Student Name: _____ Date of IEP: _____

<div style="border:1px solid black">

Form D: Part 1
MAP Grade-Level Assessments
Grades 3 through 8: English Language Arts and Mathematics
Grades 5 and 8: Science

</div>

The Grade-Level Assessment features both **Universal Tools** which are available to <u>ALL</u> students unless marked specifically for English Learners and **Accommodations** which are only available to students with an IEP/504 plan.

Participation

Choose one of the following:

☐ Student will participate in the Grade-Level Assessments **WITHOUT** Accommodations (**complete sections A - C**)

☐ Student will participate in the Grade-Level Assessments **WITH** Accommodations (**complete sections A – E**)

☐ Student has been determined eligible for and will participate in the MAP-Alternate (**MAP-A**) and therefore is excluded from Grade-Level Assessment participation (**STOP - complete Form D: Part 3**)

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 students based on student preference and selection. IEP teams may recommend but not require the use of universal tools. For detailed descriptions of each tool and any restrictions on the use of them, please see the Tools and Accommodations section of the Grade-Level Assessments Test Coordinator's Manual found under the Manuals/Trainings tab of DESE's Grade Level Assessment webpage.

Universal Tools

Section A: Universal Tools – The following tools are automatically available and do not need to be marked in the testing system to use them.

☐ Break (Pause)	☐ Calculator (Grades 6 – 8 only)	☐ Color Contrast (Online Only)
☐ English Dictionary (For use only on the ELA Writing Prompt)	☐ Grammar Handbook (For use only on the ELA Writing Prompt)	☐ Graphing Tool
☐ Highlighter	☐ Line Guide	☐ Magnification
☐ Mark For Review (Flag)	☐ Masking (Online Only)	☐ Protractor
☐ Read Aloud Test To Self	☐ Reference Sheet	☐ Ruler
☐ Scratch Paper (Sticky Notes)	☐ Strikethrough (Cross Off)	☐ Thesaurus (For use only on the ELA Writing Prompt)
☐ Writing Tools (Bold, Underline, Italicize, Bullet Points, Undo/Redo Typing, Copy/Paste)		
☐ None recommended by IEP Team		

Section B: Universal Tools – The following tools must be marked in the testing system prior to use.

☐ Bilingual Dictionary (For use by ELs only on the ELA Writing Prompt)	☐ Color Contrast (Paper Testing)	☐ Color Overlay
☐ Magnification (Assistive Technology)	☐ Masking (Paper Testing)	☐ Non-Accommodation Paper Based (See Test Coordinator's Manual for scenarios)
☐ Scribe	☐ Separate Setting	☐ Translation (Only for ELs)
☐ None recommended by IEP Team		

Section C: Universal Tools – Read aloud for everything except ELA reading passages.

All students may have the **items** and **directions** read aloud to them without an IEP/504 plan via one of the following methods which **must be marked in the testing system prior to use**:

English/Language Arts	Mathematics	Science
☐ Text-To-Speech	☐ Text-To-Speech	☐ Text-To-Speech
☐ Human Reader	☐ Human Reader	☐ Human Reader
☐ Assistive Technology	☐ Assistive Technology	☐ Assistive Technology
☐ Native Language (ELs Only)	☐ Native Language (ELs Only)	☐ Native Language (ELs Only)
☐ None recommended by IEP Team		

Accommodations

Section D: Accommodations - Read aloud for ELA reading passages.

ELA reading passages may only be read to a student with an IEP/504 plan via one of the following methods which **must be marked in the testing system prior to use**:

Grades 3-5: Use of this accommodation will cause an invalidation for ELA and the student will receive the Lowest Obtainable Scale Score (LOSS).	**Grades 6-8**: Use of this accommodation will not affect the student's ELA score.	☐ **Students who are Blind**: Read aloud allowed for students at any grade level who do not yet possess adequate Braille skills. The use of this accommodation will not affect the student's ELA score.
☐ Text-To-Speech	☐ Text-To-Speech	
☐ Human Reader	☐ Human Reader	
☐ Assistive Technology	☐ Assistive Technology	
☐ Native Language (ELs Only)	☐ Native Language (ELs Only)	

Section E: Accommodations – The following tools must be marked in the testing system prior to use.

Accommodations	ELA	Math	Science
Abacus		☐	
Alternate Response Options (See Test Coordinator's Manual for scenarios)	☐	☐	☐
Braille	☐	☐	☐
Calculator – Grade 3 Use will cause an invalidation for Math and the student will receive the Lowest Obtainable Scale Score.		☐	
Calculator – Grades 4-5		☐	
Closed Captioning for ELA listening passages	☐		
Large Print	☐	☐	☐
Multiplication Table – Grade 3 Use will cause an invalidation for Math and the student will receive the Lowest Obtainable Scale Score		☐	
Multiplication Table – Grades 4-8		☐	
Paper Based Assessment	☐	☐	☐
Sign Language for ELA listening passages	☐		
Specialized Calculator (For Calculator Allowed Items Only)		☐	☐
Speech-To-Text via Assistive Technology	☐	☐	☐

Student Name: _____ Date of IEP: _____

<table>
<tr><td colspan="2" align="center">**Form D: Part 2**
MAP End-Of-Course (EOC) Assessments</td></tr>
<tr><td colspan="2" align="center">Grades 9-12, or if appropriate, earlier grades</td></tr>
</table>

The End-of-Course Assessments feature both *Universal Tools* which are available to <u>ALL</u> students unless marked specifically for English Learners and *Accommodations* which are only available to students with an IEP/504 plan.

Required EOC Assessments:	Biology, English II, Government, and Algebra I (or Algebra II, if Algebra I was taken prior to grade 9)
Optional EOC Assessments:	Geometry, English I, American History, Physical Science, and Algebra II
Personal Finance EOC Assessment:	1) For students who are receiving personal finance credit from embedded coursework, the assessment is **REQUIRED**. 2) For students attempting to "test out" and receive personal finance credit toward graduation, the assessment is **REQUIRED**. 3) For students who are enrolled in a stand-alone personal finance course, the assessment is **OPTIONAL**.

Participation

Choose one of the following:

☐ Student will participate in the End-of-Course Assessments **WITHOUT** Accommodations. (**complete sections A - D**)

☐ Algebra I	☐ Algebra II	☐ Geometry	☐ American History	☐ Government
☐ English I	☐ English II	☐ Personal Finance	☐ Biology	☐ Physical Science

☐ Student will participate in the End-of-Course Assessments **WITH** Accommodations. (**complete sections A – E**)

☐ Algebra I	☐ Algebra II	☐ Geometry	☐ American History	☐ Government
☐ English I	☐ English II	☐ Personal Finance	☐ Biology	☐ Physical Science

☐ The student has been determined eligible for and will participate in the MAP-Alternate (MAP-A) and therefore is excluded from EOC Assessment participation. (**STOP - complete Form D: Part 3**)

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 students based on student preference and selection. For detailed descriptions of each tool and any restrictions on the use of them, please see the Tools and Accommodations document for the current school year at http://dese.mo.gov/college-career-readiness/assessment/end-course.

Universal Tools

Section A: Universal Tools – The following tools are automatically available and do not need to be marked in the testing system to use them.

☐ Break	☐ Calculator	☐ English Dictionary (For use only on the English I & II writing prompts)
☐ Grammar Handbook (For use only on the English I & II writing prompts)	☐ Graphing Tool	☐ Highlighter
☐ Line Reader/Masking	☐ Magnification (Zoom)	☐ Mark for Review (Bookmark)
☐ Protractor	☐ Read Aloud Test To Self	☐ Reference Sheet
☐ Ruler	☐ Scratch Paper (Note)	☐ Strikethrough (Answer Eliminator)
☐ Thesaurus	☐ Writing Tools (Bold, Underline, Italicize, Bullet Points, Undo/Redo Typing, Copy/Paste)	☐ None recommended by IEP Team

Student Name: _____ Date of IEP: _____

Section B: Universal Tools – The following tools must be marked in the testing system prior to use.		
☐ Answer Masking	☐ Bilingual Dictionary (For use by ELs only on the ELA Writing Prompt)	☐ Color Contrast
☐ Color Overlay	☐ Magnification (Assistive Technology)	☐ Scribe
☐ Separate Setting	☐ Translation (Only for ELs)	☐ None recommended by IEP Team

Section C: Universal Tools – Read Aloud for Math, Science, and Social Studies EOCs.

All students may have all the text, including the **items** and **directions,** read aloud to them without an IEP/504 plan via one of the following methods which **must be marked in the testing system prior to use**:

Mathematics	Science	Social Studies
☐ Text-To-Speech	☐ Text-To-Speech	☐ Text-To-Speech
☐ Human Reader	☐ Human Reader	☐ Human Reader
☐ Assistive Technology	☐ Assistive Technology	☐ Assistive Technology
☐ Native Language (ELs Only)	☐ Native Language (ELs Only)	☐ Native Language (ELs Only)
☐ None recommended by IEP Team	☐ None recommended by IEP Team	☐ None recommended by IEP Team

Section D: Universal Tools – Read Aloud for ELA EOCs except for reading passages.

All students may have the **items** and **directions** read aloud to them without an IEP/504 plan via one of the following methods which **must be marked in the testing system prior to use**:

☐ Text-To-Speech
☐ Human Reader
☐ Assistive Technology
☐ Native Language (ELs Only)
☐ None recommended by IEP Team

Accommodations

Section E: Accommodations - Read Aloud for ELA Reading Passages.

ELA Reading Passages may only be read to a student with an IEP/504 plan via one of the following methods which must be marked in the testing system prior to use: ☐ Text-To-Speech ☐ Human Reader ☐ Assistive Technology ☐ Native Language (ELs Only)	☐ **Students who are Blind**: Read Aloud allowed for students at any grade level who do not yet possess adequate Braille skills.

Section F: Accommodations – The following tools must be marked in the testing system prior to use.

Accommodations	Alg I	Alg II	Geo	Amer His	Gov	Eng I	Eng II	Per Fin	Bio	Phy Sci
Abacus	☐	☐	☐							
Alternate Response Options	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Braille	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Closed Captioning (ELA listening passages)						☐	☐			
Large Print	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Multiplication Table	☐	☐	☐							
Paper Based Assessment	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Sign Language (ELA listening passages)						☐	☐			
Specialized Calculator	☐	☐	☐						☐	☐
Speech-To-Text via Assistive Technology	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Form D: Part 3
Alternate Assessment (MAP-A)

Only for students with the most significant cognitive disabilities

Participation

The student will participate in the MAP-A Assessment. This alternate assessment is for students with the most significant cognitive disabilities who meet the multiple criteria* for eligibility which is based upon an educational curriculum focusing on essential skills and alternative learning standards in the following areas:

☐ **English Language Arts** in Grades 3 through 8 and 11

☐ **Mathematics** in Grades 3 through 8 and 11

☐ **Science** in Grades 5, 8, and 11

*Information from the alternate assessment decision making resources including the guidance document, flowchart, and/or checklist should be used to justify participation in the alternate assessment. These resources can be found at the following link: https://dese.mo.gov/college-career-readiness/assessment/map-a.

☐ Student will participate in Dynamic Learning Maps (DLM) for local assessment in the following areas:

☐ **English Language Arts** in Grades 9, 10, and 12

☐ **Mathematics** in Grades 9, 10, and 12

☐ **Science** in Grades 3, 4, 6, 7, 9, 10, and 12

☐ Student will **NOT** participate in Dynamic Learning Maps (DLM) for any local assessment for Grades 3, 4, 6, and 7.

☐ Student will **NOT** participate in Dynamic Learning Maps (DLM) for any local assessment for Grades 9, 10, and 12. The student still meets MAP-A eligibility and is not required to participate in EOCs.

MAP-A Justification

The IEP team **must complete Sections A – D** to explain why the child cannot participate in the general education assessment based upon the multiple criteria for eligibility to participate in the alternate assessment. (resources to assist in answering are located at the following link: https://dese.mo.gov/college-career-readiness/assessment/map-a)

Section A: Describe how the student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.

Section B: Describe how the most significant cognitive disability impacts the student's access to the curriculum and requires specialized instruction.

Section C: Describe how the most significant cognitive disability impacts the student's post-school outcomes.

Section D: Describe any additional factors considered. The student's inability to participate in the general education 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 4
ACCESS for ELLs

Only for K-12 English Learners

Student Name: _____ Date of IEP: _____

<table>
<tr><td colspan="2" align="center">Participation</td></tr>
</table>

Choose one of the following ACCESS assessments and whether it will be administered with or without accommodations:

☐ Student will participate in the Kindergarten ACCESS for ELLs Assessments (**complete section A**)
     ☐ **WITHOUT** Accommodations
     ☐ **WITH** Accommodations (**complete section B**)
☐ Student in grades 1-12 will participate in the Online* ACCESS for ELLs Assessments (**complete section A**)
     ☐ **WITHOUT** Accommodations
     ☐ **WITH** Accommodations (**complete section C**)
☐ Student in grades 1-12 will participate in the Paper/Pencil ACCESS for ELLs Assessments (**complete section A**)
     ☐ **WITHOUT** Accommodations
     ☐ **WITH** Accommodations (**complete section D**)
☐ Student in grades 1-12 will participate in the Alternate ACCESS for ELLs Assessments (**complete section A**)
     ☐ **WITHOUT** Accommodations
     ☐ **WITH** Accommodations (**complete section B**)

*This includes students in grades 1-3 who will take the writing modality via paper/pencil.

The ACCESS for ELLs Assessment features universal tools (available to ALL STUDENTS) and Accommodations (available only to students with an IEP/504 plan). Universal tools, including Administrative Considerations, 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 students based on student preference and selection. For detailed descriptions of each tool and any restrictions on the use of them, please see the [Accessibility and Accommodations Supplement document](#) for the current school year.

Universal Tools and Administrative Consideration

Section A: The following tools and considerations are automatically available and do not need to be marked in the testing system to use them.

☐ Adaptive and Specialized Equipment or Furniture	☐ Alternative Microphone	☐ Audio Aids
☐ Color Contrast	☐ Color Overlay	☐ Familiar Test Administrator
☐ Frequent or Additional Supervised Breaks	☐ Highlighter, Colored Pencils, Crayons	☐ Individual or Small Group Setting
☐ Keyboard Navigation	☐ Line Guide	☐ Low Vision Aids or Magnification Devices
☐ Monitor Placement of Responses in The Test Booklet or Onscreen	☐ Scratch Paper	☐ Short Segments
☐ Specific Seating	☐ Sticky Notes	☐ Verbal Praise or Tangible Reinforcement
☐ Verbally Redirect Student's Attention to the Test	☐ None recommended by IEP Team	

Accommodations

Section B: Kindergarten and Alternate Assessment Accommodations - The following tools must be marked in the testing system prior to use.

Accommodation	Listen	Read	Speak	Write
Interpreter Signs Test Directions in ASL	☐	☐	☐	☐
Large Print	☐	☐	☐	☐
Scribed Response				☐
Test May Be Administered By School Personnel In Non-School Setting	☐	☐	☐	☐

	Listen	Read	Speak	Write
Word Processor or Similar Keyboarding Device To Respond To Test Items	☐	☐	▓	☐

Section C: Online Accommodations - The following tools must be marked in the testing system prior to use.

Accommodation	Listen	Read	Speak	Write
Extended Testing Of A Test Domain Multiple Days	☐	☐	☐	☐
Extended Speaking Test Response Time	▓	▓	☐	▓
Extended Testing Time Within The School Day	☐	☐	▓	☐
Human Reader For Response Options	☐	▓	▓	▓
Human Reader For Repeat of Response Options One Time	☐	▓	▓	▓
Interpreter Signs Test Directions in ASL	☐	☐	☐	☐
Manual Control of Item Audio	☐	▓	☐	☐
Repeat Item Audio	☐	▓	☐	☐
Scribed Response	☐	☐	▓	☐
Student Uses a Recording Device and Response Transcribed by Student	▓	▓	▓	☐
Test May Be Administered By School Personnel In Non-School Setting	☐	☐	☐	☐
Word Processor or Similar Keyboarding Device To Respond To Test Items	☐	☐	▓	☐

Section D: Paper/Pencil Accommodations - The following tools must be marked in the testing system prior to use.

Accommodation	Listen	Read	Speak	Write
Braille with Tactile Graphics	☐	☐	▓	☐
Extended Testing Of A Test Domain Multiple Days	☐	☐	☐	☐
Extended Speaking Test Response Time	▓	▓	☐	▓
Extended Testing Time Within The School Day	☐	☐	▓	☐
Human Reader for Items	☐	▓	☐	☐
Human Reader For Response Options	☐	▓	▓	▓
Human Reader For Repeat of Test Items	☐	▓	☐	☐
Human Reader For Repeat of Response Options One Time	☐	▓	▓	▓
Interpreter Signs Test Directions in ASL	☐	☐	☐	☐
Large Print	☐	☐	☐	☐
Manual Control of Item Audio	☐	▓	☐	☐
Repeat Item Audio	☐	▓	☐	▓
Scribed Response	☐	☐	▓	☐
Student Uses a Recording Device and Response Transcribed by Student	▓	▓	▓	☐
Test May Be Administered By School Personnel In Non-School Setting	☐	☐	☐	☐
Word Processor or Similar Keyboarding Device To Respond To Test Items	☐	☐	▓	☐

Form D: Part 5
National Assessment of Educational Progress (NAEP)
and/or International Assessments
Only for students selected to participate

Participation

☐ The student was selected for and will participate in NAEP and/or a related International Assessment:
    ☐ **WITHOUT** Accommodations **(review section A)**
    ☐ **WITH** Accommodations **(review section A and B)**
☐ The student has been determined eligible for and will participate in the MAP-Alternate (MAP-A) and therefore
 is excluded from NAEP and/or related International Assessments.

Student Name: _____ Date of IEP: _____

NAEP is a national test administered to a statewide representative sample of students for national comparison. NAEP is also tied to several international assessments that also use a representative sample of students. Thus, the NAEP and International Assessment samples include students with disabilities and every effort must be made to ensure that selected students have an opportunity to participate in NAEP and/or International Assessments.

The way in which students with disabilities are assessed on the NAEP and/or International Assessments should mirror as closely as possible the way they are tested on the state assessment. For additional information regarding NAEP's universal tools and accommodations, check with your School NAEP Coordinator or refer to: http://dese.mo.gov/college-career-readiness/assessment/naep.

Universal Tools

Section A: Universal Tools – The following tools are automatically available and do not need to be marked in the testing system to use them.

☐ Closed Captioning	☐ Color Theming	☐ Directions Read Aloud/Text-to-Speech
☐ Directions Explained/Clarified	☐ Elimination Capability	☐ Read Aloud/Text-to-Speech
☐ Scratch Paper	☐ Scratch/Highlighter Capability	☐ Small Group
☐ Use a Computer to Respond	☐ Volume Adjustment	☐ Zooming

Accommodations

Section B: Accommodations – The following tools must be marked in the testing system prior to use.

Accommodations	Math	Reading
Braille	☐	☐
Breaks During Test	☐	☐
Calculator Version of the Test	☐	
Cueing to Stay on Task	☐	☐
Directions Only Presented in ASL/Sign Language	☐	☐
Extended Time	☐	☐
Familiar Person Present or Administering the Test	☐	☐
Hearing Impaired Version of the Test	☐	☐
High Contrast for Visually Impaired Students	☐	☐
Low Mobility Version of the Test	☐	☐
Magnification	☐	☐
Preferential Seating	☐	☐
Presented in ASL/Sign Language	☐	
Response in ASL/Sign Language	☐	☐
Scribe	☐	☐
Special Equipment (see test manual)	☐	☐
Separate Location	☐	☐
Uses Template	☐	☐