

Form D-Part 4: Alternate Assessment (MAP-A)

- Missouri has determined that the MAP-A is the appropriate alternate assessment for the MAP based upon the educational curriculum focusing on essential skills and alternative learning standards for students with the most significant cognitive disabilities meeting the eligibility criteria to participate in the alternate assessment.

- Justification for why the child cannot participate in the regular assessment (Grade-Level or EOC) based upon the multiple criteria for eligibility to participate in the MAP-A:

(Use information from the alternate assessment decision making resources including the guidance document, flowchart and/or checklist to justify participation in the alternate assessment at the following link: <http://dese.mo.gov/college-career-readiness/assessment>.)

- Describe how the student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations:
- Describe how the most significant cognitive disability impacts the student's access to the curriculum and requires specialized instruction:
- Describe how the most significant cognitive disability impacts the student's post-school outcomes:
- Describe any additional factors considered. The student's inability to participate in the regular assessment must be primarily the result of the most significant cognitive disability and NOT excessive absences; visual or auditory disabilities; or social, cultural, language or economic differences:

Form D-Part 5: State Accommodations for ACCESS FOR ELLS

Accommodations <i>Check all accommodations to be provided to this student</i>	Assessment Domains			
Test Directions	Listening	Reading	Writing	Speaking
<i>Test "directions" refers to all text in the Test Administrator's Script that is provided to explain logistics of the test, including all practice items. Directions include only what is scripted in the Test Administrator's Script. For Speaking and Listening, the directions end just before the test administrator reads "Part A".</i>				
Translation of directions into native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sign directions to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanation of direction in English and/or native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repeat directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use directions that have been marked by teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Presentation Format				
<i>"Test" refers to test items (including introductory text and graphic support), but not scripted test directions (defined above).</i>				
Translation of test into native language (See Note 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Translation of test into sign language (See Note 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral reading of test in English (See Note 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral reading of test in native language (See Note 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of bilingual dictionary (See Note 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of highlights (yellow only) by student in test booklet text only; must not be used in answer area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Use of marker to maintain place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Large Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low vision aids or magnification device	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audio amplification device or noise buffer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student reads questions or response aloud to self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Student reads questions or responses aloud and records with tape recorder (See Note 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral reading of recording script	<input type="checkbox"/>	NA	NA	NA
Setting Format				
<i>Test may be administered...</i>				
By school personnel familiar to student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By special education personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By school personnel in non-school setting (e.g., home or hospital)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In a separate room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In a small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With preferential seating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In study carrel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
In space with special lighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In space with special acoustics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With special furniture for student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With equipment or technology that the student uses for other tests and school work (e.g., pencils adapted in size or grip, slant board or wedge)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Name: _____ Date of IEP: _____

Timing/Scheduling	Listening	Reading	Writing	Speaking
<i>Flexibility with timing of test is permitted for students who require extra time or have limited attention spans as documented on their IEPs.</i>				
More breaks as needed by student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short-segment testing (refers to administration of very brief sections of the test at a time, such as three or four items related to a common theme)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended testing time within same school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended testing sessions over multiple days (See Note 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Response Format				
<i>Certain devices or practices may be used to facilitate testing for students who have difficulty with bubbling or writing in the correct area of the test booklet.</i>				
Braille writers (See Note 1)	NA	NA	<input type="checkbox"/>	NA
Computer, word processor, or similar assistive device (spell check, grammar check, and dictionary/thesaurus must be turned off)	NA	NA	<input type="checkbox"/>	NA
Tape recorder for recording student responses (See Note 1)	NA	NA	<input type="checkbox"/>	<input type="checkbox"/>
Scribes: all student responses must be transcribed verbatim, including spelling, punctuation, and paragraph breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responses in native language (See Note 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer orally, point to answer (See Note 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Other Administration Considerations for All Students				
<i>Certain practices can reduce testing anxiety for students. For example, test administrators may...</i>				
Provide verbal praise or tangible reinforcement to increase motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administer practice test or examples before the administration date of the assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other accommodations not recommended by the WIDA Consortium at this Time (see below for more information)				
Braille edition of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signing questions or answers (See Note 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note (1): Use of this accommodation **invalidates** the ACCESS FOR ELLS individual student scores for the shaded assessment domains. The student will receive the Lowest Obtainable Scale Score (LOSS) for the selected shaded assessment domains.

For additional information regarding ACCESS FOR ELLS accommodations visit the WIDA web site at: <http://wida.us/assessment/ACCESS/>.