

2009-10 MEA-NECAP APPROVED ACCOMMODATIONS CROSSWALK

NOTE: This document is provided as a guide for changing MEA accommodation codes to NECAP accommodation codes. The first code in the Code column below is the outdated MEA code, followed by the correct corresponding NECAP italicized code. This second code is the correct code to be used for October 2009 NECAP testing and should be bubbled on the student's answer booklet after testing. If this second code is designated "O1", MDOE permission is **not** required for 2009-10. Some MEA accommodations, as marked below, will not be allowed in the NECAP test in 2010-2011.

Code	Accommodations Category	Details on Delivery of Accommodations
T. TIMING Tests were administered:		
T1. T1	with time extended beyond standard administration (same day).	Extended time may be needed by students who are unable to meet time constraints, are easily fatigued, or unable to concentrate for the length of time allotted for test completion. Testing may be extended until student can no longer sustain the activity.
T2. T2	with time extended beyond standard administration (several days) within the MEA test administration window.	
T3. T3	with multiple or frequent breaks.	Multiple or frequent breaks may be required by students whose attention span, distractibility, or physical condition, require shorter working periods.
T4. T4	at a time of day or a day of the week most beneficial to the student.	Individual scheduling may be used for students whose school performance is noticeably affected by the time of day or day of the school week on which it is done.
T5. O1	using flexibility in the order in which content area tests are given.	Flexibility in the order of presentation may be used, for example, to build confidence in the student by testing those content areas in which they are strongest first, or to alleviate concerns by allowing them to complete the content area about which they are most apprehensive first.
S. SETTING Tests were administered:		
S1. S1	in school site other than regular classroom.	Students may be tested in an alternative site to reduce distractions for themselves or others, or to increase physical access to special equipment.
S2. S2	in out-of-school setting by trained school personnel. (Parents may not be used.)	Out-of-school testing may be used for students who are hospitalized or tutored because they are unable to attend school.
P. PRESENTATION Tests were administered:		
P1. P1	individually.	Individual or small group testing may be used to minimize distractions for students whose test is administered out of the classroom or so that others will not be distracted by accommodations being used (ex., dictation).
P2. P2	in a small group.	
P3. P3	using a human reader	A human reader may be used for a student whose inability to read would hinder performance in Mathematics and/or Science.
M2 <i>(2009-10 only)</i>	<i>For reading questions and answers ONLY in the reading test (NOT allowed for reading passages). NOTE: In 2010-11, this accommodation may change to exclude reading of any part of the reading test</i>	<i>For the Reading sessions of the assessment, a human reader may be used only for questions/answer choices and directions, not for the reading passages. Words must be read as written. No translations or explanations are allowed.</i>
P4. P3	using sign language (NOT allowed for reading passages or content related vocabulary).	Trained personnel may use sign language to administer the test. For reading sessions, sign language may be used only for directions and most questions/answer choices, not for reading passages. Questions/answer choices assessing vocabulary in any content area may NOT be signed.
P5. T3	with opportunity for student to move, stand, and/or pace during assessment.	This opportunity may be used in a setting other than the classroom for a student who cannot focus when seated for sustained periods of time.
P6. P6	using alternative or assistive technology that is part of the student's communication system.	The test may be presented through his/her regular communication system to a student who uses alternative and assistive technology on a daily basis. Technology may not be used to read the reading passages for the student.
P7. P7	by school personnel known to the student other than the student's classroom teacher (e.g., ESL, Title I, Special Education).	The test administrator may be a member of the staff who works with the student from time-to-time or on a daily basis, but is not the student's regular teacher for general curriculum.
P8. P8	using large print version of assessment.	Both large print and Braille versions of the assessment require special processing. Directions for ordering these materials will be included in communications sent to school principals prior to the test.
P9. P9	using Braille version of assessment.	
P10 P10	with LEP student use of a word-to-word bilingual dictionary as needed.	The student may have a word for word dictionary available for individual use as needed. A word for word dictionary is one that does not include any definitions. Dictionaries used must be among those listed at http://www.maine.gov/education/mea/admininfo.htm .

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P11 O1 2009-10 only	using simplified English for non-content specific terms for an LEP student in a manner that does not compromise test integrity.	Simplification of content specific terms (ex., congruent or parallel in mathematics; setting or character in reading) is NOT allowed in any part of a test session. Such simplification would change what is being measured. The content-specific vocabulary list can be found at http://www.maine.gov/education/mea/admininfo.htm .
R. RESPONSE Tests were administered:		
R1. R1	using a scribe or recording device. <i>(Not allowed on the writing test.)</i>	The student may dictate answers to locally trained personnel or record oral answers in an individual setting so that other students will not benefit by hearing answers or be otherwise disturbed. Recorded answers must be scribed prior to the return of test materials.
R2. R2	using alternative or assistive technology/devices that are part of the student's communication system <i>(except text reading devices for Reading passages)</i> . <i>(Not allowed on the writing test.)</i>	The technology is used to permit the student to read and/or respond to the test. In addition to computers, such devices might include, for example, text enlargers, speech-to-text, amplification devices, Dynaboxes, Alpha-Smart, electronic dictionaries and translation programs for LEP students, etc. Use of web-based technology is not permitted.
R3. R3 P11	other assistive devices.	To enable a student to organize thinking, focus, and/or use a device that serves as a specific strategy related to a test item, other assistive devices may be used. They might include such things as templates, graphic organizers, arithmetic tables <i>(only in the calculator allowed session of the Mathematics test)</i> , an abacus <i>(for visually impaired only)</i> , noise buffers, place markers, carrels, etc.
R4. R4	with student use of a word processor.	A student may use a word processor for constructed response items. Access to the Web is not allowed at any time during testing.
R5. R4	with student use of a braille.	A student may use a braillewriter, a slate and stylus, and/or an electronic braille to respond to questions. Responses would need to be recorded in standard format by a scribe.
R6. R6	with student use of visual aids.	Visual aids include any optical or non-optical devices used to enhance visual capability. Examples include magnifiers, special lighting, markers, filters, large-spaced paper, color overlays, etc.
R7. R7	with LEP student use of a word-to-word bilingual dictionary as needed.	The student may have a word for word dictionary available for individual use as needed. A word for word dictionary is one that does not include any definitions. Dictionaries used must be among those listed at http://www.maine.gov/education/mea/admininfo.htm .
R8. P5	using administrator verification of student understanding following the reading of test directions.	After <u>directions</u> have been read, the test administrator may ask the student what he/she has been asked to do. If directions have been misunderstood by the student, <u>the directions may</u> be paraphrased or demonstrated. Test <u>items may not</u> be paraphrased or explained.
R9. O1 2009-10 only	using side-by-side placement of two test booklets.	All responses must be recorded in a single test booklet (gr. 3 only) or answer booklet. This accommodation is designed to allow students to see all sections related to the same item at the same time, regardless of the booklet configuration.
R10. O1 2009-10 only	using test administrator to rewrite word for word those portions of a written student response that are illegible.	Test administrator may rewrite an illegible student response word for word in a legible format immediately above the student's words inside the answer box prior to return of test materials. The rewrite may contain no changes in content or mechanics from the student answer.
O. OTHER		
O1. O1	Accommodations needed by students that are not on the MEA <i>or</i> NECAP Approved Accommodations list. <i>NOTE: Please refer to the NECAP Approved Accommodations list for additional accommodations and modifications permitted in the NECAP</i>	MUST BE DOCUMENTED AND SUBMITTED TO THE DEPARTMENT OF EDUCATION IN ADVANCE Contact Susan Smith, MEA/NECAP Coordinator susan.smith@maine.gov 207- 624-6775