

## State Education Agency Accessibility and Accommodations Policies: 2020-2021

Within the *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 **Missouri**.

Item	Section/Page	Document Text	SEA Policy – Key Points To Address
1	<b>Section 1.1</b> About This Supplement Page 3	<b>State Specific Accommodation Policy</b> 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.	<b>SEA Policy:</b> Does your state have specific accommodation policies?  <b>State Response:</b> Missouri does have specific policies in relation to accommodations. Use this guidance document for additional information.
2	<b>Section 1.2</b> Accessibility and Accommodations Overview Page 4	<b>State Specific Accommodation Policy</b> Always refer to your state’s accommodations policies for English language proficiency assessments, as state-specific guidance may vary from the guidance in this document.	<b>SEA Policy:</b> Does your state have specific policies that may be different, or may give additional detail(s) to those mentioned in the Accessibility and Accommodations supplement?  <b>State Response:</b> Missouri does have specific policies in relation to accommodations. Please see the rest of this guide for those.

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3	<b>Section 1.3</b> ELLs with Significant Cognitive Disabilities Page 4	<b>Alternate ACCESS Participation</b> Check with your state education agency for your state’s specific participation criteria for this assessment (Alternate ACCESS).	<b>SEA Policy:</b> What is your SEA policy for IEP teams on participation criteria for Alternate ACCESS for ELLs?  <b>State Response:</b> 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 determines if the student would qualify for MAP-A – if yes, the student takes Alt ACCESS; otherwise, they take ACCESS for ELLs. For Kindergarten students, as there is no Alt ACCESS at that grade level, if you suspect the student would qualify for MAP-A, mark them as NLP in Core Data and make a redetermination when they are in 1st grade.
4	<b>Section 1.3</b> ELLs Identified as Deaf or Hard of Hearing Page 5	<b>Sign Language</b> Individual state policy may allow for some form of manually coded English to provide access to the Listening and Speaking domains for ELLs 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 ELLs who are deaf or hard of hearing.	<b>SEA Policy:</b> What is your SEA policy on sign language use, including which if any sign systems are allowable in the Speaking and Listening domains?  <b>State Response:</b> 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.

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5	<b>Section 1.3</b> ELLs Identified with Blindness or Visual Impairments Page 5	<b>Exempting Students From The Speaking Domain</b> The speaking test cannot be provided in braille due to the visual nature of the test. Experts in working with students with visual impairments were unable to recommend to WIDA a way to emboss this domain without modification of the assessment. Creating picture descriptions for this domain at the local level is not approved by WIDA. Please refer to your state policy.	<b>SEA Policy:</b> What is your SEA policy on if students who are blind or visually impaired being exempted from the speaking domain and possible ramifications of this decision?  <b>State Response:</b> Missouri policy leaves it to the IEP team to make the determination on exemption from a specific domain due to a designation of visual impairment. Districts may use any tools necessary to avoid exemption (e.g. enlarging a question on an overhead projector, a larger monitor, etc.)
6	<b>Section 1.3</b> ELLs Identified with Blindness or Visual Impairments Page 6	<b>Assessing Students Who Are Not Braille Proficient</b> WIDA does not recommend administering ACCESS for ELLs in braille to students who are not proficient in English-based braille. Please check with your state education agency on how to assess blind ELLs who are not proficient in English-based braille.	<b>SEA Policy:</b> What is your SEA policy on alternative mode to measure English language proficiency for students who are blind and are not Braille proficient?  <b>State Response:</b> Missouri does not have any policies that counteract the recommendation.

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7	<b>Section 1.3</b> Do Not Score Codes Page 6	<b>Exempting From A Language Domain</b> Please refer to your state policy on exempting students from specific test domains due to a designation of deaf or hard of-hearing or a visual impairment.	<p><b>SEA Policy:</b> 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?</p> <p><b>State Response:</b> Missouri policy leaves it to the IEP team to make the determination on exemption from a specific domain due to a designation of deaf or hard of hearing.</p> <p>Missouri policy leaves it to the IEP team to make the determination on exemption from a specific domain due to a designation of visual impairment. Districts may use any tools necessary to avoid exemption (e.g. enlarging a question on an overhead projector, a larger monitor, etc.)</p>
8	<b>Section 2.2</b> Administrative Considerations Page 9	<b>Administrative Considerations – Individual or Small Group Setting</b> However, for students with disabilities, schools must follow group size guidelines as documents in their plans... or follow the state’s policy guidelines.	<p><b>SEA Policy:</b> What is your SEA policy on small group sizes for students with disabilities?</p> <p><b>State Response:</b> Missouri has no such policy and defers to the IEP. If the IEP does not specify, the district should use best judgement.</p>

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9	<b>Section 2.2</b> Administrative Considerations Page 9	<b>Administrative Considerations – Participate In Different Testing Format</b> 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.	<b>SEA Policy:</b> What is your SEA policy on allowing students to participate in the assessment using a different format (paper based v. online)?  <b>State Response:</b> Missouri does allow students to use the Paper based assessment under the following circumstances: <ul style="list-style-type: none"> <li>• An IEP/504 plan states that the student must use the paper assessment</li> <li>• If the level of exposure to technology will have an impact on student performance</li> </ul> Missouri does not allow mixed-mode testing. Students take either the online assessment or the paper assessment. Students in grades 1-3 taking the online assessment will take the writing portion in a book, but that is still considered part of the online administration.
10	<b>Section 2.2</b> Administrative Considerations Page 10	<b>Administrative Considerations – Short Segments</b> If needed (taking the assessment in short segments), it is recommended that the student participate in paper-based administration, if allowable by state policy.	<b>SEA Policy:</b> What is your SEA policy on students participating in the paper-based assessment because they need longer breaks?  <b>State Response:</b> Missouri defers to the IEP team to make the decision on use of the paper-based assessment.
11	<b>Section 2.3</b> Universal Tools Page 14	<b>Scratch Paper</b> Scratch paper must be returned with test materials or disposed of according to state policy.	<b>SEA Policy:</b> 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?  <b>State Response:</b> All scratch paper must be securely destroyed at the testing site, matching the same policy of other statewide assessments.

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12	<b>Section 2.4</b> Accommodations Page 15	<b>Accommodations In Unforeseeable Circumstances</b> <b>#4 Does the accommodation adhere to your state policies for the accommodation of ELLs with disabilities on language proficiency assessments?</b>  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.	<b>SEA Policy:</b> Does your SEA have policies on ensuring accommodations adhere to state policy? What is your SEA policy on documenting accommodation use due to unforeseeable circumstances?  <b>State Response:</b> 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.
13	<b>2.4</b> Accommodations Page 16	<b>Uploading Accommodations</b> Accommodations may be embedded within the online test platform or be delivered 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.	<b>SEA Policy:</b> What is your SEA policy on how, where and which accommodation data should be uploaded?  <b>State Response:</b> All accommodations used during testing that can be marked within the administration platform (WIDA-AMS), should be marked.

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14	<b>2.4</b> Accommodations Page 16	<p><b>Available Accommodations</b></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"> <li>• Braille (BR)</li> <li>• Extended testing of a test domain over multiple days (EM)</li> <li>• Extended Speaking test response time (ES)</li> <li>• Extended testing time within the school day (ET)</li> <li>• Human Reader for items (HI)</li> <li>• Human Reader for response options (HR)</li> <li>• Human Reader for repeat of items (RI)</li> <li>• Human Reader for repeat of response options (RR)</li> <li>• Interpreter signs test directions in ASL (SD)</li> <li>• Large Print (LP)</li> <li>• Manual control of item audio (MC)</li> <li>• Repeat item audio (RA)</li> <li>• Scribe (SR)</li> <li>• Student responds using a recording device, which is played back and transcribed by the student (RD)</li> <li>• Test may be administered in a non-school setting (NS)</li> <li>• Word processor or similar keyboarding device to respond to test items (WD)</li> </ul>	<p><b>SEA Policy:</b> What is your SEA policy on the available accommodations listed in the table on page 16? Are there any accommodations listed that your state does not allow?</p> <p><b>State Response:</b> Missouri does not have any state specific policies that outlaw the use of any of the available accommodations.</p>

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15	<b>2.4</b> Accommodations Page 17	<b>Accommodation – Braille (BR)</b> This paper-based accommodation may be used to provide access to the assessment for a braille proficient ELL who is blind. Before using the braille format assessment, confirm that it is allowable in your state.	<b>SEA Policy:</b> What is your SEA Policy on allowing the braille accommodation for this assessment? What is your SEA policy on the destruction of braille paper or responses taken with a braille or braille note-taker? Should they be returned with test materials to the vendor or disposed of at the testing site?  <b>State Response:</b> Missouri allows the use of braille for this assessment. Any braille paper or notes used during administration should be securely destroyed at the testing site, matching the same policy of other statewide assessments.
16	<b>2.4</b> Accommodations Page 18	<b>Accommodation – Extended Time Of A Test Domain Over Multiple Days (EM)</b> In rare cases, and only when absolutely necessary, due to an illness, disability, or extended interruption in testing, with the approval of a state assessment official, students may extend the testing session over multiple days.	<b>SEA Policy:</b> 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?  <b>State Response:</b> Missouri does not require LEAs to obtain state approval prior to doing this. Districts are to use their best judgment.
17	<b>2.4</b> Accommodations Page 19	<b>Accommodation – Extended Time Within The School Day (ET)</b> For anticipated testing times, please refer to the TAM, and individual state policy.	<b>SEA Policy:</b> What is your SEA Policy in regards to testing times?  <b>State Response:</b> Missouri has no state specific policies in regards to testing times. As the assessment is not timed, students may take as long as needed to complete the assessment.

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18	<b>2.4</b> Accommodations Page 22	<b>Accommodation – Interpreter Signs Test Directions In ASL (SD)</b> Refer to your state’s education agency policy for assessing ELP for students whose primary receptive and expressive communication in ASL.	<b>SEA Policy:</b> What is your SEA Policy in regards to assessing ELP for students whose primary communication is ASL?  <b>State Response:</b> Missouri policy defers to the IEP team to make the determination on assessing students with ASL due to designation of deaf or hard of hearing.
19	<b>2.4</b> Accommodations Page 27	<b>Accommodation – Student Responds Using A Recording Device (RD)</b> The transcription must occur as soon as possible at the completion of the tested domain. (Check with your state policy for timeframe expectations.)	<b>SEA Policy:</b> What is your SEA Policy regarding a timeframe for when student transcription should occur?  <b>State Response:</b> Missouri does not have a specific timeframe. Transcription should happen as soon as possible.
20	<b>2.4</b> Accommodations Page 27	<b>Accommodation – Administered In A Non-School Setting (NS)</b> In rare cases, the assessment may be administered by school personnel in a non-school setting, provided that all security and administration requirements are met. Check your state policy for non-school setting exceptions.	<b>SEA Policy:</b> 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?  <b>State Response:</b> 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.

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21	<b>2.4</b> Accommodations Page 28	<b>Accommodation – Use Of Word Processor Or Similar Device</b> The transcription must occur as soon as possible at the completion of the tested domain. Check state policy for timeline expectations.	<b>SEA Policy:</b> What is your SEA Policy regarding a timeframe for when student transcription should occur?  <b>State Response:</b> Missouri does not have a specific timeframe. Transcription should happen as soon as possible.
22	<b>Appendix C</b> Transcription Guidance Page 33	<b>Transcription Procedure</b> The student’s responses must be transcribed verbatim onscreen or in the paper test booklet by the test administrator as soon as possible after the test is administered. (Check with your state for timeframe expectations.)	<b>SEA Policy:</b> What is your SEA Policy regarding a timeframe for when student transcription should occur?  <b>State Response:</b> Missouri does not have a specific timeframe. Transcription should happen as soon as possible.
23	<b>Appendix C</b> Transcription Guidance Page 34	<b>Test Materials Handling And Return</b> Your state may have additional guidelines for transcription.	<b>SEA Policy:</b> 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)?  <b>State Response:</b> Missouri has no additional qualifications for a transcriber.

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24	<b>Appendix D</b> Scribe Guidance Page 36	<b>Unacceptable Scribing Practices</b> Your state may have additional guidelines for administering the Scribe accommodation.	<p><b>SEA Policy:</b> 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><b>State Response:</b> Missouri has no additional qualifications for a transcriber.</p>