

Mod-MSA

Appendix A: 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-MSA for each relevant content area. If submitting a Mod-MSA appeal, this tool must be used and included with your documentation.

Date: _____ LEA number: _____

School: _____ Grade: _____

Student Name: _____ ID#: _____

D.O.B. _____ Disability Code: _____

Content Area: Reading Mathematics Science

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 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 decisions of the IEP team that were provided to the parent, if submitting this form as part of a Mod-MSA appeal.

Mod-MSA (continued)

Appendix A: IEP Team Decision-Making Process Eligibility Tool

<p>This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-MSA for each relevant content area. If submitting a Mod-MSA appeal, this tool must be used and included with your documentation.</p>	
<p>The student is learning based on the State’s approved grade-level Academic Content Standards for the grade for which the student is enrolled. There must be sufficient objective evidence demonstrating that the student is not likely to achieve grade-level proficiency within the school year covered by his/her IEP.</p>	<p>Reading <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
	<p>Mathematics <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
	<p>Science <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards for the student’s grade-level during instruction and assessments. In addition, specific accommodations implemented in these instructional and assessment settings may include: test items that are less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>The student has had consecutive years of individualized intensive academic instruction intervention in Reading and/or Mathematics and/or Science consistent with his/her IEP, and although progress toward grade-level standards was made, he/she is not yet making progress at grade level.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>The student demonstrates that he/she cannot attain proficiency on the actual grade-level MSA, even with the provision of accommodations based on documented multiple valid and objective measures of student’s progress (or lack of progress). Examples include State assessments, district wide 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.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p> </p>	

Mod-MSA (continued)

Appendix A: IEP Team Decision-Making Process Eligibility Tool

Alt-MSA: This student is eligible to participate in the Alt-MSA. (The student **does** have a significant cognitive disability.) Yes No

If answered "Yes", stop here. The student is not eligible to participate in the Mod-MSA.

Grade-Level Academic Content Standards: The goals and objectives on the student's IEP are based on grade-level academic Content Standards to support the student's involvement and progress in the general curriculum. The goals address skills specified in the academic content standard for the grade in which the student is enrolled and 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: _____

Science: List specific page(s) of the IEP that reflect modifications: _____

Grade Level Proficiency: The instructional performance in Reading and/or Mathematics identified on the IEP [as measured by documented 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, district-wide assessments, data gathered from classroom assessments or other formative assessments] is substantially below grade level.

Reading Yes No Mathematics Yes No Science Yes No

If yes, specify the instructional performance grade levels in Reading, Mathematics and/or Science identified on the IEP, as measured documented by and objective State assessment instruments, district wide assessments, and data gathered from classroom assessments that are designed for State assessment of achievement, that are substantially below grade level.

Assessment	Date Administered
MSA Reading Score:	
MSA Math Score:	
MSA Science Score:	
Other Measures	Date Administered
Reading:	
Math:	
Science:	

Mod-MSA (continued)

Appendix A: IEP Team Decision-Making Process Eligibility Tool

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

Reading: Instruction in Reading in the general education curriculum for _____ years.

List specific school years _____

Intensive Reading interventions have been provided for _____ years.

List specific school years _____

List the specific research-based Reading interventions that are individualized for the student.

Grade-level Reading academic goals and objectives have been included in the student's IEP for _____ years.

Mathematics: Instruction in Mathematics in the general education curriculum for _____ years.

List specific school years _____

Intensive Mathematics interventions have been provided for _____ years.

List specific school years _____

List the specific research-based Mathematics interventions that are individualized for the student.

Grade-level Mathematics academic goals and objectives have been included in the student's IEP for _____ years.

Mod-MSA (continued)

Appendix A: IEP Team Decision-Making Process Eligibility Tool

Science: Instruction in Science in the general education curriculum for _____ years.

List specific school years _____

List the specific Reading and/or Mathematics research-based interventions that are individual to the student, which have been used in Science instruction to support the student's progress in the general curriculum.

Related services provided:

Service _____ Years _____ Frequency _____

Service _____ Years _____ Frequency _____

Service _____ Years _____ Frequency _____

Mod-MSA (continued)

Appendix A: 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.

List other research-based interventions provided to the student:

Grade-Level Progress: The student's progress toward grade-level academic Content Standards 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 grade-level proficiency within the year covered by the student's IEP in the following area(s):

Reading Mathematics Science

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

Reading Mathematics Science

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

Reading _____

Math _____

Mod-MSA (continued)

Appendix A: IEP Team Decision-Making Process Eligibility Tool

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

- Reading: List page(s) of the IEP that reflect accommodations: _____
- Mathematics: List page(s) of the IEP that reflect accommodations: _____
- Science: List page(s) of the IEP that reflect accommodations: _____

Supplementary Aids and Services: The student has been provided with supplementary aids 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 alongside his or her nondisabled peers as indicated on the IEP in the area of:

- Reading: List page(s) of the IEP that reflect supplementary aids and services: _____
- Mathematics: List page(s) of the IEP that reflect supplementary aids and services: _____
- Science: List page(s) of the IEP that reflect supplementary aids and services: _____

Based on the consideration of the Decision Making Process Form, the IEP Team finds the following:

	N/A	Eligible	Not Eligible
Mod-MSA - Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-MSA - Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-MSA - Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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.

Date: _____ LEA number: _____

School: _____ Grade: _____

Student Name: _____ ID#: _____

D.O.B. _____ 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 Qualified to Interpret Assessment Results)		
Parent(s)/Guardian		
Others		

Mod-HSA (continued)

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.

<p>The student is learning based on the State’s approved Academic Content Standards/Core Learning Goals in Algebra/Data 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 grade-level proficiency within the school year covered by his/her IEP.</p>	<p>Algebra/ Data Analysis <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Biology <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>English <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Government <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>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 grade-level during instruction and assessments. In addition, specific accommodations implemented in these instructional and assessment settings may include: less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>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 grade-level standards was made, he/she is not making progress at grade level.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>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 student’s progress (or lack of progress). Examples include the end-of-course assessments, other State assessments, district wide 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.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

Mod-HSA (continued)

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Alt-MSA: This student is eligible to participate in the Alt-MSA. (The student **does** have a significant cognitive disability.) Yes No

If answered “Yes”, stop here. The student is not eligible to participate in the Mod-HSA.

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

Grade-Level Academic Content Standards: The goals and objectives on the student’s IEP are based on grade-level Academic Content Standards to support the student’s involvement and progress in the general curriculum. The goals may address a student’s Math and/or Reading disability which impacts learning. The goals address skills specified in the Academic Content Standard for the grade in which the student is enrolled and 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: _____

Mod-HSA (continued)

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Grade Level Proficiency: The instructional performance in the relevant content area(s) is identified on 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-wide assessments, data gathered from classroom assessments or other formative assessments] is substantially below grade level. Yes No

If yes, specify the instructional performance grade levels 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-wide assessments, and data gathered from classroom assessments) designed for assessment of achievement, that are substantially below grade level.

Area (Measure)	Score	Date
HSA Algebra/Data Analysis		
Other Math Measure Used (Specify)		
Other Math 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)		

Mod-HSA (continued)

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Content Standards: The goals on the students 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, Mathematics and/or Science have been provided to the student:

- Reading/English:**
- Instruction in Reading in the general education curriculum for _____ years.
List specific school years _____
 - Intensive Reading interventions have been provided for _____ years.
List specific school years _____
 - List the specific research-based Reading interventions that are individual to the student.

 - Grade-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 Mathematics interventions have been provided for _____ years.
List specific school years _____
 - List the specific research-based Mathematics interventions that are individual to the student.

 - Grade-level Mathematics academic goals and objectives have been included in the student's IEP for _____ years.

Mod-HSA (continued)

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 Reading and/or Mathematics research-based 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/
Government:**

Instruction in Social Studies in the general education curriculum for _____ years.

List specific school years _____

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

Related services provided:

Service _____ Years _____ Frequency _____

Service _____ Years _____ Frequency _____

Service _____ Years _____ Frequency _____

Mod-HSA (continued)

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 interventions:

Academic Course Content: The student's progress towards 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):

Did the student pass the relevant content course? Answer Yes or No.

Algebra/Data Analysis	<input type="checkbox"/> Yes <input type="checkbox"/> No
Biology	<input type="checkbox"/> Yes <input type="checkbox"/> No
English	<input type="checkbox"/> Yes <input type="checkbox"/> No
Government	<input type="checkbox"/> Yes <input type="checkbox"/> No

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

Math/Algebra/Data Analysis Science/Biology Reading/English Social Studies/Government

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

Reading _____

Math _____

Mod-HSA (continued)

Appendix B: IEP Team Decision-Making Process Eligibility Tool

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

Math/Algebra/Data Analysis Science/Biology Reading/English Social Studies/Government

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

Supplementary Aids and Services: The student has been provided with supplementary aids 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 alongside his or her nondisabled peers as indicated on the IEP in the area of:

Math/Algebra/Data Analysis Science/Biology Reading/English Social Studies/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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

NOTE: Users of this Appendix must have the complete text of the 2007-2008 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	I, A*
NOTE: For purposes of State assessments, any tactile graphics needed are included with the Braille version of the test.	
Auditory Presentation Accommodations	
1-F: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Entire Test	I, A*
1-G: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Selected Sections of Test	I, 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; and
- (2) the Maryland Functional Reading Test.

1. SWD Presentation Accommodations (continued)

Auditory Presentation Accommodations (continued)	Conditions for Use In Instruction and Assessment
1-H: Audio Amplification Devices	I, A
1-J: Books on Tape	I, N/A
1-K: Recorded Books	I, N/A

Multi-Sensory Presentation Accommodations	
1-L: Video Tape and Descriptive Video NOTE: No Maryland assessments currently incorporate video-taped stimulus materials. However, if video tape is used, students must have access to closed captioning on video materials, as appropriate.	I, A
1-M: Screen Reader for Verbatim Reading of Entire Test	I, A*
1-N: Screen Reader for Verbatim Reading of Selected Sections of Test	I, A*
1-O: Visual Cues	I, A
1-P: Notes, Outlines, and Assessments	I, N/A
1-Q: Talking Materials	I, A

Other Presentation Accommodations	
1-R: Other	Determined on a case-by-case basis in consultation with 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; and
- (2) the Maryland Functional Reading Test.

Any screen reader may be used for instruction, but the only screen reader currently supported by the State for assessment is the Kurzweil™ 3000. In order for students to use the Kurzweil™ 3000 screen reader for testing, students must have used a screen reader 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 screen readers on State testing, to promote standardization of the verbatim Reading accommodation.

2. SWD Response Accommodations

Response Accommodations	Conditions for Use In Instruction and Assessment
2-A: Scribe	I, A
2-B: Speech-to-Text	I, A
2-C: Large-Print Response Book	I, A
2-D: Braille	I, A
2-E: Electronic Note-Takers and Word Processors	I, A
2-F: Tape Recorder	I, A
2-G: Respond on Test Booklet	I, A
2-H: Monitor Test Response	I, A
Materials or Devices Used to Solve or Organize Responses	
2-J: 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: Bilingual Dictionaries	I, A
Response Accommodations	
2-Q: Other	Determined on a case-by-case basis in consultation with 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 test.

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 or Order of Activities – 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: Other	Determined on a case-by-case basis in consultation with MSDE

4. SWD Setting Accommodations

Setting Accommodations	
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: Other	Determined on a case-by-case basis in consultation with MSDE

Appendix D: Quick Reference Guide to Accommodations for English Language Learners (ELLs)

1. ELL Presentation Accommodations

Auditory Presentation Accommodations	Conditions for Use In Instruction and Assessment
1-F: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Entire Test	I, A*
1-G: Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Selected Sections of Test	I, A*
Multi-Sensory Presentation Accommodations	
1-K: Recorded Books	I, N/A
1-L: Video Tape and Descriptive Video	I, N/A
1-M: Screen Reader for Verbatim Reading of Entire Test	I, A**
1-N: Screen Reader for Verbatim Reading of Selected Sections of Test	I, A**
1-P: Notes, Outlines, and Assessments	I, N/A
1-Q: Talking Materials	I, A
Other Presentation Accommodations	
1-R: Other	Determined on a case-by-case basis in consultation with 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) the Maryland Functional Reading Test and (3) the ELPT. This accommodation is not permitted for students classified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP.

** This accommodation is not permitted for a student identified as RELL unless that student is also SWD, in which case the accommodation may be allowable, based on the student's IEP. 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, and (2) the Maryland Functional Reading Test. Any screen reader may be used for instruction, but the only screen reader currently supported by the State for assessment is the Kurzweil™ 3000. In order for students to use the Kurzweil™ 3000 screen reader for testing, students must have used a screen reader 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 screen readers on state testing, to promote standardization of the verbatim Reading accommodation.

2. ELL Response Accommodations

Response Accommodations	Conditions for Use In Instruction and Assessment
2-A: Scribe	I, A
2-E: Electronic Note-Takers and Word Processors	I, A
2-F: Tape Recorder	I, A
2-G: Respond on Test Booklet	I, A
2-H: Monitor Test Response	I, A

Organize Responses	
2-K: Spelling and Grammar Devices	I, A*
2-N: Bilingual Dictionaries	I, A

Other Response Accommodations	
2-Q: Other	Determined on a case-by-case basis in consultation with MSDE

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

3. ELL 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 or Order of Activities – 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: Other	Determined on a case-by-case basis in consultation with MSDE

4. ELL Setting Accommodations

Setting Accommodations	
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

Other Setting Accommodations	
4-E: Other	Determined on a case-by-case basis in consultation with MSDE

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Appendix E: 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.

Alternate Maryland School Assessment

Alt-MSA Handbook 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.

High School Assessments

Test Administration and Coordination Manual 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/Early Intervention, MSDE.

IDEA: Code of Federal Regulations: 34 CFR Part 300

IDEA97: 20 USC 1412 (a) (17)

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 and the Division of Special Education/Early Intervention, MSDE.

Modified High School Assessments

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

No Child Left Behind Act of 2001

Public Law 107-110, January 8, 2002.

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.

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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