

State Education Agency Accessibility and Accommodations Policies: 2018-19

Within the *ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement*, there are a number of places where the text refers to the development of specific state education agency (SEA) policies on accessibility and accommodations. This document contains SEA-specific responses for XXXX.

Item	Section	Document Text	SEA Policy – Key Points to Address
1	1.1 About This Supplement Page 3	<p>State Specific Accommodation Policy</p> <p>Please check with your state regarding specific accommodation policies for English language proficiency tests. The accessibility features and accommodations specified and described in this supplement are recommendations only and do not replace or amend state policies.</p>	<p>SEA Policy: Your state may have specific SEA policies. Please address the following items in this document.</p> <p>State Response: No SEA policy needed for this point.</p>
2	1.2 Accessibility and Accommodations Overview Page 4	<p>Accommodations Overview</p> <p>Be sure to refer to your state’s accommodations policies for English language proficiency assessments for specific guidance.</p>	<p>SEA Policy: Does your state have specific policies that may be different, or may give greater detail to those mentioned in the Accessibility and Accommodations supplement?</p> <p>State Response: Missouri does have specific policies in relation to accommodations. Please see the rest of this guide for those.</p>

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3	1.3 ELs with Significant Cognitive Disabilities Page 4	<p>Alternate ACCESS for ELLs Participation</p> <p>An EL who is identified with a significant cognitive disability, who is unable to take ACCESS for ELLs 2.0, even with accommodations, should be considered for Alternate ACCESS for ELLs. Alternate ACCESS for ELLs is intended for ELs with significant cognitive disabilities who participate, or who would be likely to participate, in their state’s alternate content assessment(s)... Check with your state education agency for your state’s specific participation criteria for this assessment.</p>	<p>SEA Policy: What is your SEA policy for IEP teams on participation criteria for Alternate ACCESS for ELLs?</p> <p>State Response: For students in grades 3-12, the student must be an EL and qualify for the MAP-A assessment as determined by the IEP team. For students in grades 1-2, the IEP team should review the MAP-A qualification criteria and determine if the student would qualify for MAP-A. If they would qualify, they should take the Alternate ACCESS. Because there is no Kindergarten Alternate ACCESS, for Kindergarten students you suspect would qualify for the Alternate ACCESS, mark them as NLP in Core Data and make a redetermination when they are in 1st grade.</p>

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4	<p>1.3 ELs Identified as Deaf or Hard-of-Hearing</p> <p>Page 5</p>	<p>Sign Language</p> <p>ELs identified as deaf or hard-of-hearing, including those for whom American Sign Language (ASL) is their primary mode of communication, can generally participate in the Reading and Writing domains of the assessment with few or no accommodations. Students who use speech reading as part of their communication system may use the Human Reader of Items accommodation to access the Listening domain. IEP teams should make determinations on a case-by-case basis how an EL who is deaf will participate in ACCESS for ELLs. Individual state policy may allow for some form(s) of manually coded English to provide to access the Listening and Speaking domains for ELs who are deaf, including cued speech, finger spelling (Rochester Method), Visible English, Seeing Essential English (SEE I), Signing Exact English (SEE II), or Signed English. Refer to your state’s specific policy on allowable manual language supports for ELs who are deaf or hard of hearing.</p>	<p>SEA Policy: What is your SEA policy on sign language use, including which if any sign systems are allowable in the Speaking and Listening domains?</p> <p>State Response: Missouri policy leaves it to the IEP team to make the determination on the use of signing due to a designation of deaf or hard of hearing.</p>
5	<p>1.3 ELs Identified with Blindness or Visual Impairments</p> <p>Page 6</p>	<p>Assessing Students who are not braille proficient</p> <p>WIDA does not recommend administering ACCESS for ELLs in braille to students who are not proficient in English-based Braille. Please check with your SEA on how to assess blind ELs who are not proficient in braille.</p>	<p>SEA Policy: What is your SEA policy on alternative mode to measure English language proficiency for students who are blind and are not Braille proficient?</p> <p>State Response: Missouri does not have any policies that counteract the recommendation.</p>

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6	<p>1.3 ELs Identified as Deaf or Hard-of-Hearing or with Blindness or Visual Impairments</p> <p>Page 6</p>	<p>Exempting from a Language Domain</p> <p>Please refer to your state policy related to exempting students from specific domains due to a designation of deaf or hard-of-hearing or a visual impairment.</p>	<p>SEA Policy: What is your SEA policy on if students with a specific disability may be exempted from a language domain and possible ramifications of this decision (i.e., impact of designation, etc.)?</p> <p>State Response: Missouri policy leaves it to the IEP team to make the determination on exemption from a specific domain due to a designation of <i>deaf or hard of hearing</i>.</p> <p>Missouri policy leaves it to the IEP team to make the determination on exemption from a specific domain due to a <i>designation of visual impairment</i>. Districts may use any tools necessary to avoid exemption (e.g. enlarging a question on an overhead projector, a larger monitor, etc.)</p>
7	<p>2.2 Administrative Considerations</p> <p>Page 9</p>	<p>Administrative Considerations – Individual or Small Group Setting</p> <p>However, for students with disabilities, schools must follow group size guidelines as documents in their plans... or follow the state’s policy guidelines.</p>	<p>SEA Policy: What is your SEA policy on small group sizes for students with disabilities?</p> <p>State Response: Missouri has no such policy and defers to the IEP. If the IEP does not specify, the district may use best judgement.</p>

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8	2.2 Administrative Considerations Page 9	<p>Administrative Considerations – Participate in different testing format (paper vs. online)</p> <p>If allowed by state policy, students may participate in the assessment using a different format from their peers... Some states’ policies do not allow online students to take the paper-based writing, as all portions of the assessment must be completed in the same format.</p>	<p>SEA Policy: What is your SEA policy on allowing students to participate in the assessment using a different format (paper based vs. online)?</p> <p>State Response: Missouri does allow students to use the Paper based assessment under the following circumstances:</p> <ul style="list-style-type: none"> • An IEP/504 plan states that the student must use the paper assessment • If the level of exposure to technology will have an impact on student performance <p>Missouri does not allow mixed-mode testing. Students either take the online assessment or the paper assessment. The one exception is students in grades 1- 3 who take the online assessment for 3 of the 4 domains and take the writing domain via paper booklet.</p>
9	2.2 Administrative Considerations Page 10	<p>Administrative Considerations – Short Segments</p> <p>If needed, it is recommended that the student participate in paper-based administration, if allowable by state policy.</p>	<p>SEA Policy: What is your SEA policy on students participating in the paper-based assessment because they need longer breaks?</p> <p>State Response: Missouri defers to the IEP team to make the decision on use of the paper-based assessment.</p>
10	2.3 Universal Tools Page 14	<p>Scratch Paper</p> <p>Scratch paper must be returned with test materials or disposed of according to state policy.</p>	<p>SEA Policy: What is your SEA policy on scratch paper? Should it be returned with test materials to the vendor or disposed of at the testing site?</p> <p>State Response: All scratch paper must be securely destroyed at the testing site, in matching with the same policy of other statewide assessments.</p>

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11	2.4 Accommodations Page 15	<p>Accommodations adhere to State Policy / Unforeseeable Circumstance</p> <p>Does the accommodation adhere to your state policies for the accommodation of ELs with disabilities on language proficiency assessments?</p> <p>The accessibility features and accommodations specified and described in this supplement are recommendations only and do not replace or amend state policies. Educational teams are responsible for ensuring accommodations provided are in accordance with their state policy... In rare cases, a student who does not have an IEP or 504 Plan may be permitted accommodations due to an unforeseeable circumstance. In such cases, the student may be allowed an accommodation due to the short-term barrier to accessing the assessment. For example, a student with a fractured hand may use a scribe if he is unable to type, write or use voice recognition software. Accommodations for a student without an IEP or 504 plan are only allowed for transitory accessibility concerns that could not have been anticipated (e.g., broken bone, concussion, etc.).</p>	<p>SEA Policy: Does your SEA have policies on ensuring accommodations adhere to state policy? Also, what is your SEA policy on documenting accommodation use due to unforeseeable circumstances?</p> <p>State Response: All listed accommodations adhere to Missouri state policies. Students who need access to accommodations due to unforeseeable circumstances are allowed to do so without an IEP/504 plan.</p>

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12	2.4 Accommodations Page 16	<p>Uploading Accommodations</p> <p>Accommodations may be embedded within the online test platform or be delivered locally by a test administrator. Embedded accommodations must be pre-selected in order to be activated within the test engine. Special paper-based test forms (e.g., large print, braille) must be pre-ordered prior to testing. Check with your state assessment office as to how, whether, and which accommodations information should be uploaded, and how to order accommodated test forms.</p>	<p>SEA Policy: What is your SEA Policy on how, where and which accommodations data should be uploaded?</p> <p>State Response: All accommodations used during testing that can be marked within the WIDA-AMS administration platform should be marked.</p>

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13	<p>2.4 Accommodations Page 16</p>	<p>Allowable Accommodations</p> <p>As a reminder, refer to your state specific policy for information on allowable accommodations for language proficiency assessments. The accommodations listed in the following tables are recommendations and do not replace or amend state policies.</p> <p>Accommodations Listed In Table:</p> <ul style="list-style-type: none"> • Braille (BR) • Extended testing of a test domain over multiple days (EM) • Extended Speaking test response time (ES) • Extended testing time within the school day (ET) • Human Reader for items (HI) • Human Reader for response options (HR) • Human Reader for repeat of items (RI) • Human Reader for repeat of response options (RR) • Interpreter signs test directions in ASL (SD) • Large Print (LP) • Manual control of item audio (RA) • Scribe (SR) • Student responds using a recording device, which is played back and transcribed by the student (RD) • Test may be administered in a non-school setting (NS) • Word processor or similar keyboarding device to respond to test items (WD) 	<p>SEA Policy: What is your SEA Policy on the accommodations listed in the table on page 16? Are there any accommodations listed in the table on page 16 that your state does not allow?</p> <p>State Response: Missouri does not have any state specific policies which would outlaw the use of any of these accommodations.</p>

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14	2.4 Accommodations Page 17	<p>Braille</p> <p>This paper-based accommodation may be used to provide access to the assessment for a braille-proficient EL who is blind.</p> <p>Before using the braille format assessment, confirm that it is an allowable use of this accommodation in your state.</p> <p>If state policy allows, local braille of the Kindergarten and Alternate ACCESS for ELLs assessments is allowable. In accordance with state policy, all adapted materials, as well as all non-test form paper containing student answers, must be securely disposed of (e.g. shredded) or returned to DRC for secure destruction.</p>	<p>SEA Policy: What is your SEA Policy on allowing the braille accommodation for this assessment? Do you allow local braille of Kindergarten and Alternate ACCESS assessments? What is your SEA policy on the destruction of adapted materials? Should they be returned with test materials to the vendor or disposed of at the testing site?</p> <p>State Response: Missouri allows the use of braille for this assessment. We also allow local braille of the Kindergarten and Alternate ACCESS assessments. We require that any adapted materials created at the district be sent back to DRC for secure destruction. This does not include scratch paper. All scratch paper must be securely destroyed at the testing site, in matching with the same policy of other statewide assessments.</p>
15	2.4 Accommodations Page 18	<p>Single Domain Over Multiple Days</p> <p>In rare cases, and only when absolutely necessary, due to an illness, disability, or extended interruption in testing, with the approval of state assessment official, student’s may extend the testing session over multiple days.</p> <p>Online testing may require the test to be unlocked for day two.</p>	<p>SEA Policy: What is your SEA Policy in regards to LEAs getting state approval prior to allowing a single domain to be tested over multiple days? If you require state approval, what criteria do you use to make the determination on if it will be allowed? What is the time frame and method for requesting approval? Who is the state contact for approval?</p> <p>State Response: Missouri does not require LEAs to obtain state approval prior to doing this. Districts are to use their best judgment.</p>

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16	2.4 Accommodations Page 18	<p>Extended Testing Time Within The School Day</p> <p>For anticipated testing times please refer to the TAM, and individual state policy.</p>	<p>SEA Policy: What is your SEA Policy in regards to testing times?</p> <p>State Response: Missouri has no state specific policies in regards to testing times. As the assessment is not timed, students may take as long as they need to complete the assessment.</p>
17	2.4 Accommodations Page 20	<p>Interpreter signs test directions in ASL</p> <p>Refer to SEA policy for assessing ELP for students whose primary receptive and expressive communication is ASL.</p>	<p>SEA Policy: What is your SEA Policy in regards to assessing ELP for students whose primary communication is ASL?</p> <p>State Response: Missouri policy leaves it to the IEP team to make the determination on assessing students with ASL due to a designation of deaf or hard of hearing.</p>
18	2.4 Accommodations Page 24	<p>Student Transcribing from Recording Device</p> <p>Responses must be transcribed by the student verbatim on screen or in the test booklet. If transcription is not completed in the same testing session as the response recording, the student may not edit or rephrase responses. Student transcription must be closely monitored to ensure fidelity to the original answer.</p> <p>The transcription must occur as soon as possible at the completion of the tested domain. (Check with your state for timeframe expectations)</p>	<p>SEA Policy: What is your SEA Policy regarding a timeframe for when student transcription should occur?</p> <p>State Response: While we don't have a specific timeframe that we require, transcription should happen as soon as possible.</p>

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19	2.4 Accommodations Page 24	<p>Non-School Setting</p> <p>In rare cases, the assessment may be administered by school personnel in a non-school setting, with approval from state assessment official and provided that all security and administration requirements are met.</p>	<p>SEA Policy: What is your SEA Policy in regards to LEAs testing students in a non-school setting? What is your SEA Policy on getting state approval prior to allowing testing in a non-school setting? If you require state approval, what criteria do you use to make the determination on if it will be allowed? What is the time frame and method for requesting approval? Who is the state contact for approval?</p> <p>State Response: On rare instances, a student may be tested using a paper/pencil assessment if the student is unable to take the assessment at their district. Reasons might include but are not limited to: the student is in a hospital, juvenile facility, or is not allowed back on school grounds. The test must be administered by a trained examiner. Missouri does not require LEAs to obtain state approval prior to doing this. Districts are to use their best judgment.</p>
20	2.4 Accommodations Page 25	<p>Transcription from Word Processor or Similar Device</p> <p>The transcription must occur as soon as possible at the completion of the tested domain. Check state policy for timeline expectations..</p>	<p>SEA Policy: What is your SEA Policy regarding a timeframe for when student transcription should occur?</p> <p>State Response: While we don't have a specific timeframe that we require, transcription should happen as soon as possible.</p>

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21	Appendix C Transcription Guidance Page 31	<p>Transcription The student’s responses must be transcribed verbatim onscreen or in the paper test booklet by test administrator as soon as possible after the test is administered. (Check with your state for timeframe expectations.)</p> <p>Any original student responses that were printed from an assistive technology device or recorded separately on blank paper (or on other external devices) must be securely destroyed according to your state’s policy.</p>	<p>SEA Policy: Is there an expected amount of time after testing for responses to be transcribed? Can LEAs print out copies of student work for transcription? Does your SEA have any additional qualifications for being a transcriber?</p> <p>State Response: While we don’t have a specific timeframe that we require, transcription should happen as soon as possible. LEAs can do what they need to in order to get transcription completed, but must include any created materials with their shipment back to DRC to be securely destroyed. Missouri has no additional qualifications for a transcriber</p>
22	Appendix C Transcription Guidance Page 32	<p>Transcription – Continued</p> <p>Your state may have additional guidelines for transcription.</p>	<p>SEA Policy: Does your SEA have any additional guidelines for transcription (i.e. the expected amount of time after testing for responses to be transcribed, the qualifications of a transcriber, the number of people in the room for transcription and their roles and printing out copies of student work for transcription)?</p> <p>State Response: Missouri has no additional qualifications for a transcriber.</p>

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23	Appendix D Scribe Guidance Page 33	<p>Scribe</p> <p>Your state may have additional guidelines for administering the Scribe accommodation.</p>	<p>SEA Policy: Does your SEA have any additional guidelines for administering the Scribe accommodation (i.e. qualifications for a scribe, specific training for scribes, acceptable scribe/student interaction and the number of people in the room for students who use a scribe and their roles?)</p> <p>State Response: Missouri has no additional qualifications for a scribe.</p>