ALLOWABLE ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH AN IEP/504 PLAN

To ensure that NHA is adequately servicing all students, the following guidelines are given for students with current IEP/504 plans taking the MAP tests.

We must honor each IEP/504 and honor the standards of the MAP testing.

1. All accommodations and modifications should be guided by the student’s current IEP or 504 Plan.

2. It is recommended that students with IEP/504 plans have the MAP tests administered to them in the Resource Room only if their IEP or Section 504 plan indicates that the state or district test must be administered in a small group or 1:1. In such circumstances, the Resource Room teacher or other qualified personnel may serve as the MAP Test Proctor. Refer to the exception below:

   • Because the MAP tests are individualized, the sections that can be read are not uniform from one child to the next. For those students whose test may be read to them, as directed by their IEP/504 Plan, it is appropriate to utilize volunteers or paid subs to do this reading. Any individual who assists with a student’s test should be cautioned that the testing information is highly confidential, as a preliminary test score will appear at the end of the test. If three computers can be placed in a room, a test proctor can move between three students to read the appropriate sections as they appear.

3. If tests are required to be read to a student, as directed by their IEP/504, the following should be done:

   • Math, Language Usage & Science test: read all of the test to the student.
   • Reading test: read only the directions and the question to the student. Under no circumstances should the passage or answer options be read to the student. (Reading tests must assess independent reading skills and reading comprehension. Reading comprehension testing must not become listening comprehension testing. While difficult, we must get a true measure of each child’s abilities and then build our program design from there.)

4. If a child has less than a 100-word reading vocabulary, they should not take the usual MAP tests, but rather the MAP Skills Checklist tests in the appropriate skill area/s.

5. If it states in a student’s IEP/504 Plan, that they may have a hand-held calculator for use on the math test, then that accommodation must be allowed. Otherwise, all students will use the calculator that is provided on the computer screen.

6. Non-reading accommodations (extra time, breaks, small group, etc...) are certainly required per the IEP/504 and indeed align with the MAP testing guidelines.

7. Keep a list of each student taking the MAP with accommodations. You may use the template in Appendix D, if desired.
ALLOWABLE ACCOMMODATIONS AND MODIFICATIONS FOR ALL STUDENTS

The following accommodations apply to ALL STUDENTS, with the IEP/504 Plan taking precedence. Part of a standardized environment includes the adherence to the allowable accommodations and modifications which will maintain consistency and fairness among all testing situations throughout NHA.

1. Changes in timing or scheduling the assessment. You may:
   - Provide extended test time
   - Provide frequent breaks when necessary
   - Divide testing over several sessions
   - Administer at time of day most beneficial to student (typically young students in am to early afternoon and older students anytime during the day)

2. Acceptable changes in the test directions read at beginning of test. You may:
   - Read directions in all subject areas
   - Sign directions for the deaf
   - Translate directions orally
   - Simplify the language in the directions
   - Highlight words in directions, if providing hard copies

3. Changes in how the test items are presented. You may:
   - Read mathematics and science passages and questions to students provided there are no equations or symbols
   - NOT read any part of the reading and language tests, except the directions.
   - NOT read answer options in any subject area
   - Provide visual magnification devices, as needed
   - Provide auditory amplification devices and/or noise buffers, as needed
   - NOT provide the meaning of words.
   - NOT rephrase passages or questions.

4. Changes in how the student responds. Students may:
   - Point to or dictate the answer and a scribe may use the computer to click on the student’s choice.(acceptable for Kindergarten students with very low computer skills, or students with a disability that prevents them from the ability to use the mouse)

5. Changes in test setting. You may:
   - Test an individual student in a separate setting
   - Test a small group of students in a separate setting (ie: Resource Room)
   - Combine 1-3 classes in a large test setting

6. References and tools. You may:
   - NOT provide any educational materials or manipulatives that may assist students.
   - NOT provide any type of calculator (when appropriate it is provided on the computer screen)
   - Provide blank scratch paper and pencils during testing, most typically for math.
   - Provide small pieces of paper to use as a guide while reading. A student can run the guide along the words as they read, allowing them to stay focused on the reading.

+ Scribes, page turners, educational assistants, and others supporting a student’s test must be neutral in responding to the student during test administration. Assistance in test administration must not be “leading” a student to the correct answer. The student’s response must accurately represent the student’s own choice.
ALLOWABLE ACCOMMODATIONS AND MODIFICATIONS FOR ELL STUDENTS

To ensure that NHA is adequately servicing English Language Learners (ELL), and honoring the standards of MAP testing, the following accommodations are suggested for ELL students:

**Recommended accommodations for students at the beginning levels of proficiency in English:**
- Provide extended time
- Provide frequent breaks
- Read all directions in all subject areas
- Simplify the language in the directions
- Test an individual student in a separate setting
- Test a small group of students in a separate setting

**Recommended accommodations for students at higher levels of proficiency in English:**
- Provide extended time
- Provide frequent breaks
- Read all directions in all subject areas
- Simplify the language in the directions

Once ELL students have become familiar with the MAP testing process, it is anticipated that the need for accommodations will decrease. Translation of directions is not recommended at this time for the following reasons:
- Translating the directions may confuse students when the test itself is presented in English
- Translation must be provided by a staff member with near native-like proficiency in the student’s home language to decrease the potential for miscommunication. **If such a staff member is not present, do not attempt translation.**

The ultimate goal of MAP testing is to paint an accurate picture of the ability of each student. It is acknowledged that many ELL students will struggle with this assessment, yet this information can be used to tailor instruction that meets the needs each ELL student presents. The addition of accommodations should be such that the student’s needs and actual performance in the classroom are reflected in their MAP scores.

ELL students¹ should not be given any accommodations other than the previously listed accommodations that are available for all students. Also, any accommodations that are made for ELL students must be listed on the student’s Language Acquisition Plan (LAP) (please see the ELL Website for more information on LAPs).

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¹ Please note that in the case of an ELL student that has an IEP or 504 plan, accommodations must be made in accordance with these plans first with any additional ELL accommodations made supplementally.