
Section 1: Introduction

Maryland Accommodations Manual: An Overview

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.

The Maryland Accommodations Manual (MAM) presents a five-step process for use in the selection, administration, and evaluation of the effectiveness of the use of instructional and assessment accommodations. The information in this manual is applicable to

(1) students with disabilities (SWD) (that is, students who have an Individualized Education Program [IEP] or Section 504 Plan) [See Section 1 through 6 and Appendices A and E] or

(2) students who are English language learners (ELL) [See Sections 1 through 3, 7 through 9 and Appendices D and E]. Students who are ELL and who also have a disability resulting in their having both an ELL Plan and an IEP must follow the accommodations as outlined in their IEP (that is, the IEP takes precedence over the ELL Plan).

This manual also summarizes the statewide assessment programs required by the Maryland State Department of Education (MSDE) and supersedes all previous editions of this document. The information and requirements described in this manual apply to students in all public schools and to students in non-public settings whose education is supported by Maryland public funding.

The Structure of this Manual

MAM consists of several sections, as follows:

Section 1: Introduction. This brief section presents an introduction and overview of the MAM.

Section 2: Maryland Accommodations Policy Overview. This section describes the general requirements for accommodating, excusing, and exempting students in Maryland assessment programs.

Section 3: Maryland Assessment Summary. This section summarizes the various Maryland State assessment programs. Specific requirements for accommodating, excusing, and exempting students for each program are found in Section 5 (SWD) and Section 8 (ELL).

Section 4: The Five-Step Process for Accommodations for Students with Disabilities. This section outlines a 5-step process for implementing accommodations for instruction and assessment for students with disabilities, as follows:

- **Setting Expectations:** Guidance on the process of setting expectations for students with disabilities to achieve grade-level academic Content Standards.
- **Learning About Accommodations:** Guidance on learning about accommodations for instruction and assessment.
- **Selecting Accommodations:** Guidance on selecting accommodations for instruction and assessment for individual students.
- **Administering Accommodations:** Guidance on administering accommodations during instruction and assessment.
- **Evaluating and Improving Accommodations Use:** Guidance on evaluating and improving accommodation use.

Section 5: Accommodations Fact Sheets for Students with Disabilities. This section consists of seven fact sheets, each describing the specific accommodations available in Maryland for use in instruction and assessment. The first four fact sheets are organized according to the four categories of accommodations: presentation accommodations, response accommodations, timing and scheduling accommodations, and setting accommodations. Fact sheets five through seven provide examples of and guidance for implementing accommodations for assessment and instruction.

Section 6: Accommodations Tools for Students with Disabilities. This section consists of a variety of tools and worksheets which may be used by teachers and other local staff in implementing instruction and assessment accommodations for students with disabilities.

Section 7: The Five-Step Process for Accommodations for English Language Learners. This section outlines the five-step process for implementing accommodations for instruction and assessment of students who are English language learners.

Section 8: Accommodations Fact Sheets for English Language Learners. This section contains fact sheets with detailed descriptions of the specific accommodations available in Maryland for use in instruction and assessment of

ELLs. The first four fact sheets (ELL-1 through ELL-4) are organized according to the four categories of accommodations, and mirror the fact sheets presented in Section 5 for SWD. Fact sheets five through seven provide examples of and guidance for implementing accommodations for assessment and instruction.

Section 9: Accommodations Tools for English Language Learners. This section provides a variety of tools and worksheets (ELL Accommodations Tools ELL-1 through ELL-10) which may be used by teachers and other local staff in implementing ELL accommodations for instruction and assessment.

Appendix A: IEP Team Decision-Making Process Eligibility Tool for Mod-MSA. This appendix provides the decision-making process and form on which to record the results of IEP Team consideration of a student's participation in the Mod-MSA Assessments.

Appendix B: IEP Team Decision-Making Process Eligibility Tool for Mod-HSA. This appendix provides the decision-making process and form on which to record the results of IEP Team consideration of a student's participation in the Mod-HSA Assessments.

Appendix C: Quick Reference Guide to Accommodations for Students with Disabilities (SWD). This section contains a summary of the essential accommodations information contained in other parts of the manual. Appendix A is intended for use as an abbreviated section which may be used by local schools and school systems for quick reference to accommodations and accommodations policies. However, a copy of the complete version of this manual must be provided to all staff who work in any capacity with accommodations issues for students with disabilities. These staff members would include IEP Team members, teachers, other school staff and administrators, and school system central office staff.

Appendix D: Quick Reference Guide to Accommodations for English Language Learners (ELLs). This appendix includes a summary of the essential accommodations information for ELL students presented in abbreviated format for quick reference by teachers, administrators, and other users of this guide. However, a copy of the complete version of this manual must be provided to all staff who work in any capacity with accommodations issues for English language learners.

Appendix E: References. This appendix contains references and citations to documents which support the information contained in the other sections of the manual.

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