

No students may be excused from testing. All ELL students must participate in the program. If a student is experiencing difficulty coping during the testing situation, testing may be stopped, but the student must complete testing on another occasion during the testing window.

Some students who are in Special Education, such as those who participate in the ALT-MSA, may be unable to demonstrate their English language proficiency on the IPT, even with accommodations. In such cases, the IEP team and the ELL Team must collaborate to jointly determine English language proficiency test participation.



**SUMMARY OF ACCOMMODATING, EXCUSING, AND EXEMPTING STUDENTS**

<b>Programs</b>	<b>Who may be accommodated?</b>	<b>How?</b>
All Testing Programs	Students with disabilities who receive accommodations during instruction.	IEP Team decision documented in student's IEP.
	General education students with temporary or long term disabilities or Section 504 students.	Principal/staff decision documented in student's cumulative record. Section 504 Committee decision documented in student's cumulative record.
	English Language Learners (ELLs)	ELL Committee decision documented in the student's ELL plan in student's cumulative record.

<b>Programs</b>	<b>Who may be excused?</b>	<b>How?</b>
MSA and ALT-MSA	Students who demonstrate, or who are expected to experience inordinate frustration, distress, or disruption of others, or for medical reasons may be excused prior to or during the tests. If required accommodations cannot be provided, students may be <b>excused</b> (not exempted) from testing. Excused students are assigned to the "Basic" proficiency level for accountability purposes.	IEP Team decision documented in student's cumulative record or IEP.
IPT	Students who demonstrate, or who are expected to experience inordinate frustration, distress, or for medical reasons may be excused prior to or during the tests. If required accommodations cannot be provided, students may be <b>excused</b> (not exempted) from testing. Excused students are assigned to the "Basic" proficiency level for Title III accountability purposes.	Principal/staff decision documented in the ELL plan in the student's cumulative record.

<b>Programs</b>	<b>Who may be exempted?</b>	<b>How?</b>
MFTP	Students attaining senior status after the beginning of the 2003-04 school year are exempt from the MFTP	Documented in student's cumulative record.
MSA, ALT-MSA	None. See Maryland Accountability Plan for information regarding accountability requirements for ELL students in their first year of enrollment in US schools.	ELL Committee decision documented in the student's ELL plan in student's cumulative record.
HSA, and IPT	None	N/A



**Accommodations Permitted**

**for**

**Statewide Assessment Programs**

Accommodations listed on pages 13, 14, 15, 16, and 17 are permitted for students with disabilities, general education students with temporary or long-term disabilities, students with a 504 Plan, and ELL students with an ELL Plan. All accommodations must be justified, and documentation must be provided in the student's IEP, 504 Plan, ELL Plan or cumulative record.

### I. Scheduling Accommodations

Is the Accommodation Permitted? Yes (Y), No (N), or not applicable (NA).

MFTP	MSA	ALT-MSA	HSA	IPT	Code	Description
Y	Y	Y	Y	Y	A	<u>Supervised</u> breaks during test session.
Y	Y	NA	Y	Y	B	Tests given regularly within a single day/session may be administered over multiple days without exceeding total time allowances. Tests must be given within the constraints of test administration procedures.
Y	Y	Y	Y	Y	C	Extra response and processing time.
Y	Y	Y	Y	Y	D	Tests are administered at best time of day for student.
Y	Y	NA	Y	*Y	E	Other-proposed by Local Accountability Coordinator; Section 504, Special Education, or ELL staff; and approved by MSDE Assessment Office and MSDE Special Education or ELL staff.

\*Accommodations related to English language proficiency are not permitted for this test.



## II. Setting Accommodations

Is the Accommodation Permitted? Yes (Y), No (N), or not applicable (NA).

MFTP	MSA	ALT-MSA	HSA	IPT	Code	Description
Y	Y	Y	Y	Y	A	General education classroom, with special seating (front of room, carrel, etc).
Y	Y	NA	Y	Y	B	General education classroom, with adjusted grouping.
Y	Y	NA	Y	Y	C	General education classroom, with additional school support (instructional assistant, guidance, etc). Support person is not to help student read or respond to items.
Y	Y	NA	Y	Y	D	General education classroom, with special education or ELL staff as support. Support person is not to help student read or respond to items.
Y	Y	Y	Y	Y	E	Small group setting.
Y	Y	Y	Y	Y	F	Small group setting with special education or ELL teacher as examiner.
Y	Y	Y	Y	Y	G	Individual administration within the school building.
Y	Y	Y	Y	Y	H	Individual administration outside school (home, hospital, etc).
Y	Y	NA	Y	*Y	I	Other-proposed by Local Accountability Coordinator; Section 504, Special Education, or ELL staff; and approved by MSDE Assessment Office and MSDE Special Education or ELL staff.

\*Accommodations related to English language proficiency are not permitted for this test.

### III. Equipment/Technology Accommodations

Is the Accommodation Permitted? Yes (Y), No (N), or not applicable (NA).

MFTP	MSA	ALT-MSA	HSA	IPT	Code	Description
Y	Y	Y	Y	Y	A	Large print test materials.
Y	Y	Y	Y	Y	B	Braille test materials.
Y	Y	Y	Y	NA	C	Calculator for mathematics testing for special education or Section 504 students only.
Y	Y	Y	**Y	Y	D	Use of electronic devices (e.g., mechanical speller, computer, augmented communication device, etc.).
Y	Y	NA	Y	Y	E	Use of electronic devices (e.g., mechanical speller, computer, augmented communication device, brailling device, etc) with spell and grammar checkers blocked as certified by LAC.
Y	Y	NA	Y	N	F	Published or electronic bilingual dictionary (a synonym dictionary, without definitions, in the student's native language).
Y	Y	NA	Y	*Y	G	Other-proposed by Local Accountability Coordinator; Section 504, Special Education, or ELL staff; and approved by MSDE Assessment Office and MSDE Special Education or ELL staff.

\* Accommodations related to English language proficiency are not permitted for this test.

\*\* For the HSA English test, grammar and spell check functions are not permitted.



#### IV. Presentation Accommodations

Is the Accommodation Permitted? Yes (Y), No (N), or not applicable (NA).

MFTP	MSA	ALT-MSA	HSA	IPT	Code	Description
Y	Y	Y	Y	Y	A	Verbatim repetition of scripted directions, as needed.
Y	Y	NA	Y	Y	B	Written copies of orally presented materials that are found only in examiner's manual.
NA	NA	Y	NA	NA	C	Accessibility to closed caption or video materials.
Y	Y	Y	Y	Y	D	Sign language interpreter, amplification, or visual display required for test directions/examiner-led activities.
Y	Y	NA	Y	Y	E	Verbatim audiotape of directions.
***Y	**††Y	NA	**Y	NA	F	Verbatim reading or audiotape of entire test for content areas other than reading.
***Y	**††Y	NA	**Y	NA	G	Verbatim reading of selected sections of test or vocabulary for content areas other than reading.
N	**††Y	NA	NA	**†Y	H	Verbatim reading or audiotape of entire reading test
N	**††Y	NA	NA	**†Y	I	Verbatim reading of selected vocabulary words or sections of reading test.
Y	Y	NA	Y	*Y	J	Other-proposed by Local Accountability Coordinator; Section 504, Special Education, or ELL staff; and approved by MSDE Assessment Office and MSDE Special Education or ELL staff.

\* Accommodations related to English language proficiency are not permitted for this test.

\*\* Use of Kurzweil™ reading software is permitted to deliver the accommodation.

\*\*\* Not permitted for the Maryland Functional Reading Test.

† Verbatim reading is only permitted on Part 6 ("Reading for Life Skills") and Part 4 ("Reading for Understanding Sentences") of the IPT Early Literacy Reading test and Part 3 ("Reading for Understanding") and Part 4 ("Reading for Life Skills") of the IPT 1, 2, and 3 Reading tests. Other test sections assess decoding skills for which verbatim reading is not appropriate or permitted.

†† Verbatim reading invalidates the score for grades 3 and 4 general reading processes which measure language decoding skills. The score for students receiving this accommodation will be based on the remaining content of the test.

### V. Response Accommodations

Is the Accommodation Permitted? Yes (Y), No (N), or not applicable (NA).

MFTP	MSA	ALT-MSA	HSA	IPT	Code	Description
Y	Y	NA	Y	Y	A	For machine-scored tests, student marks answers in test booklet. (Transfer to answer sheet completed by school personnel.)
Y	Y	NA	Y	Y	B	For selected response items, student indicates answers by pointing or other method.
Y	Y	NA	Y	Y	C	For constructed response (brief or extended) items, student tapes response for later verbatim transcription by school personnel.
**Y	Y	NA	Y	Y	D	School personnel may check student's transferred responses (alignment and completeness of hand-filled bubbles).
Y	Y	NA	Y	Y	E	For constructed response (brief or extended) items, student dictates response to examiner for verbatim transcription by school personnel.
Y	Y	NA	Y	Y	F	For constructed response (brief or extended) items or oral presentation, student signs response to interpreter of the deaf/hearing impaired for transcription.
Y	Y	NA	Y	*Y	G	Other-proposed by Local Accountability Coordinator; Section 504, Special Education, or ELL staff; and approved by MSDE Assessment Office and MSDE Special Education or ELL staff.

\* Accommodations related to English language proficiency are not permitted for this test.

\*\* Not applicable to Maryland Writing Test.



## References

### Accommodations

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.

### Maryland Functional Testing Program

Code of Maryland Regulations (COMAR) 13A.03.01.03A; 13A.03.01.03C; and 13A.03.02.03B  
September 17, 1992 Memorandum: "Use of Calculators in the Maryland Functional Mathematics Test"

### Maryland School Assessment

Test Administration and Coordination Manual published annually by the Division of Accountability and Assessment, MSDE

### Alternate Maryland School Assessment

ALT-MSA Handbook published annually by the Division of Accountability and Assessment, MSDE

### High School Assessments

Test Administration and Coordination Manual published annually by the Division of Accountability and Assessment, MSDE

### Data Procedures for Maryland School Performance Report

Maryland School Performance Program Accountability Data published annually by the Division of Accountability and Assessment, 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 of MSDE

IDEA: Code of Federal Regulations: 34 CFR Part 300

IDEA97: 20 USC 1412 (a) (17)

### Programs for Non-English and Limited-English Proficient Students

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

1974 United States Supreme Court Ruling Lau vs. Nichols

### 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)