

MAP Grade-Level Assessment Universal Tools and Accommodations 2020-2021

The MAP Grade-Level Assessments provide Universal Tools and Accommodations to help students demonstrate their knowledge of the Missouri Learning Standards.

- Universal Tools are supports that do not change the construct of the test, but may allow students a better opportunity to demonstrate their knowledge. Universal Tools are available to all students taking an assessment, unless specifically noted in the description.
- Accommodations are supports that allow students with specific needs a better opportunity to demonstrate their knowledge. Accommodations must appear in a student's Individualized Education Program (IEP) or 504 Plan.

The selection of appropriate universal tools and accommodations must be done based on the student experience in the classroom. The universal tools and accommodations used on the assessments should be ones with which the student is already familiar with using or are used during regular instruction. A mismatch in the types of supports offered on the assessment from what is used in the classroom on a regular basis can cause significant difficulties for students at the time of testing and potentially could negatively affect student test scores.

Prior to testing, districts should log in to the Portal to check and set universal tools and accommodations for students. DESE recommends setting these at least 48 hours in advance of testing. The choice of some universal tools and accommodations may change login information for the student, so any test tickets printed prior to the marking of these universal tools and accommodations should not be used.

For Grade-Level Assessments, only some universal tools and accommodations appear on student test tickets. The ones that do are Braille, Large Print, Paper/Pencil, Translation, Closed Captioning, Sign Language and Read Aloud.

DESE recommends that districts use the Student Tools/Accommodations Tracking Form (or a district version of it) so that Test Examiners have easy access to which universal tools and accommodations each student should receive during testing. Notes may need to be made to indicate use only on certain sessions for some universal tools and accommodations.

Considerations For Students With Disabilities (SWD)

For SWDs, it is important for IEP teams to identify what universal tools and accommodations are necessary to address a specific student need, and to document those needs on the student IEP. When selecting universal tools and accommodations for a student, care must be taken to ensure that what is chosen for use on state summative assessments mirrors what the student requires to access their regular instructional program. Not using a required support could disadvantage a student who needs such a support to access the material presented on an assessment. Likewise, introducing a new support (one not used otherwise during the student educational experience), could disadvantage a student by adding a learning curve at the time their skills are being assessed. The IEP team makes decisions regarding the universal tools and accommodations needed for instruction and assessment for a student with disabilities.

Note: Many accommodations must be outlined as a need on the student's IEP in order for the

accommodations to be accessed and used during state assessment administration. It is also important to note that while it is not required for some universal tools to be listed on an IEP for the student to access them, if they are required to meet a student's need based on disability, they should be documented on the IEP.

Considerations For English Learners (EL)

Although there is no mandatory planning document for EL students' needs, the act of planning needed supports for an assessment is necessary. DESE recommends the following individuals be included when decisions are made about supports EL students may need:

- General education teachers (such as mathematics, science)
- Language educators (including EL/bilingual teachers)
- School and district staff such as counselors, reading specialists, school administrators
- Parents or guardians
- Students

It is particularly important for general education teachers to work with EL staff to meet the linguistic needs of this student group. To ensure that ELs are receiving appropriate supports for the classroom and the assessment, school personnel should consider the following when making decisions:

- Oral English language proficiency level
- English language proficiency literacy level
- Formal education experiences
- Native language literacy skills
- Current language of instruction
- Instructional tasks expected of students to demonstrate proficiency in grade level content in state standards
- Appropriateness of accommodations for particular content areas

Administrative Considerations

Districts and schools have the authority to make administrative determinations for any student as long as test security is not compromised and the requirements are met regarding testing conditions and environment. These individualized administration procedures provide flexibility to schools and districts in determining the conditions under which Grade-Level assessments can be administered most effectively. Administrative considerations do not change what the test items are designed to measure or the way test scores are interpreted.

Examples:

- Familiar Test Administrator
- Specific Seating or Room
- Frequent Breaks or Short Segments
- Noise Buffers (Earmuffs, white noise, etc.)
- Music (While DESE has no rule opposing the playing of music in the classroom during testing, it should not be done during the listening section, or if students are using text-to-speech). Students should not be listening to music on a personal device via a headset.

Invalidations

A student score may be invalidated by using specific accommodations. When a score is invalidated, that student will receive the Lowest Obtainable Scale Score (LOSS) and a performance level of Below Basic. For Grade-Level Assessments, the following accommodations, even if in a student's IEP/504 Plan, will result in an invalidation:

- Use of a calculator in Grade 3 Mathematics
- Use of a multiplication table in Grade 3 Mathematics
- Use of Text-To-Speech, Human Reader, Assistive Technology or Native Language in grades 3-5 for the ELA Reading Passages

UNIVERSAL TOOLS

Universal tools for use on the Grade-Level Assessment are available to ALL STUDENTS unless noted in the description. Please read the full description prior to usage.

Universal tools with a code that being with the letter S need to be marked in the Portal prior to the assessment. Some universal tools are only for use by English Learner (EL) students (EL students are those coded LEP_RCV in MOSIS).

Tool	Description	Code
Bilingual Dictionary	<p>EL students may have access to a physical Bilingual Dictionary for use ONLY on the sessions of ELA that have a writing prompt. If the Bilingual Dictionary is electronic, it may not connect to the Internet.</p> <p>This tool must be chosen in the Portal under student accommodations prior to testing.</p>	S431
Break (Pause)	<p>All students may take breaks of up to 20 minutes as needed. Usage of breaks is determined by the test examiner. There is no limit on amount of breaks.</p> <p>The INSIGHT student platform allows all students to pause the online assessment for up to 20 minutes. If the test is paused for more than 20 minutes, the student will have to log back in.</p> <p>If the need arises to move a student from one computer to another, pause the test and choose the exit button. The test will remain incomplete until the student logs back in and completes the test.</p>	N/A
Calculator – GRADES 6-8	<p>The INSIGHT student platform provides all students in Grades 6-8 access to an embedded calculator for use on the mathematics assessment.</p> <p>All students in Grades 6-8 may have access to a physical calculator for all mathematics sessions. Additionally, students taking any Science assessment may also have access to a physical calculator. The memory of the physical calculator must be cleared before and after testing by the test examiner.</p> <p><i>Please Note: Calculator use in mathematics Grades 3-5 is an accommodation that must appear in a student’s IEP/504 plan</i></p>	N/A
Color Contrast – Online Testing	<p>The INSIGHT student platform provides all students access to adjust background or font color based on student needs or preferences.</p>	N/A
Color Contrast – Paper Testing	<p>All students taking the paper/pencil assessment may have the test printed in different colors based on student needs or preferences.</p> <p>This tool must be chosen in the Portal under student accommodations prior to testing.</p>	S102
Color Overlay	<p>All students taking the paper/pencil assessment may have a color transparency placed over the test presented to them based on student needs or preferences.</p> <p>This tool must be chosen in the Portal under student accommodations prior to testing.</p>	S103

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Tool	Description	Code
English Dictionary	All students may have access to a physical English Dictionary for use ONLY on the sessions of ELA that have a writing prompt. If the English Dictionary is electronic, it may not connect to the internet.	N/A
Grammar Handbook	All students may have access to a physical Grammar Handbook for use ONLY on the sessions of ELA that have a writing prompt. If the Grammar Handbook is electronic, it may not connect to the internet. The Grammar Handbook must be one that is published. It cannot be a district, school or classroom made handbook.	N/A
Graphing Tool	The INSIGHT student platform provides all students access to an embedded graphing tool to graph functions.	N/A
Highlighter	The INSIGHT student platform provides all students access to an embedded highlighter for marking desired text. All students may have access to a physical highlighter.	N/A
Line Guide	The INSIGHT student platform provides all students access to an embedded line guide that brings focus to a single line of text.	N/A
Magnification	The INSIGHT student platform provides all students access to magnify the screen by one and a half or two times the standard view. All students taking the paper/pencil or Large Print assessments may have access to a physical magnifying device.	N/A
Magnification – Assistive Technology	Students with visual impairments may attempt to use assistive technology software that magnifies the screen beyond the built in capabilities of the embedded magnifier. <i>Please Note: The INSIGHT student platform currently blocks the use of other software. Prior to the use of this accommodation, districts should make an effort to find an alternative solution such as using the built in magnification, using a larger monitor or projecting the assessment on a screen or wall. Educators having difficulty selecting appropriate magnification or enlargement options should contact DESE Assessment.</i> This tool must be chosen in the Portal under student accommodations prior to testing.	S105
Mark For Review (Flag)	The INSIGHT student platform allows all students to mark an item for review so that they may return to it at a later point in the testing session.	N/A

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Tool	Description	Code
Masking – Online Testing	The INSIGHT student platform provides all student access to an embedded masking tool to block off content that is not of immediate need or that may be distracting.	N/A
Masking – Paper Testing	<p>All students taking the paper/pencil or Large Print assessments may use a masking tool (such as blank paper) to block off content that is not of immediate need or that may be distracting.</p> <p>This tool must be chosen in the Portal under student accommodations prior to testing.</p>	S107
Non-Accommodation Paper Based Assessment	<p>Use this tool under the following scenarios:</p> <ul style="list-style-type: none"> • For students without an IEP/504 plan that need to test off-site in a non-district building (e.g. hospital, juvenile facility, etc.), the student may use the paper/pencil Based Assessment. • For EL students who are using Read Aloud – Native Language (S111), where the translator needs access to the assessment prior to administration to conduct translation services. Please see the section on Translation that follows the Tools/Accommodations lists for more information. • For students using Read Aloud – Human Reader (S043) where the examiner needs a paper copy to read from. Please see the section on Read Aloud that follows the Tools/Accommodations lists for more information. <p><i>Please Note: There is a \$15 charge to the district for each printed paper/pencil assessment not required by an IEP.</i></p> <p>This tool must be chosen in the Portal under student accommodations prior to testing.</p>	S112
Protractor	<p>The INSIGHT student platform provides all students access to an embedded protractor on specific mathematics items where appropriate.</p> <p>All students may have access to a physical protractor for use on any mathematics assessment. Physical protractors should not be used for measurement purposes of items that appear on screen due to scaling issues.</p>	N/A
Read Aloud	<i>Please see the Read Aloud section after the universal tools/accommodations list.</i>	

UNIVERSAL TOOLS

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Tool	Description	Code
Read Aloud Test To Self	<p>All students may read aloud the test to themselves, either in a one-on-one setting or by using a device (such as a whisper phone) that does not disturb other students or allow other students to hear what is being said.</p> <p>In order to ensure that use of this tool does not disturb other students, the use of this tool may need to be paired with the use of separate setting (S501).</p>	N/A
Reference Sheet	<p>The INSIGHT student platform provides all students access to an embedded reference sheet on applicable assessments. Not all assessments have a reference sheet.</p> <p>Students may have physical copies of the reference sheets during testing. Copies of the reference sheets can be found in the appendices of the manuals.</p>	N/A
Ruler	<p>The INSIGHT student platform provides all students access to an embedded ruler on specific items where appropriate.</p> <p>All students may have access to a physical ruler for use on any assessment. Physical rulers should not be used for measurement purposes of items that appear on screen due to scaling issues.</p>	N/A
Scratch Paper (Sticky Notes)	<p>The INSIGHT student platform allows all students access to an embedded notepad to make notes about an item.</p> <p>All students taking the online, paper/pencil, Large Print or Braille assessments may have access to physical scratch paper to make notes about an item. Scratch paper can be blank, ruled, graph or grid paper. Physical scratch paper should be collected and destroyed IMMEDIATELY upon the conclusion of a testing session.</p>	N/A

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Universal tools with a code that begins with the letter S need to be marked in the Portal prior to the assessment. Some universal tools are only for use by English Learner (EL) students (EL students are those coded LEP_RCV in MOSIS).

Tool	Description	Code
Scribe	<p>Students who obtain a physical injury prior to testing that prevents them from responding may dictate their responses to a scribe.</p> <p>OR</p> <p>Students with physical disabilities that may prevent them from responding themselves may dictate their responses to a scribe.</p> <p>Examiners acting as a scribe must follow DESE scribing guidelines (http://dese.mo.gov/sites/default/files/asmt-scribing-guidelines.pdf).</p> <p><i>Please Note: With the exception of students who obtain a physical injury prior to testing, DESE does not recommend the use of Scribe for students who do not use it as part of their everyday learning in the classroom. The use of Scribe for some students can prove distracting and become a hindrance to student performance. The scribe should be familiar to the student and have scribing experience with the student in some capacity prior to the state assessment.</i></p> <p><i>This tool does NOT need to be marked for transcription of paper, Large Print or Braille Assessments into INSIGHT.</i></p> <p>This tool must be chosen in the Portal under student accommodations prior to testing.</p>	S351
Separate Setting	<p>All students may be allowed to test in a separate setting from other students. This includes testing individually or testing as part of a smaller group.</p> <p>This tool must be chosen in the Portal under student accommodations prior to testing.</p>	S501
Strikethrough (Cross Off)	<p>The INSIGHT student platform allows all students access to an embedded tool to cross out answer options. This can help students more easily narrow their options for answering a test question.</p>	N/A
Thesaurus	<p>All students may have access to a physical Thesaurus for use ONLY on the sessions of ELA that have a writing prompt. If the Thesaurus is electronic, it may not connect to the internet.</p>	N/A
Translation	<p><i>Please see the Translation section after the universal tools/accommodations list.</i></p>	
Writing Tools	<p>The INSIGHT student platform provides all students access to an embedded set of writing tools on specific items where appropriate. The tools include the ability to bold, italicize and underline text, undo/redo typing, justify text left or center, and cut/copy/paste text the student has typed.</p>	N/A

ACCOMMODATIONS

Accommodations for use on the Grade-Level Assessment are available only to a student with an IEP/504 plan. Please read the full description prior to usage.

All accommodations need to be marked in the Portal prior to the assessment.

Accommodation	Description	Code
Abacus	<p>Students with this accommodation in their IEP/504 plan may have access to an abacus.</p> <p>This accommodation must be chosen in the Portal under student accommodations prior to testing.</p>	A391
Alternate Response Options	<p>Students with this accommodation in their IEP/504 plan may respond to items using an alternate option, including specialized keyboards, mice, screens and other adaptive equipment. Prior to the use of this accommodation, districts should attempt to use the equipment with the Online Tools Training and/or Practice Test, to check for compatibility with the summative assessment.</p> <p><i>Please Note: Due to the variety of adaptive equipment available, DRC cannot guarantee support for any specific device. Districts may need to find an alternative solution. The use of adaptive equipment should be familiar to the student and should be something used in the everyday classroom. Contact DRC Customer Support for any questions or assistance to ensure your assistive device is functioning as expected with testing.</i></p> <p>This accommodation must be chosen in the Portal under student accommodations prior to testing.</p>	A441
Braille	<p>Students with visual impairments with this accommodation in their IEP/504 plan may access the assessment via a Braille version. Tactile overlays and graphics tools may be used to assist the student in accessing the content.</p> <p><i>Please Note: Answers from students who access the assessment using the Braille format must be entered into the INSIGHT student platform prior to shipping the Braille assessment back. Please follow the instructions found in the manuals.</i></p> <p>This accommodation must be chosen in the Portal under student accommodations prior to testing.</p>	A012

ACCOMMODATIONS

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All accommodations need to be marked in the Portal prior to the assessment.

Accommodation	Description	Code
<p>INVALIDATION</p> <p>Calculator – GRADE 3 ONLY</p> <p>INVALIDATION</p>	<p style="text-align: center;">INVALIDATION</p> <p>Students in 3rd grade with this accommodation in their IEP/504 plan may have access to a physical calculator on mathematics items. The memory of the physical calculator must be cleared before and after testing by the test examiner.</p> <p><i>Please Note: Use of this accommodation will cause an invalidation for the Mathematics Assessment and the student will receive the Lowest Obtainable Scale Score (LOSS) and a performance level of Below Basic.</i></p> <p>This accommodation must be chosen in the Portal under student accommodations prior to testing.</p> <p style="text-align: center;">INVALIDATION</p>	A392
<p>Calculator – GRADES 4-5</p>	<p>Students in grades 4 and 5 with this accommodation in their IEP/504 plan may have access to a physical calculator on mathematics items where calculator use is not allowed. The memory of the physical calculator must be cleared before and after testing by the test examiner.</p> <p>This accommodation must be chosen in the Portal under student accommodations prior to testing.</p>	A393
<p>Closed Captioning</p>	<p>Students with hearing impairments with this accommodation in their IEP/504 plan may have access to Closed Captioning for ELA listening passages.</p> <p>This accommodation must be chosen in the Portal under student accommodations prior to testing.</p>	A053
<p>Large Print</p>	<p>Students with visual impairments with this accommodation in their IEP/504 plan may access the assessment via a Large Print version.</p> <p><i>Please Note: Answers from students who access the assessment using the Large Print format must be entered into The INSIGHT student platform prior to shipping the Large Print assessment back. Please follow the instructions found in the manuals.</i></p> <p>This accommodation must be chosen in the Portal under student accommodations prior to testing.</p>	A021

ACCOMMODATIONS

Accommodations for use on the Grade-Level Assessment are available only to a student with an IEP/504 plan. Please read the full description prior to usage.

All accommodations need to be marked in the Portal prior to the assessment.

Accommodation	Description	Code
<p>INVALIDATION</p> <p>Multiplication Table GRADE 3 ONLY</p> <p>INVALIDATION</p>	<p style="text-align: center;">INVALIDATION</p> <p>Students in Grade 3 with this accommodation in their IEP/504 plan may have access to a single digit multiplication table.</p> <p><i>Please Note: Use of this accommodation will cause an invalidation for the Mathematics Assessment and the student will receive the Lowest Obtainable Scale Score (LOSS) and a performance level of Below Basic.</i></p> <p>This accommodation must be chosen in the Portal under student accommodations prior to testing.</p> <p style="text-align: center;">INVALIDATION</p>	A394
<p>Multiplication Table GRADES 4-8</p>	<p>Students in grades 4-8 with this accommodation in their IEP/504 plan may have access to a single digit multiplication table.</p> <p>This accommodation must be chosen in the Portal under student accommodations prior to testing.</p>	A395
<p>Paper Based Assessment</p>	<p>Students with this accommodation in their IEP/504 plan may take the assessment using the paper/pencil format.</p> <p><i>Please Note: Answers from students who access the assessment using the paper/pencil format must be entered into the INSIGHT student platform prior to shipping the paper assessment back. Please follow the instructions found in the manuals.</i></p> <p>This accommodation must be chosen in the Portal under student accommodations prior to testing.</p>	A102
<p>Read Aloud (ELA Reading Passages)</p>	<p><i>Please see the Read Aloud section after the universal tools/accommodations list.</i></p>	
<p>Sign Language</p>	<p>The INSIGHT student platform provides students with hearing impairments with this accommodation in their IEP/504 plan access to video American Sign Language (ASL) for the ELA listening passages.</p> <p>If the student uses another form of sign language or the preference is for a local translation into ASL, the signing of ELA listening passages will require the download of a script.</p> <p>The accommodation must be chosen in the Portal under student accommodations prior to testing.</p>	A052

ACCOMMODATIONS

Accommodations for use on the Grade-Level Assessment are available only to a student with an IEP/504 plan. Please read the full description prior to usage.

All accommodations need to be marked in the Portal prior to the assessment.

Accommodation	Description	Code
<p>Specialized Calculator</p>	<p>Students with this accommodation in their IEP/504 plan may have access to a specialized calculator in place of a standard one. Types of specialized calculators include a talking calculator or Braille calculator among others. The memory of the physical calculator must be cleared before and after testing by the test examiner.</p> <p>For mathematics items that do not allow calculator use, this accommodation must be used in conjunction with code A392 (Grade 3) or A393 (Grades 4-5).</p> <p>This accommodation must be chosen in the Portal under student accommodations prior to testing.</p>	<p>A396</p>
<p>Speech-To-Text – Assistive Technology</p>	<p>Students with this accommodation in their IEP/504 plan may use that technology in conjunction with the INSIGHT student platform. The software must be provided by the district.</p> <p><i>Please Note: The INSIGHT student platform currently blocks the use of other software. Prior to the use of this accommodation, districts should make an effort to find an alternative solution such as the use of a scribe. If the use of Speech-To-Text software is required, the software must be used on a different device. Answers resulting from the use of the software must be treated securely and must be transcribed into the system. The use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom.</i></p> <p>This accommodation must be chosen in the Portal under student accommodations prior to testing.</p>	<p>A352</p>

Read Aloud

Read Aloud is a Universal Tool that allows the student to have test directions and items (questions and answer choices) in all content areas presented to them orally via Text-To-Speech or a Human Reader. The presentation of ELA Reading Passages via **Read Aloud** requires an IEP or 504 plan.

Read Aloud is available for students who can benefit from it including those who can decode but have poor comprehension skills and those who simply have not mastered decoding skills. This universal tool is designed for the student who is struggling with reading and is using this as an instructional strategy in the everyday classroom.

How To Determine If A Student Needs Read Aloud

Here are some questions in helping to make a determination:

- Does this student have an identified reading-based disability that affects the student's decoding, fluency or comprehension skills?
- Is there evaluative information indicating that, even after explicit and systematic reading instruction, the student's disability precludes or severely limits the student's ability to decode print?
- Has the student been provided systematic, explicit, research based reading intervention(s) to improve decoding skills?
- Would the student's functioning reading level affect their performance on a state test that does not measure reading comprehension?
- Is there evidence that the student's access to, and/or performance on, print-based tasks improves when information is presented to the student in auditory formats?
- Is the student provided instructional materials in auditory formats? Does the student use **Read Aloud** during formative assessments or during other assessments? If a student receives **Read Aloud** for instruction but not for formative assessments, it is likely that the student does not need **Read Aloud** for the state content assessments.
- When test items are read aloud for classroom assessments is every item read aloud or only items requested by the student?
- Does someone (e.g., teacher, paraprofessional, another student, and parent) regularly read aloud to the student in school?
- If the student is blind or visually impaired, has it been determined that their disability precludes or severely limits the ability to access and/or develop proficiency in Braille?
- If the student is hearing impaired, is there evidence demonstrating that the student's disability precludes or severely limits their ability to decode printed text, possibly due to other co-occurring disabilities or long-term language deprivation in early childhood?

Additionally, time should be set aside to talk to the student about their reading skills and the need for **Read Aloud**. Asking whether it is easier to read for themselves or to listen to someone read may provide an indication that **Read Aloud** may be appropriate. Caution needs to be exercised here, however, because struggling readers may indicate a preference for **Read Aloud** even though they do not understand better when it is provided.

The test examiner may read one word per sentence to any student, regardless of the use of Read Aloud.

Should My District Assign This To All Students

Read Aloud for statewide testing should only be used for students who truly need it. There are some possible consequences for assigning this universal tool to all students. Some examples include:

- Providing **Read Aloud** to students who do not need it can have negative consequences for instruction and decoding and comprehension skills. For example, some educators might assume that students who receive **Read Aloud** no longer need to be instructed on decoding and fluency skills, which is clearly an inappropriate assumption.
- The use of **Read Aloud** for some students can prove distracting and become a hindrance to student performance.
- The data used when reviewing universal tools and accommodations will not be reflective of your everyday instruction.
- Districts who have attempted this route have found that their top students may not be using their strongest skill of reading and relying solely on what they heard.
- DESE has had parents contact us directly, concerned that the school was allowing or forcing their child to use Text-To-Speech, with the main concern of if the school is really telling them accurately how well their child can read.
- Assigning the tool will also put additional load onto your bandwidth even when the student does not use it.

Choosing The Correct Read Aloud Support

There are multiple ways to use the **Read Aloud** universal tool and accommodation.

Embedded **Text-To-Speech** technology – The computer reads to the student.

Human Reader – A human reader should:

- Be trained on the administration, security policies and procedures of the assessment.
- Have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student. Ideally, they are familiar with the student, and are typically responsible for providing this support during educational instruction and assessments.
- Read each question exactly as written, as clearly as possible.
- Strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Not clarify, elaborate, paraphrase, assist, cue a student through uneven voice inflection, etc.
- Avoid gestures, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Avoid conversing with the student about test questions, as this would be a violation of test security.
- Not paraphrase, interpret or define any items, words, or instructions, as this would be a violation of test security.
- Not spell any words requested by the student.

Assistive Technology – The INSIGHT student platform currently blocks the use of other software. Prior to the use of this accommodation, districts should make an effort to find an alternative solution, such as using the embedded Text-To-Speech. Our testing vendor does NOT currently support the use of assistive technology. If the student uses assistive text-to-speech software in the everyday classroom, the use of assistive technology software should be familiar to the student and should be software the student uses in the everyday classroom. The software must be provided by the district.

Native Language – *Please see the section on Translation that follows this.*

Marking Read Aloud Codes

A student must have the accommodation listed in their IEP/504 plan in order to have reading passages in English Language Arts read aloud. Blind students who do not yet possess adequate Braille skills with this accommodation in their IEP/504 plan may have the ELA Reading Passages read aloud by a human reader.

Use of Text-To-Speech, Human Reader, Assistive Technology or Native Language for students in grades 3-5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) resulting in a performance level of Below Basic. This excludes blind students who do not yet possess adequate Braille skills.

In order to be sure that the student correctly receives *Read Aloud*, the tool MUST be marked in the system AT LEAST 48 HOURS PRIOR TO ADMINISTRATION.

<u>READ ALOUD CODES</u> <u>GRADES 3-5</u>		
Universal Tool / Accommodations	Code	Also Mark
Text-To-Speech (Not Including ELA Reading Passages)	S041	
INVALIDATION Text-To-Speech (ELA Reading Passages) – GRADES 3-5 INVALIDATION	A040	S041
Human Reader (Not Including ELA Reading Passages)	S043	
INVALIDATION Human Reader (ELA Reading Passages) – GRADES 3-5 INVALIDATION	A041	S043
Assistive Technology (Not Including ELA Reading Passages)	S042	
INVALIDATION Assistive Technology (ELA Reading Passages) – GRADES 3-5 INVALIDATION	A042	S042
Blind Students (ELA Reading Passages) – All Grades	A046	S043
Native Language - <i>Please see the section on Translation that follows this.</i>		

<u>READ ALOUD CODES</u> <u>GRADES 6-8</u>		
Universal Tool / Accommodations	Code	Also Mark
Text-To-Speech (Not Including ELA Reading Passages)	S041	
Text-To-Speech (ELA Reading Passages) – GRADES 6-8	A043	S041
Human Reader (Not Including ELA Reading Passages)	S043	
Human Reader (ELA Reading Passages) – GRADES 6-8	A045	S043
Assistive Technology (Not Including ELA Reading Passages)	S042	
Assistive Technology (ELA Reading Passages) – GRADES 6-8	A044	S042
Blind Students (ELA Reading Passages) – All Grades	A046	S043
Native Language - <i>Please see the section on Translation that follows this.</i>		

Text-To-Speech

To have items and answer choices read by the test platform, mark **Code S041** for the student(s). If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, then also mark **Code A040** (Grades 3-5) or **Code A043** (Grades 6-8). Text-to-Speech functionality can be given individually or in a group setting. Student(s) will need to be provided headsets to listen.

Use of Text-To-Speech for students in grades 3-5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) resulting in a performance level of Below Basic.

Human Reader – Online Assessment

To have items and answer choices read by a human reader, mark **Code S043** for the student(s). If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, also mark **Code A041** (Grades 3-5) or **Code A045** (Grades 6-8).

Human Reader can be done individually or in a small group setting, so mark **Code S501** for separate setting. Assessments can be read either electronically or via a paper copy. If reading electronically, examiners can read directly off the screen of the student(s) or off a second display attached to a system being used by a student.

To get a paper examiner copy to read from, mark **Code S112** for one student. Print a paper copy, and then unmark the code. This will send the student back to an online assessment. After testing is complete, mark that copy as an “Examiner Copy” and send it back to the vendor with the other student paper assessments.

Use of Human Reader for students in grades 3-5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) resulting in a performance level of Below Basic.

Human Reader – Paper Assessment

To have items and answer choices read by a human reader, mark **Code S043** for the student(s). If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, also mark **Code A041** (Grades 3-5) or **Code A045** (Grades 6-8).

Human Reader can be done individually or in a small group setting, so mark **Code S501** for separate setting. Paper assessments can be read either directly off the student’s copy or via examiner paper copy. To get an examiner copy, print the student assessment twice. After testing is complete, mark that copy as an “Examiner Copy” and send it back to the vendor with the other student paper assessments.

Use of Human Reader for students in grades 3-5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) resulting in a performance level of Below Basic.

Human Reader – Large Print/Braille Assessment

To have items and answer choices read by a human reader, mark **Code S043** for the student(s). If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, also mark **Code A041** (Grades 3-5) or **Code A045** (Grades 6-8).

Human Reader can be done individually or in a small group setting, so mark **Code S501** for separate setting. The Large Print/Braille kits come with a printed test book for the examiner to use. After testing is complete, mark that copy as an “Examiner Copy” and send it back to the vendor with the rest of the kit.

Use of Human Reader for students in grades 3-5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) resulting in a performance level of Below Basic.

Assistive Technology

To use assistive technology for Read Aloud, mark **Code S042** for the student. If the student(s) have an IEP/504 plan that allows ELA Reading Passages to be read to them, then also mark **Code A042** (Grades 3-5) or **Code A044** (Grades 6-8). The student should test in a one-on-one setting. Code **S501** should be also marked for separate setting.

Use of Assistive Technology for students in grades 3-5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) resulting in a performance level of Below Basic.

Translation

Translation for statewide testing should only be used with students who truly need it.

Any English Learner (EL) taking the online, paper/pencil, Large Print or Braille assessments may have the test directions and items (questions and answer choices) in all content areas read aloud to them in their native language without an IEP/504 plan. In order to have reading passages in ELA read aloud in their native language, a student would need that accommodation listed in their IEP/504 plan.

Additionally, any EL taking the online, paper/pencil, Large Print or Braille assessments may respond to the assessment in their native language. The answers would need to be translated and transcribed into the system.

How To Determine If The Student Need Translation

Here are some questions you can ask about the student to help make a determination:

- Does the student have an overall WIDA ACCESS score of 3 or lower?
- Has the student attended a school where their first language is the primary language of instruction?
- Has the student ever received instruction in their first language?
- Is the student receiving translation as part of their everyday instruction?
- Does the student perform better when class assignments or assessments are translated?

Additionally, time should be set aside to talk to the student about their reading skills and the need for **Translation**. Asking whether it is easier to read for themselves in English or to listen to someone read in their native language may provide an indication that **Translation** may be appropriate. Caution needs to be exercised here, however, because struggling readers may indicate a preference for **Translation** even though they do not understand better when the accommodation is provided.

When Using A Translator...

- Translation cannot be provided by any service that requires internet connection. If a translator cannot be found, due to scarcity of the language, contact DESE Assessment for options.
- The translator cannot be a friend or family member of the student.
- The district must train the translator just as they would a test examiner.
- If the translator is not a district employee, a trained examiner from the district must be act as proctor.
- Any associated costs involved in translation are paid for by the district. Title III money **CANNOT** be used to hire translators for statewide assessments.
- The district must find and contract with the translator on their own. While DESE does not require or promote the use of any individual company, Missouri has a contract for translation services for state agencies - <https://archive.oa.mo.gov/purch/noa/cs182066.pdf>. **This contract does not ensure services for LEAs.** Listed in the contract is contact information for 10 agencies, along with a list of counties that services are provided for. These agencies, at a minimum provide translation services of:
 - Arabic
 - Bosnian
 - Burmese
 - Cambodian
 - Chinese
 - Farsi
 - French
 - German
 - Greek
 - Hmong
 - Hindi
 - Italian
 - Japanese
 - Korean
 - Nepali
 - Romanian
 - Somali
 - Spanish
 - Ukrainian
 - Urdu
 - Vietnamese

Marking Translation Codes

The assessment can only be read to the student in their native language by a human reader. There is no native language Text-To-Speech option.

A student must have the accommodation listed in their IEP/504 plan in order to have reading passages in ELA read aloud in the native language.

Use of Native Language for students in grades 3-5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) resulting in a performance level of Below Basic. This excludes blind students who do not yet possess adequate Braille skills.

Blind EL students who do not yet possess adequate Braille skills with this accommodation in their IEP/504 plan may have the ELA Reading Passages read aloud by a human reader.

<u>TRANSLATION CODES</u>		
Universal Tool/Accommodation	Code	Also Mark
Read Aloud In Native Language (Not Including ELA Reading Passages) Reading the assessment in a student’s Native Language is given individually or in a small group setting, so mark Code S501 for separate setting. If you do not read directly off the student’s copy, then after testing is complete, mark the copy you read from as an “Examiner Copy” and send it back to the vendor with the other student paper based assessments.	S111	S501
INVALIDATION Read Aloud In Native Language (ELA Reading Passages) – GRADES 3-5 Use of Native Language for students in grades 3-5 for the ELA Reading Passages will result in invalidation and the student will receive the Lowest Obtainable Scale Score (LOSS) resulting in a performance level of Below Basic. Reading the assessment in a student’s Native Language is given individually or in a small group setting, so mark Code S501 for separate setting. If you do not read directly off the student’s copy, then after testing is complete, mark the copy you read from as an “Examiner Copy” and send it back to the vendor with the other student paper based assessments. INVALIDATION	A111	S111
Read Aloud In Native Language (ELA Reading Passages) – GRADES 6-8 Reading the assessment in a student’s Native Language is given individually or in a small group setting, so mark Code S501 for separate setting. If you do not read directly off the student’s copy, then after testing is complete, mark the copy you read from as an “Examiner Copy” and send it back to the vendor with the other student paper based assessments.	A112	S111

TRANSLATION CODES

Universal Tool/Accommodation	Code	Also Mark
<p>Blind EL Students (ELA Reading Passages)</p> <p>Reading the assessment in a student’s Native Language is given individually or in a small group setting, so mark Code S501 for separate setting. The Braille kit includes a paper-based copy of the assessment for the test examiner to use for Read Aloud.</p>	A046	S043
<p>Translation Of Student Responses (Student Responds In Native Language)</p> <p>Translating student responses from their Native Language is done in an individual setting, so mark Code S501 for separate setting.</p>	S109	
<p>Printing A Paper Copy</p> <p>If a translator needs access to the assessment prior to testing to conduct translation services of technical terms, or a paper copy is needed to conduct Read Aloud in Native Language, mark this code in conjunction with the appropriate codes above.</p> <p>Mark Code S112 for the student. Print a paper copy, then go in and unmark the code. This will send the student back to an online assessment. After testing is complete, mark that copy as an “Examiner Copy” and send it back to the vendor with the other student paper assessments.</p>	S112	