

## **MAP Accommodation Policy**

### **ALLOWABLE ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH SEND/ESL/ELL**

1. All accommodations and modifications should be guided by the student's current IEP and physical accommodation for SEND.
2. It is recommended that students with IEP have the MAP tests administered to them in the Resource Room/Classroom only if their IEP indicates that the test must be administered in a small group or 1:1. In such circumstances, the SEND Department personnel may serve as the MAP Test Proctor. Refer to the exception below:
  - Because the MAP tests are individualized, the sections that can be read are not uniform from one child to the next. For those students whose test may be read to them, as directed by their IEP, it is appropriate to assign a proctor for these cases within the test room. Any individual who assists with a student's test should be cautioned that the testing information is highly confidential, as a preliminary test score will appear at the end of the test. If three computers can be placed in a room, a test proctor can move between three students to read the appropriate sections as they appear.
3. If tests are required to be read to a student, as directed by their IEP, the following should be done:
  - **Math, Language Usage & Science test:** read all of the test to the student.
  - **Reading test:** read only the directions and the question to the student. Under no circumstances should the passage or answer options be read to the student. (Reading tests must assess independent reading skills and reading comprehension. Reading comprehension testing must not become listening comprehension testing. While difficult, we must get a true measure of each child's abilities and then build our program design from there.)
4. For Math and Science, Grades 3 to 11 should be provided with scratch papers. Grades 3 to 8 will use the calculator that is provided on the computer screen.
5. Grades 9-11 may have a hand-held scientific Calculator for use on the math test. Otherwise, all students will use the calculator provided on the computer screen.
6. Non-reading accommodations (extra time and small group) are certainly required per the IEP and indeed align with the MAP testing guidelines.
7. We will keep a list of each student taking the MAP with 'Accommodations'.

## ALLOWABLE ACCOMMODATIONS AND MODIFICATIONS FOR ALL STUDENTS

The following accommodations apply to ALL STUDENTS, with the IEP taking precedence. Part of a standardized environment includes the adherence to the allowable accommodations and modifications which will maintain consistency and fairness among all testing situations.

1. Changes in timing or scheduling the assessment. We may:
  - o Provide extended test time
2. Acceptable changes in the test directions read at beginning of test. We may:
  - o Read directions in all subject areas
3. Changes in how the test items are presented. We may:
  - o Read mathematics and science passages and questions to students provided there are no equations or symbols.
  - o NOT read any part of the reading and language tests, except the directions.
  - o NOT read answer options in any subject area
  - o NOT provide the meaning of words.
  - o NOT rephrase passages or questions.
6. References and tools. We may:
  - o Provide any type of calculator (when appropriate it is provided on the computer screen)
  - o Provide blank scratch paper and pencils during testing, most typically for math and science
  - o Provide small pieces of paper to use as a guide while reading. A student can run the guide along the words as they read, allowing them to stay focused on the reading.

**Scribes, page turners, Tas and others supporting a student's test must be neutral in responding to the student during test administration. Assistance in test administration must not be "leading" a student to the correct answer. The student's response must accurately represent the student's own choice.**

## ALLOWABLE ACCOMMODATIONS AND MODIFICATIONS FOR ESL & ELL STUDENTS

### Rationale & Definition of ESL

ESL is defined as English not being a native language for the student. However there has been a level of exposure to the language by virtue of students attending an American Curriculum School where the medium of instruction is English.

ELL is defined as a student who has no prior knowledge of the English Language. In the context of our school we have increasing numbers of students who have been admitted from Government Schools.

To ensure that RAKAAG is adequately servicing English Second Language (ESL), and honoring the standard of MAP testing, the following accommodations are suggested for ESL students:

#### **Recommended accommodations for students at the beginning levels of proficiency in English:**

- Provide extended time
- Text to Speech

#### **Recommended accommodations for students at higher levels of proficiency in English:**

- Text To Speech

Once ESL students have become familiar with the MAP testing process, it is anticipated that the need for accommodations will decrease. Translation of directions is not recommended at this time for the following reasons:

The goal of MAP testing is to acquire a realistic picture of the ability and progress of each student. It is acknowledged that many ELL students will struggle with this assessment, yet this information can be used to tailor instruction that meets the needs each ESL student presents. The addition of accommodations should be such that the student's needs and actual performance in the classroom are reflected in their MAP scores.

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