

Form D – Part 2: MAP Accommodations

Note: All accommodations selected must match those shown on Form F

UNIVERSAL TOOLS:

Universal tools are access features of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to ALL students based on student preference and selection. For a complete description of universal tools, refer to <http://dese.mo.gov/college-career-readiness/assessment>.

Breaks (Pause)	Calculator (on allowed items)	English dictionary	Expandable passages	Glossary (electronic)
Highlighter	Keyboard navigation	Mark for review	Notepad or scratch paper	Protractor / Ruler
Spell check	Strikethrough	Thesaurus	Writing tools	Zoom

DESIGNATED SUPPORTS / ACCOMMODATIONS:

Designated supports are features that are available for use by ANY student when deemed appropriate by a team of educators. These features do not impact student scores for accountability purposes. For students with disabilities, the IEP team must determine if a designated support will be required during the administration of the assessment to the student.

Accommodations are changes in procedures or materials that increase equitable access during the assessment. Accommodations generate valid assessment results for students who need them and allow these students to demonstrate what they know and can do. The IEP team must determine if an accommodation will be required during the administration of the assessment to the student.

For a complete description of Grade-Level accommodations, refer to <http://dese.mo.gov/sites/default/files/asmt-gl-accommodations-1415.pdf>.
For a complete description of End-of-Course accommodations, refer to <http://dese.mo.gov/sites/default/files/asmt-eoc-accommodations-1415.pdf>.

Check all designated supports that will be required for the student below:

Designated Supports and Accommodations	All Subjects	English Language Arts	Math	Science	Social Studies
Abacus	<input type="checkbox"/>				
Alternate response options (adapted keyboard, Sticky Keys, Touch Screen, etc.)	<input type="checkbox"/>				
American Sign Language (ASL for ELA Listening items and all other subject area items)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bilingual dictionary (for ELA writing performance tasks)	<input type="checkbox"/>				
Braille	<input checked="" type="checkbox"/>				
Calculator for non-calculator items (grade 4 and above)	<input type="checkbox"/>				
Closed captioning (for ELA listening items)	<input type="checkbox"/>				
Color contrast	<input type="checkbox"/>				
Color overlays	<input type="checkbox"/>				
Glossary (paper version – regular or large print or Braille) grades 3-8 only	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Large Print	<input type="checkbox"/>				
Magnification through assistive technology devices	<input type="checkbox"/>				
Masking	<input type="checkbox"/>				
Multiplication Table (grade 4 and above)	<input type="checkbox"/>				
Paper based version of the assessment	<input type="checkbox"/>				
Read aloud: All Subjects except ELA reading passages	<input type="checkbox"/>				
Read aloud: For ELA reading passages, grades 6-8 and Eng I / Eng II , or for students with visual impairments in any grade level who do not yet have adequate Braille skills	<input type="checkbox"/>				
Scribe	<input type="checkbox"/>				
Separate setting	<input type="checkbox"/>				
Specialized Calculator (for calculator allowed items only)	<input type="checkbox"/>				
Speech-to-text	<input type="checkbox"/>				
Translated test directions (not ELA items)	<input type="checkbox"/>				
Translations (glossaries for math items)	<input type="checkbox"/>				
Translations (stacked for math items)	<input type="checkbox"/>				
Turn off Universal Tools (describe):	<input type="checkbox"/>				

MODIFICATIONS:

Modifications are changes in procedures or materials that change the construct of the assessment affecting the validity of the scaled score for accountability purposes. **Modifications generate the Lowest Obtainable Scaled Score (LOSS)** for students who need them but do allow these students to demonstrate what they know and can do in a non-standardized way. For students with disabilities, the IEP team must determine if a modification will be required during the administration of the assessment to the student. For a complete description of modifications, refer to <http://dese.mo.gov/college-career-readiness/assessment>.

October 2014: Highlights and notes showing changes to Form D since July to reflect current guidance for the Missouri state-wide assessments

Comment [n1]: Removed the check box choice for ELA

Comment [n2]: Removed the word "score" before this word.

Student Name: _____

Date of IEP: _____

Form D-Part 3: ACT® Accommodations

Note: All accommodations selected must match those shown on Form F. All requested accommodations must be supported by documentation submitted to ACT. Only those accommodations approved by ACT may be provided to the student by the LEA during the administration of the ACT.

Administration Accommodations:

- Read test to student / Test individually Oral presentation to student (DVD) / Test small group

Format Accommodations:

Text:

- Regular 10-point type
 Large 18-point type
 Braille

Reader's Script:

- with regular type
 with large type
 with raised line drawings

Oral Presentation:

- DVD with regular type
 DVD with large type
 DVD with raised line drawings

Timing Accommodations:

- Standard time – large type (no extended time, no additional breaks)
 Standard time on each test; authorization to test over multiple days
 Extended time on each test; authorization to test over multiple days
 Self-paced time-and-a-half; all tests in one day

Response Accommodations:

- Computer
 Scribe / Test individually
 Assistive technology (describe): _____
 Other (describe): _____

Additional Accommodations (may affect the student score for NCAA accountability purposes):

- (Describe) _____