



Minnesota Transition Charter School

K-12 Academic Community

Testing Accommodations

What is an Accommodation?

An accommodation is a change in the administration of an assessment, such as presentation format, response mode, setting, timing/scheduling, or any combination of these that does not change the construct intended to be measured by the assessment or the meaning of the resulting scores. Accommodations provided to a student during assessments must also be provided during classroom instruction, classroom assessments, and district assessments; however, some instructional accommodations are not appropriate for use on statewide assessments and/or college readiness exams, for example, calculators may not be used on all sections of an assessment even if they are used consistently in the classroom.

Accommodation use is not solely limited to school. Students who use accommodations often need them at home, in the community, and as adults, in post-secondary education and at work.

Accommodations are changes that the student requires in order to access the assessment.

General Classroom Accommodations

Accommodations should be based on individual student need.

For students requiring special education services, it is the IEP Team's responsibility to determine how each student who receives special education services will participate in the general education classroom. For students with 504 Plans, accommodations must be provided based in individual need as long as the accommodations do not invalidate the assessment.

Minnesota Assessments

The purpose of the statewide assessments is to understand how well Minnesota students have met the Minnesota Academic Standards that educators have determined to be essential for all students. Most students can show what they know and can do under standard testing conditions, but for some students with disabilities or special language needs, it is both fair and appropriate to make adjustments, or accommodations, to the test. Accommodations for students with IEPs or 504 Plans reduce or even eliminate the effect of a disability on their test performance without lowering our expectations for their learning.

Making effective decisions about accommodations begins with making sound instructional decisions. These decisions are facilitated by gathering and reviewing information about the student's specific needs and current levels of performance in relation to the Minnesota Academic Standards. Careful consideration should be given to each accommodation selected rather than assuming that "more is better" and selecting accommodations that may actually be counterproductive. It is the IEP Team's responsibility to determine how each student who receives special education services will participate in the Minnesota Assessments.

The following supports are available to all students on the MCA, MTAS, ACCESS and Alternate Access:

Timing/Scheduling
Extended testing time
Different time of day



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(Minnesota Assessments cont.)

Setting

Special settings (e.g. certain lighting, acoustics, seating arrangements)
Individual or small group setting
Music or noise buffer (provided by the school, individual on/off volume control)

Presentation

Repeated directions or written directions
Different monitor size and resolution
Classroom materials (provided by the school, e.g. highlighter, color overlay, place marker, pencil grips, magnifier, templates to reduce visual print field, low-vision aide)
Tools embedded in online assessments
Voice feedback devices/whisper phones or student reading the test out loud (must not be audible to other students, must not read out loud to the test monitor)
Amplification devices

Response

Calculator use (except where specifically prohibited)
Scratch paper
Lattices, diagrams, or charts
Mathematics manipulatives and abacus for grade 11 Mathematics MCA

Accommodations for students with an IEP or 504 Plan:

Timing/Scheduling

Extended testing time or sections/segments over multiple testing sessions

Presentation

Braille
Large print
Scripts for mathematics (paper test) or science (online or paper test)
Accommodated text-to-speech for mathematics and science
Signed interpretation of mathematics or science scripts
Signed interpretation of test directions
Handheld calculator (paper test, grades 3-8)
Regular print test books for Reading and Mathematics MCA (or 12-point)
Assistive technology (communication device, device as scratch paper or calculator, internet disabled)
Recording a reading test
Mathematics manipulatives and an abacus (paper test, grades 3-8)

Response Format

Assistive technology (communication device, device as scratch paper or calculator, internet disabled)
Audio recording for transcription
Braille or other note-taking device
Scribe (with transcription into the test book or online test)

If an IEP or 504 Plan team decides to use an accommodation not on this list, contact the Minnesota Department of Education at mde.testing@state.mn.us.



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Linguistic Supports for MCA

Students who are English learners and are designated as an EL in MARSS are able to receive linguistic supports. On the MCA, English learners may be provided any appropriate EL linguistic supports. These linguistic supports may be provided to English learners whether or not they have an IEP or 504 plan.

Linguistic Support of the MCA

Accommodated text -to-speech

Recording a reading test

Scripts for Mathematics MCA

Scripts for Science MCA

Simplified or Clarified Directions

Translated Directions (oral or written) in first language

Word-to-word translations using commercial word-to word dual-language dictionaries

Word-to-Word translation using online translation programs

Word-to-Word translation using pop-up translations

Word-to-Word translation using vocabulary lists

College Entrance Exam Accommodations

Students with a disability may qualify for accommodations for college entrance or placement exams. Each exam organization defines its process and documentation policies. Work collaboratively with your academic dean or guidance counselor to identify required accommodations for the IEP or 504 Plan; and, to apply for accommodations prior to registering. Accommodations for college entrance exams may take up to 7 weeks for approval by College Board.

ACT: Documentation of the disabling condition in the IEP and Evaluation Report or 504 Plan are required. This documentation must indicate how the disability interferes with the student's ability to take the ACT, and the specific recommendations for required test accommodations. More information can be found at ACT.org: <http://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations.html>

SAT: Documentation of the disabling condition in the IEP and Evaluation Report or 504 Plan are required. This documentation must indicate how the student's disability affects the student's participation in College Board exams, and the specific recommendations for required test accommodations. College Board exam approval includes SAT, SAT Subject Tests, PSAT/NMSQT and PSAT 10, and AP Exams. More information can be found at CollegeBoard.org: <https://www.collegeboard.org/students-with-disabilities/request-accommodations>

For more information about Minnesota graduation assessment requirements, visit the Minnesota Department of Education: <http://education.state.mn.us/MDE/fam/tests/>



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References:

Adapted with permission from Procedures Manual for the Minnesota Assessments 2007-2008, Minnesota Department of Education

Minnesota Department of Education Procedures Manual for the Minnesota Assessments 2017-2018