Synthesis Report 80

Characteristics of States' Alternate Assessments Based on Modified Academic Achievement Standards in 2009-2010

NATIONAL CENTER ON EDUCATIONAL OUTCOMES

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Characteristics of States' Alternate Assessments Based on Modified Academic Achievement Standards in 2009-2010

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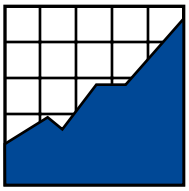

NATIONAL CENTER ON EDUCATIONAL OUTCOMES

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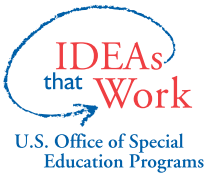

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Executive Summary

All students, including students with disabilities, participate in state accountability systems. Many students participate in the regular assessment, with or without accommodations, but some students may require participation in an alternate assessment to demonstrate their knowledge and skills. Students with more significant cognitive disabilities may be eligible for the alternate assessment based on alternate achievement standards (AA-AAS). In 2007, federal regulations introduced another assessment option—the alternate assessment based on modified academic achievement standards (AA-MAS). Eligible students may be from any disability category, but they must have Individualized Education Program (IEP) goals based on grade-level content standards.

The National Center on Educational Outcomes (NCEO) has been tracking the characteristics of state's AA-MAS since 2007. According to the 2008 NCEO update on test characteristics, nine states had developed what they considered to be an AA-MAS, and only one state (Texas) had received federal approval. The current report found 13 states that by the 2009-10 school year had developed, or were developing, what they considered to be an AA-MAS, and two additional states (Kansas and Louisiana) had received federal approval.

In comparison to Albus et al. (2009), the current report found that more states were using constructed response items and fewer states were using performance task items. The current report also tracked test design changes between the AA-MAS and regular assessment. Over half of the states incorporated the following test design changes: distractor removed, fewer items, fewer items per page, key text underlined or bolded, larger font size, shorter passages, and simplified language. In the current analysis three test design changes tracked previously (manipulatives, read-aloud questions and answers, and scribe) were not found for any states. Five test design changes (e.g., additional graphics, graphic organizers, simplified graphics, different typeface, one column format), which were not tracked in previous reports, were included in the current study.

This study also tracked whether states' AA-MAS were computer-based and whether the states' documents included considerations for English language learners (ELLs) with disabilities. Four of the thirteen states had a computer-based test. Documents from six states suggested that the needs of ELL students participating in the AA-MAS were considered.

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Overview

Federal legislation requires that all students participate in state accountability systems. For students with disabilities, there are a variety of options for participation. Most students with disabilities participate in the regular assessment, with or without accommodations. Students with more significant cognitive disabilities may be eligible for an alternate assessment based on alternate achievement standards (AA-AAS).

In 2007, federal regulations provided another assessment option for students with disabilities—alternate assessment based on modified achievement standards (AA-MAS). Students who participate in an AA-MAS may be from any disability category, and their IEP goals must align with grade-level content standards. According to the regulations, students who participate in this option must have access to grade-level content, but be unlikely to achieve grade-level proficiency within the time period covered by their IEP. For accountability purposes, states may count up to two percent of all students as proficient who met proficiency standards with an AA-MAS (U.S. Department of Education, 2007). States are not required to offer this assessment option.

The National Center on Educational Outcomes (NCEO) has annually tracked and analyzed the test characteristics of states' AA-MAS since 2007 (Albus, Lazarus, Thurlow, & Cormier, 2009; Lazarus, Thurlow, Christensen, & Cormier, 2007). This report updates Albus et al. A companion report on states' participation guidelines for the AA-MAS in 2009 (Lazarus, Hodgson & Thurlow, 2010) can be found at the NCEO Web site at www.nceo.info.

Need to Update and Analyze

During the 2008-2009 academic year, NCEO compiled and analyzed information about the test characteristics of states' AA-MAS, and found that nine states had either implemented or were in this process of developing a test that the states considered to be an AA-MAS. Only one state in the 2008 report (Texas) had received federal approval for its AA-MAS (Albus et al., 2009). As of August 2010, two additional states (Kansas and Louisiana) had successfully completed the federal peer review process.

Because the AA-MAS is a relatively new assessment option, the characteristics of these tests have changed frequently. As more states develop an AA-MAS, and as states revise their tests, there is a need to identify and analyze these changes to help states make informed decisions. Previous reports also did not track some key differences across states (e.g., considerations for ELLs; whether the tests were computer-based). We wanted to learn whether the characteristics of this assessment were continuing to rapidly change. The research questions were:

1. As of February 2010, which states had an assessment that they considered to be an AA-MAS?

2. What were the characteristics of these assessments and how had they changed since 2008?

Process Used to Find Information about States' AA-MAS

In February 2010, state department of education Web sites were searched to identify states that had a test they considered to be an AA-MAS, or an AA-MAS in development. Thirteen states were identified. State documents on AA-MAS test characteristics were downloaded for all 13 states, including fact sheets, guides, newsletters, and test administration manuals. Item samplers were also downloaded to compare items from states' AA-MAS with items from the regular assessments. The documents used in this analysis are listed in Appendix A.

The current report is an annual update. We surveyed AA-MAS test characteristics for the 2009-2010 academic year. In the previous NCEO report on AA-MAS test characteristics (Albus et al., 2009), researchers surveyed documents for the 2008-2009 school year; but referred to 2008 in the report. However, Albus et al. collected information earlier in the school year (August 2008) than we did for the current report (February 2010); therefore in this report we refer to the 2009-10 school year.

In Albus et al. (2009), researchers tracked and analyzed test design changes as well as *embedded accommodations* on states' AA-MAS. *Embedded accommodations* were defined in Albus et al. as accommodations that had been integrated into state's AA-MAS test design. However, it sometimes was difficult to distinguish between an embedded accommodation and a test design change. This report does not distinguish between test design changes and embedded accommodations; all *embedded accommodations* from the previous report are considered test design changes in the current report.

All named test changes in the previous report (Albus et al., 2009) were included in this report if any states made the change this year. If at least three states made a change that was not included in the previous report, we included it in this report. However, it should be noted that many of these changes were listed in previous NCEO reports as "Other." Information was provided about these changes in the appendix tables of Albus et al. (2009) that provided detailed descriptions. This year we also added information about states with materials that addressed considerations for ELLs with disabilities who were taking the AA-MAS. The initial search for states' test design changes revealed that one state (Texas) had posted considerations for English Language Learners (ELLs) with disabilities on the AA-MAS. Thus, a second search was conducted in March 2010 to identify other states that had posted considerations for ELLs with disabilities on the AA-MAS. Several other states were found and a summary of states' considerations for ELLs with disabilities is included in Appendix B.

In May 2010, state profiles were prepared and sent to state directors of assessment via e-mail. Each profile contained the AA-MAS information that had been collected for a state. States were asked to verify the information. If the profile contained inaccurate information, states were permitted to revise their profiles, provided we could confirm their changes with posted state information. All states that had not responded within two weeks were sent a follow-up e-mail. A total of nine states responded. They either confirmed the accuracy of the information, suggested one document over another, or filled in other information. If a state did not respond to the requests, we assumed that the data were correct and considered it verified. The verified information is summarized in this report.

Results

Nine states (California, Connecticut, Kansas, Louisiana, Maryland, North Carolina, North Dakota, Oklahoma, and Texas) were identified as having publicly available information on test characteristics for an AA-MAS in the previous report (i.e., during the 2008-2009 academic year). Four additional states (Indiana, Michigan, Ohio, and Tennessee) were identified in the current report. Table 1 provides the state, the name of the state's AA-MAS, as well as the content area and grade.

Table 1. AA-MAS Name, Content Area, and Grade Described by State

State	Assessment Name	Content Areas/Grades
California	California Modified Assessment (CMA)	ELA (3-9), Math (3-7), Algebra (7-11), Writing (7), Science (5,8,10)
Connecticut	Connecticut Mastery Test Modified Assessment System (CMT MAS) and Connecticut Academic Performance Test Modified Assessment System (CAPT MAS)	Reading and Math (3-8, 10[1])
Indiana[2]		Math and ELA (3-8)
Kansas[3]	Kansas Assessment of Modified Measures (KAMM)	Math, Reading (3-8), Science (4,7)
Louisiana	Louisiana Educational Assessment Program (LEAP) Alternate Assessment, Level 2	ELA and Math (4-10), Science (4,8,11) and Social Studies (4,8,11)
Maryland	Maryland Modified High School Assessment (Mod-HSA), Maryland Modified School Assessment (Mod-MSA)	Algebra, Biology, English, and Government (HS), Math and Reading (3-8)

Table 1. AA-MAS Name, Content Area, and Grade Described by State (continued)

State	Assessment Name	Content Areas/Grades
Michigan	Michigan Educational Assessment Program (MEAP) Access	Math and Reading (3-8), Writing (4,7)
North Carolina	NCEXTEND2 Alternate Assessment for End-of-Grade (EOG), NCEXTEND2 Alternate Assessment for Occupational Course of Study (OCS), NCEXTEND 2 Writing Assessment System (WAS)	NCEXTEND 2 (EOG): Math (3-8), Reading (3-8), Science (5,8); NCEXTEND 2 (OCS) is available for the following courses: Occupational English I, Occupational Mathematics I, Life Skills Science I and II
North Dakota	North Dakota Alternate Assessment 2 (NDAA2)	Math (3-8,11), Reading/Language Arts (3-8, 11), Science (4,8,11)
Ohio	Ohio's Alternate Assessment based on Modified Achievement Standards (AA-MAS)	Math (5-10); Reading (5-10)
Oklahoma	Oklahoma Modified Alternate Assessment Program (OMAAP)	Math (3-8), Reading (3-8), Science (5,8), End-of-Instruction Tests, HS (Algebra I, Biology I, English II, U.S. History)
Tennessee	Tennessee Comprehensive Assessment Program (TCAP) Modified Academic Achievement Standards (MAAS)	Mathematics (3-8), Reading/Language Arts (3-8), Science (3-8), Social Studies (3-8)
Texas	Texas Assessment of Knowledge and Skills Modified (TAKS-M)	English Language Arts (ELA, 10-11), Math (3-11), Reading (3-9), Science (5,8,10-11), Social Studies (8,10,11), Writing (4,7)

[1] The high school CAPT MAS available as a live test for identified grade 10 students and as a retest for individual students in grade 11 and 12.

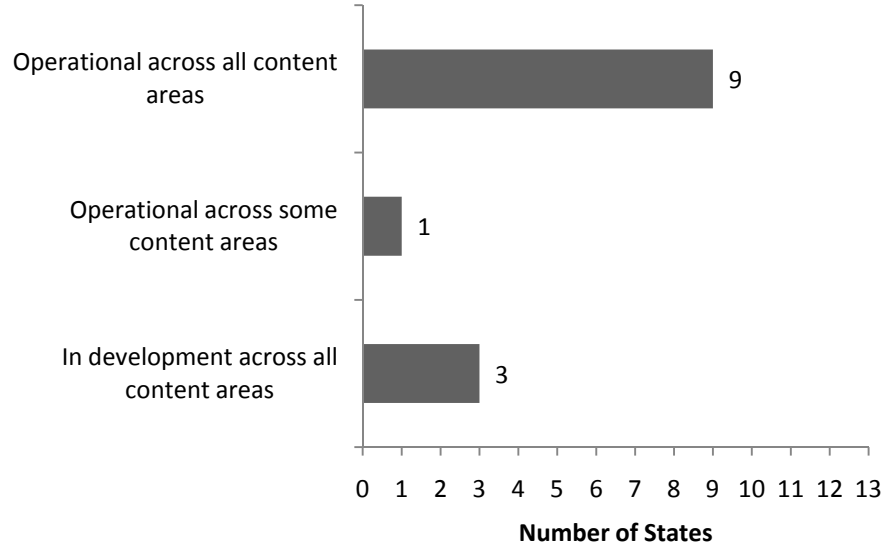
[2] Indiana's assessment based on modified academic achievement standards has yet to be named.

[3] Kansas offers KAMM Opportunity to Learn (OTL) assessments for grades 9-12 in Math, Reading, and Science. The OTL assessments are designed to give students the opportunity to learn the content standards prior to participation. This assessment option "provides Kansas High Schools with flexibility in determining when to assess students" (p. 66, see 2009-2010 Kansas Assessment Examiner's Manual).

All states in the current report assessed students in reading and mathematics. Some states also had AA-MAS tests for science, social studies or other content areas. Some states offered the AA-MAS in grades 3-8 and at the high school level, while other states offered the test at fewer grade levels. Some states had operational assessments across all content areas, while in other states the AA-MAS was in development across some or all content areas.

Figure 1 shows that nine states had an operational assessment that they considered to be an AA-MAS, one state had an operational assessment in some content areas but in development in others, and three states were still in the development stage. Data in Figure 1 represent all 13 states in this analysis. See Table 1 in Appendix B for details.

Figure 1. Number of States with an Operational AA-MAS as of January 2010

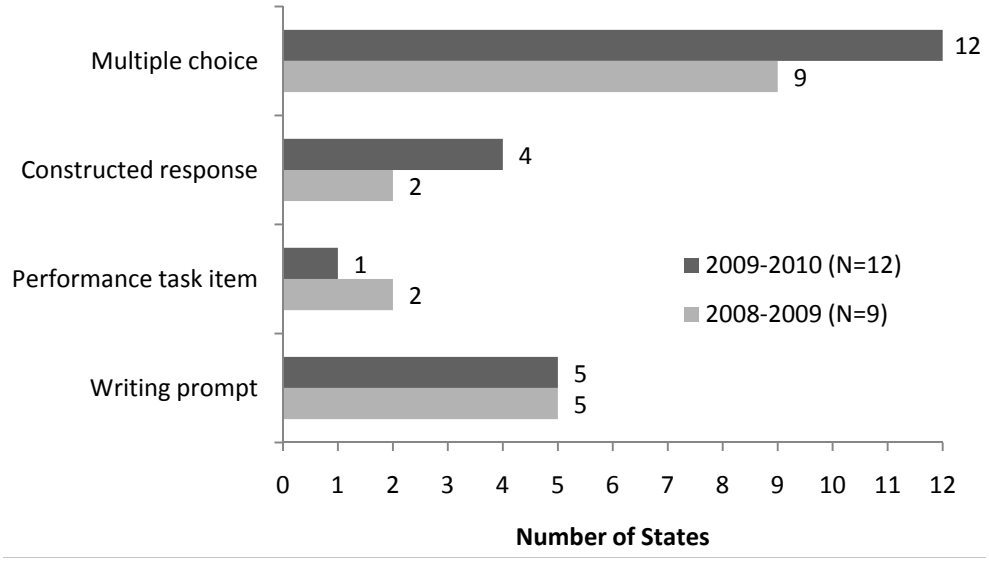


States' AA-MAS included different types of questions and approaches. Figure 2 presents the number of states across 2008-2009 and 2009-2010 with information on AA-MAS question characteristics. In 2009-10, one state (Indiana) was not included because question characteristics for the AA-MAS had not yet been posted when the data were collected. Data in Figure 2 for 2009-10 reflect 12 states.

States with multiple choice, constructed response, performance task items, and writing prompts were identified. In Figure 2, states were included in a category if the item type was used in at least one subject area. States were not counted more than once in any category. For example, if a state used multiple choice and constructed response questions in one content area, the state would be counted in both categories. But a category such as constructed response would not be counted twice if it was used for both reading and mathematics.

Most states (n=12) had multiple choice items. The number of states using constructed response items increased relative to the previous report, and the proportion of states using constructed response items on the AA-MAS increased from 22% in 2008-2009 to 33% in 2009-2010. The number of states using writing prompts for the AA-MAS in at least one subject area did not change from 2008-2009 to 2009-2010. However, the percentage of states using a writing prompt decreased from 2008-2009 (56%) to 2009-2010 (42%). The number of states using performance task items also decreased relative to last year (from two states to one).

Figure 2. Number of States by Question Characteristic across Study Years



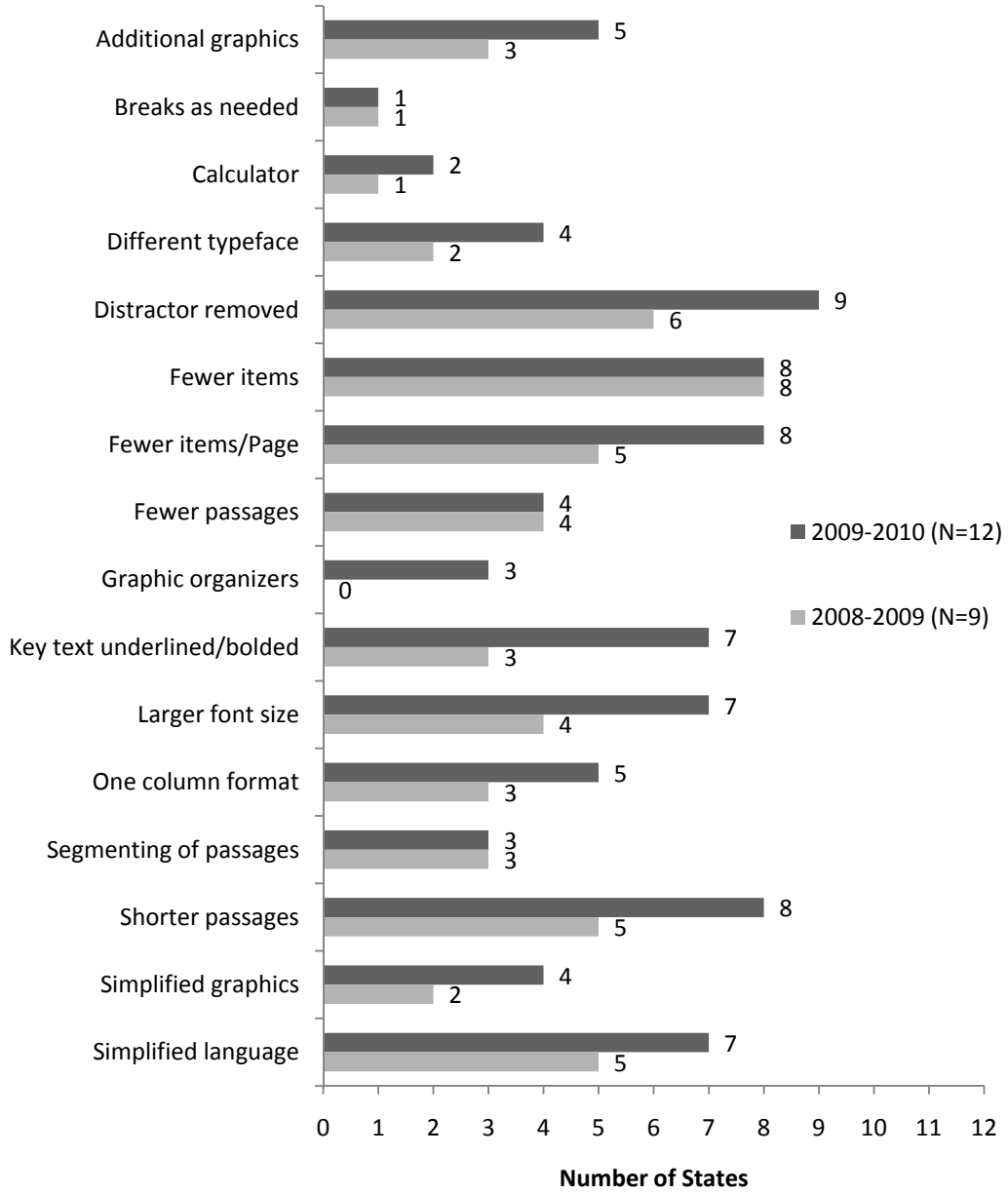
Note: This figure is based on the responses of 12 states.

Assessment Design Changes

The previous NCEO report tracked six test design changes (distractor removed, fewer items, fewer passages, segmenting of passages, shorter passages, and simplified language) and eight *embedded accommodations* (breaks as needed, calculator, fewer items/page, key text underlined/bolded, larger font size, manipulatives, read aloud questions and answers, and scribe). As previously discussed all *embedded accommodations* were considered test design changes in the current report.

Figure 3 compares states' AA-MAS test design changes from 2008-2009 to 2009-2010. All states in the current report except one (Indiana) had posted information on AA-MAS test design changes when the data were collected. Figure 3 data for 2009-10 reflect 12 states. In addition, three test design changes tracked previously (manipulatives, read-aloud questions and answers, and scribe) were not found for any states in 2009-10. One state had made each of these changes in 2008-09.

Figure 3. States' Assessment Design Changes for the AA-MAS across Study Years



Note: This figure is based on the responses of 12 states.

Figure 3 shows that states' design changes for the AA-MAS varied across study years. In the current study, states were most likely to remove a distractor on the AA-MAS (n=9 states). Fewer items, fewer items per page, and shorter passages were also popular test design changes for states' AA-MAS. The largest increase was observed for states using "key text underlined/ bolded," from 33% of states in 2008-2009 to 58% of states in 2009-2010. Few states indicated that they used segmenting of passages, calculator, or breaks as needed. In the 2008-2009 report, Oklahoma indicated "breaks as needed," whereas only North Dakota had "breaks as needed" in the current analysis.

States sometimes provide detailed descriptions about certain test design changes. These specifications are presented in Table B4 in Appendix B. Selected AA-MAS test design change specifications are discussed in more detail here.

Additional graphics. Documents from five states (California, Ohio, Oklahoma, Tennessee, and Texas) indicated that additional graphics were used on the AA-MAS. The specifications differed across states. Some indicated when graphics should be added. California's documents said "graphics for most items" on the math and science tests. The specifications of some states indicated why graphics should be added. For example, Oklahoma indicated that for the science and U.S. history tests, "when possible use art instead of text." Texas indicated that graphics should help "support text, emphasize ideas, and facilitate comprehension." And, in Ohio, "Added icons help students visualize the problem at hand."

Calculator. Two states (Louisiana and Tennessee) integrated calculators into AA-MAS test design. Documents from both states indicated that calculators may be used on all sections of the mathematics test. For example, Louisiana's documents said, "It is recommended that a calculator be made available to each student for instructional and assessment purposes."

Fewer Items per Page. Eight states (Connecticut, Louisiana, Maryland, North Carolina, North Dakota, Oklahoma, Tennessee, Texas) had fewer items per page on the AA-MAS than on the regular assessment. Oklahoma indicated that the AA-MAS had approximately "two or three items per page," whereas Connecticut merely indicated "fewer items per page." North Dakota's AA-MAS had "fewer items per page" as a result of the test's computer platform. Students taking the North Dakota Alternate Assessment 2 (NDAA2) received each item one at a time, presented on a full computer screen.

Key Text Underlined/Bolded. Seven states (Connecticut, Kansas, Louisiana, Ohio, Oklahoma, Tennessee, Texas) had an AA-MAS that used underlining or bolding to emphasize key text. States varied in terms of how and when these formats were used. Some states provided specific descriptions to illustrate formatting changes on the AA-MAS. Kansas indicated that "Passages are organized into distinct sections. Each section is spatially distinct and has bold-faced subheading, and uses bullets to further organize information."

Texas documents indicated that key "terms" were emphasized on the AA-MAS: "Provide definition of non-test vocabulary in a text box near item and bold the defined term in the item." Other states provided more general descriptions of how formatting changes were used on the AA-MAS. For example in Ohio, "Important elements of the problem are bolded or underlined." Connecticut indicated that there was "a more liberal use of bold face" for its AA-MAS tests.

Segmenting of Passages. Three states (Oklahoma, Tennessee, and Texas) indicated that segmenting of passages, generally for reading passages, was to be used on the AA-MAS. Two states

(Tennessee and Texas) described segmenting as separating text into "meaningful" subparts. However, a definition of "meaningful" was not provided by either state. All three states said that related test items follow each segment of text. Oklahoma indicated that segmenting was "a type of modification used frequently in the classroom."

Tennessee documents described possible effects of segmenting for students with disabilities. Specifically, Tennessee indicated that segmenting is a "type of organizational scaffold that reduces the load on working memory." Tennessee was also the only state to specify that text segments should be of equal length.

Simplified Graphics. Of the four states (Connecticut, Oklahoma, Tennessee, Texas) with simplified graphics on AA-MAS tests, documents from two states (Connecticut, Oklahoma) described how graphics were simplified for specific content areas. Connecticut's documents said, "modify diagrams to make computations and task comprehension more evident" on the math test. Oklahoma provided detailed specifications for the biology, math, science, and U.S. history tests. For example, "simplify cells and other diagrams," on the biology test, and "simplify tables and charts by removing irrelevant rows or columns" on the science and U.S. history tests. Two states (Tennessee and Texas) indicated that graphics were simplified across all content areas. Texas' documents said, "Simplify visual complexity of graphics."

Simplified Language. Documents from seven states (Connecticut, Kansas, Louisiana, Maryland, Oklahoma, Tennessee, Texas) suggested that some form of simplified language was used on the AA-MAS. As evidenced by AA-MAS test specifications, states ranged from very specific to more general for descriptions of "simplified language." For example, Kansas included the following for the reading assessment:

> Simple grammatical structures are used and sentence length is kept to a minimum in order to facilitate students' processing of information. Punctuation marks associated with more complex sentences such as commas, colons, and semicolons, are avoided when possible. Sentences follow the general rule of containing one main idea, purpose, or event (i.e., presenting elements of a complex idea separately) in order to help students focus on key pieces of information.

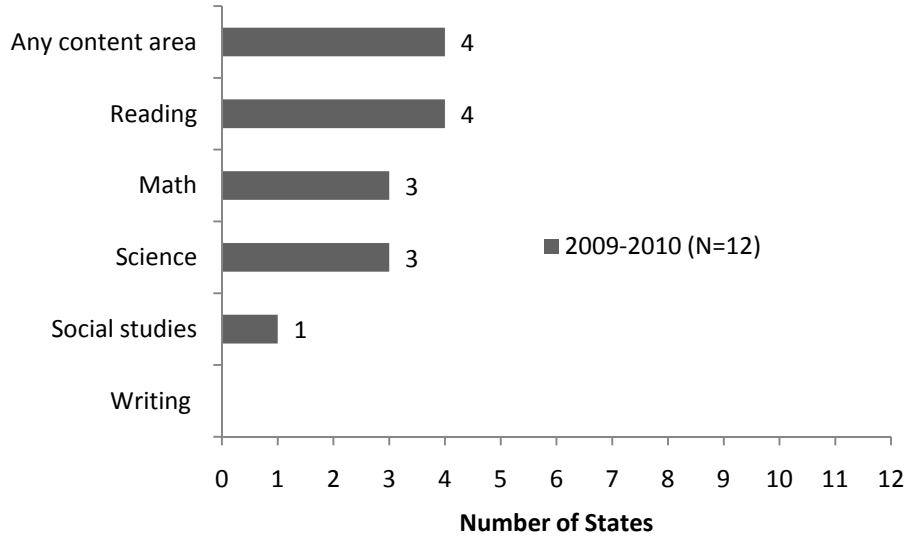
Two states (Texas and Louisiana) specified that only text unrelated to the content being tested was allowed to be simplified. For example, for the math test Louisiana's documents said, "The reading difficulty level of test questions is minimized to the extent possible (except for necessary mathematical terms) so that students' reading ability does not interfere with their ability to demonstrate their mathematics knowledge and skills."

Other states were more general in their description of "simplified language." For example, Oklahoma said, "Optimize readability, where appropriate, by shortening and/or simplifying text stimuli."

Computer-based Tests

Several states were integrating technology into their AA-MAS. As represented in Figure 4, some states (n=4) had developed computer-based tests (CBTs) across several content areas for the AA-MAS, while other states had developed CBTs across one or fewer content areas.

Figure 4. State's Computer-based Tests for the Modified Assessment by Content Area



In North Dakota in 2008-2009, it was reported that the state had developed a teacher-mediated modified assessment wherein the teacher would assist the student in responding to items presented on the computer:

> Test is done on computer with the student and teacher together. The teacher enters the answer choice given by the student. Each question is presented on a single screen. Most questions are multiple choice with several teacher initiated questions (involves printing a screen shot of the item, providing student with supplies to answer the item, give verbal instructions to student. The instructions provided with the item and the teacher rates the student's response from several options). (Albus et al., 2009)

In the current analysis, no evidence of a teacher-mediated CBT was found. Teachers were to *monitor* students who were independently taking the CBT. As described in 2009-2010 North Dakota state documents:

> If the student is unable to use the mouse or make the answer choices alone, the teacher must assist by selecting the choices that the student makes. This should be recorded as an accommodation of using a scribe. As a scribe, the teacher may not help the student answer the questions or give any hints. A scribe can provide only the answers given by the student. (As emphasized in document.)

English Language Learners (ELLs) and AA-MAS

Documents from six states (California, Connecticut, Louisiana, Michigan, North Carolina, Texas) suggested that the needs of ELL students participating in the AA-MAS were considered. Texas provided Linguistically Accommodated Testing (LAT) administrations of the Texas Assessment of Knowledge and Skills Modified (TAKS-M). LAT administrations were designed for ELL students who were eligible to participate in TAKS-M. All students were provided with "indirect linguistic support" during LAT testing. For Texas's TAKS-M mathematics and science tests, this support included, "clarification of test directions," and "breaks at request of student." For the TAKS-M reading tests, this support included "clarification of test directions," "breaks at request of student," and "testing over two days."

ELL considerations in Louisiana, Michigan, and Texas specified which accommodations an ELL student participating in an AA-MAS may be eligible to use. See Table 7 in Appendix B for details (see Lazarus, Cormier, Crone, & Thurlow, 2010, for general information about AA-MAS accommodations policies).

Discussion

In the 2009-2010 academic year, 13 states had an assessment that they considered to be an AA-MAS. Nine states had an operational assessment, while four states were still in the process of developing the assessment. Only three states (Kansas, Louisiana, and Texas) had completed the U.S. Department of Education's Peer Review process. Other important findings from NCEO's 2009-2010 analysis of AA-MAS test characteristics include:

- Similar to 2008-2009, all states with operational tests included multiple choice items for at least one content area of the AA-MAS. The number of states with writing prompts for at least one content area did not change from the previous report; however, the percentage of states with prompts decreased from 56 percent to 42 percent. The number (and percentage) of states using constructed response items increased from 2008-2009, while the number of states using performance task items decreased.

- Three test design changes tracked in the previous report (manipulatives, read-aloud questions and answers, and scribe) were not found for any states in the current report.

- Over half of the states in the current report incorporated the following test design features into the AA-MAS: distractor removed, fewer items, fewer items/page, key text underlined/bolded, larger font size, shorter passages, and simplified language. The largest increase was observed for "key text underlined/bolded" (33% in 2008-2009 to 58% in 2009-2010).

- Four states had developed computer-based tests (CBTs) for at least one content area of the AA-MAS. Most CBTs were developed for the content area of reading.

- Six states addressed considerations for ELL students with disabilities on the AA-MAS.

Specifications for test design changes, including simplified language and segmenting of passages, varied by state. A few states provided detailed specifications for these design changes. Other states provided more general information. For segmenting of passages, some states indicated that text was segmented into "meaningful" parts, but it was not clear if "meaningful" was defined similarly in all states.

Several states considered whether test design changes for the AA-MAS were also used during instruction. One state said that segmenting of passages was "used frequently in the classroom." Another state indicated the importance of using test changes that a student who took the AA-MAS would encounter during instruction (for example, that calculators should be used for instruction and assessment). This follows good practice. Students need to know how to use any test design changes prior to test day. Test design changes for the AA-MAS—while different from accommodations—have many similarities. Students generally should have previously used during instruction any assessment accommodations. According to Pugalee and Rickelman (2010), test design changes for the AA-MAS are often "good instructional tools" that should be introduced to students well before test day.

Some AA-MAS test design changes may increase test accessibility for students, but they may also pose some challenges (Pugalee & Rickelman, 2010; Welch & Dunbar, 2010). These changes may result in more opportunities for students to demonstrate their skills, as well as decreased construct irrelevant variance due to presence of a disability. However, these changes also present challenges, including difficulty in comparing performance on the AA-MAS to performance on the regular test. States may also sometimes fail to align modified test specifications with grade-level content standards (Welch & Dunbar). And, "some low performing students may not have had access to grade-level content, which is another requirement of the federal regulations" (Lazarus, Wu, Altman, & Thurlow, 2010, p. 4).

Some states added graphics for only a few content areas (e.g., math and science) while other states added graphics across all content areas. Moreover, the intended purpose of added or simplified graphics varied across states. One state indicated that graphics were provided instead of text to reduce reading load, while another state said that graphics were simplified on the math test to help students understand the problem. Sometimes graphics can distract or confuse the student. States should carefully consider whether the additional graphics provide useful, accessible information.

In addition, states discontinued some design changes for 2009-2010. For example, one state discontinued use of a scribe. It is no longer provided for all students eligible for this assessment option. To receive assistance from a scribe, students must have a documented need. Thus, it appears that some states are substituting test design changes, which are provided for all students taking the AA-MAS, with accommodations provided for individual students.

During the verification process, it was found that some states had information on AA-MAS test design that was not posted on the state Web site. States should consider putting additional information about their AA-MAS on the state site where it will be easily accessible to all interested parties, including students, parents, teachers, as well as IEP team members. Teachers may especially need to know about test features that students might need practice using prior to test day (for example, graphic organizers, hint boxes).

NCEO will continue to track test design changes for the AA-MAS. As states seek to better assess students who may be candidates for an AA-MAS, it is anticipated that states will make additional test design changes.

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Appendix A

State Documents Used in Analysis

State documents and presentations used in the analysis of states' AA-MAS

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Appendix B

AA-MAS Characteristics by State

Table B1. AA-MAS Name, Content Area, and Grade Described by State

State	Assessment Name	Content Areas/Grades	Notes
California	California Modified Assessment (CMA).	ELA (3-9), Math (3-7), Algebra (7-11), Writing (7), Science (5, 8, 10).	California's ELA, Math, Algebra, Writing, and Science tests were expected to be operational in Spring 2010. For Spring 2011, it is expected that Geometry (8-11) and Life Science (10) will be added, as well as expanding ELA to grades three through eleven.
Connecticut	Connecticut Mastery Test Modified Assessment System (CMT MAS) and Connecticut Academic Performance Test Modified Assessment System (CAPT MAS).	Reading and Math (3-8, 10[1]).	Operational.
Indiana[2]		Math and ELA (3-8).	Piloted in Fall/Spring 2009. Operational by Spring 2010.
Kansas[3]	Kansas Assessment of Modified Measures (KAMM).	Math, Reading (3-8), Science (4,7)	Operational.
Louisiana	Louisiana Educational Assessment Program (LEAP) Alternate Assessment, Level 2.	ELA and Math (4-10), Science and Social Studies (4, 8, 11).	Operational.
Maryland	Maryland Modified High School Assessment (ModHSA), Maryland Modified School Assessment (ModMSA).	Algebra, Biology, English, and Government (HS), Math and Reading (3-8).	Operational.
Michigan	Michigan Educational Assessment Program (MEAP) Access.	Math and Reading (3-8), Writing (4, 7).	Piloted Winter 2009. Operational as of Fall 2009.
North Carolina	*NCEXTEND2* Alternate Assessment for End-of-Grade (EOG), *NCEXTEND2* Alternate Assessment for Occupational Course of Study (OCS).	*NCEXTEND 2* (EOG): Math (3-8), Reading (3-8), Science (5, 8). *NCEXTEND 2* (OCS) is available for the following courses: Occupational English I, Occupational Mathematics I, Life Skills Science I and II, Writing Grade 10.	Operational.

Table B1. AA-MAS Name, Content Area, and Grade Described by State (continued)

North Dakota	North Dakota Alternate Assessment 2 (NDAA2).	Math (3-8, 11), Reading/Language Arts (3-8, 11), Science (4, 8, 11).	Operational.
Ohio	Ohio's Alternate Assessment based on Modified Achievement Standards (AA-MAS).	Math (5-10); Reading (5-10).	Field testing in Spring 2010. Operational by Spring 2011.
Oklahoma	Oklahoma Modified Alternate Assessment Program (OMAAP).	Math (3-8), Reading (3-8), Science (5, 8), End-of-Instruction Tests, HS (Algebra I, Biology I, English II, U.S. History).	Operational.
Tennessee	Tennessee Comprehensive Assessment Program (TCAP) Modified Academic Achievement Standards (MAAS).	Mathematics (3-8), Reading/ Language Arts (3-8), Science (3-8), Social Studies (3-8).	Field testing in Spring 2009. Operational in Spring 2010.
Texas	Texas Assessment of Knowledge and Skills Modified (TAKS-M).	English Language Arts (ELA, 10-11), Math (3-11), Reading (3-9), Science (5, 8, 10-11), Social Studies (8, 10, 11), Writing (4, 7)	Operational.

[1] CAPT MAS available as a live test for identified grade 10 students and as a retest for individual students in grade 11 and 12.

[2] Indiana's assessment based on modified academic achievement standards has yet to be named.

[3] Kansas offers KAMM Opportunity to Learn (OTL) assessments for grades 9-12 in Math, Reading, and Science.

Table B2. Assessment Type and Question Characteristic by Content Area for States' AA-MAS, 2010

State	Reading			Writing				Math			Science			Social Studies		
	Multiple Choice	Constructed Response	Performance Task	Multiple Choice	Constructed Response	Performance Task	Writing Prompt	Multiple Choice	Constructed Response	Performance Task	Multiple Choice	Constructed Response	Performance Task	Multiple Choice	Constructed Response	Performance Task
California[1]	X	X				X		X			X					
Connecticut[2]	X	X						X	X							
Indiana[3]																
Kansas	X							X			X					
Louisiana	X	X					X	X	X		X	X	X	X	X	X
Maryland[4]	X			X				X			X			X		
Michigan	X	X		X			X	X								
North Carolina[5]	X						X	X			X					
North Dakota	X							X			X					
Ohio	X							X								
Oklahoma[6]	X						X	X			X			X		
Tennessee	X							X			X			X		
Texas	X			X			X[7]	X			X			X		

Shading indicates a state does not have a separate assessment for that content area.

[1] California's plans to implement the following additional CMA assessments no later than Spring 2011: CMA for Algebra I (for eligible students in grades three through seven); CMA for Geometry (for eligible students in grades eight through eleven); and CMA for Life Science in grade ten. In fall 2009, California field tested the CMA for Algebra I and the CMA for Life Science.

[2] Connecticut's Mastery Test Modified Assessment System (CMT MAS) and Connecticut's Academic Performance Test (CAPT) Modified Assessment System (MAS) are both available for Reading and Mathematics.

[3] Indiana does not have information on question characteristics posted online.

[4] No information on question characteristics found for Maryland Modified School Assessment (Mod-MSA). Maryland Modified High School Assessment (Mod-HSA) covers the following content areas: Algebra, Biology, English, and Government.

[5] North Carolina's NCEXTEND2 for Occupational Course of Study covers the following content areas: Occupational English I, Occupational Mathematics I, and Life Skills Science I and II, and Grade 10 Writing.

[6] The English II EOI Modified Assessment has 40 multiple choice items and one writing prompt. Students eligible for the OMAAP in grades 5 and 8 must take the general writing assessment. Likewise, students eligible for the

Table B2. Assessment Type and Question Characteristic by Content Area for States' AA-MAS, 2010 (continued)

OMAAP in grades 5, 7, and 8 must take the general assessment for social studies, geography, and U.S. History, Constitution, and Government.

[7] TAKS-M includes a writing prompt for students taking the Writing tests in grades 4 and 7, as well as students in grades 10 and 11 taking the English Language Arts (ELA) test.

Table B3. Comparison of AA-MAS and Regular Assessment: Design Changes, 2010

State	Additional graphics	Breaks as Needed	Calculator	Different Typeface	Distracter Removed	Fewer Items	Fewer Items/Page	Fewer Passages	Graphic organizers	Key Text Underlined/Bolded	Larger Font Size	One column format	Segmenting of Passage	Shorter Passages	Simplified Graphics	Simplified Language	Other
California	X*			X*	X						X	X		X			
Connecti-cut				X*	X		X*		X	X*	X*	X*			X*	X*	X*
Indiana[1]																	
Kansas					X	X*		X*		X*				X*		X*	X*
Louisiana			X*			X	X			X*	X			X		X*	X*
Maryland					X		X[2]	X						X		X[2]	X*
Michigan					X	X											X*
North Carolina					X*	X	X[3]							X			
North Dakota		X*				X	X*				X*						X*
Ohio	X[4]*								X[4]*	X[4]*		X		X[5]			X[4]*
Oklahoma	X*				X	X	X*	X		X	X*	X	X*		X*	X*	X*
Tennes-see	X		X*	X*	X	X*	X		X[6]*	X*	X*		X[6]*	X	X[6]	X[6]*	X[6]*
Texas	X*			X*	X*	X*	X*	X[7]		X*	X	X*	X*	X*	X*	X*	X*
Total	5	1	2	4	9	8	8	4	3	7	7	5	3	8	4	7	10

*See Table B4 for specifications and for descriptions of "other" design changes.

[1] Indiana does not have information on design changes posted online.

[2] Indicates design change that was identified via visual comparison of AA-MAS and regular assessment item samplers for Maryland's High School Assessment (HSA). These changes were not explicitly identified in state documents.

[3] Indicates design change that was identified through visual comparison of AA-MAS and regular assessment item samplers for North Carolina's end-of-grade (EOG) assessments. These design changes were not explicitly identified in state documents.

[4] Indicates design change on Ohio's AA-MAS Spring 2009 pilot.

[5] Design change identified via analysis of Ohio's regular and AA-MAS practice tests for Grade 7. Not explicitly identified in state documents.

[6] Tennessee identified "possible" design changes for the TCAP MAAS.

[7] Design change identified though comparison of released tests for the regular test and AA-MAS. Not explicitly stated in state documents.

Table B4. Specifications and Descriptions of Assessment Design Changes and of "Other" Assessment Design Changes, 2010

State	Specification Details and Other Design Changes
California	**Specification Details** **Additional Graphics:** More graphics [as compared to other STAR tests] are included. **Math:** Graphics for most items. **Science:** Graphics for most items (stems and options). **Different Typeface:** Sans serif font (Helvetica).
Connecticut	**Specification Details** **Different Typeface:** Standard typeface−Verdana expanded; limit use of italics. **Fewer Items/Page:** **CAPT MAS:** Fewer items per pages. **CMT MAS:** Minimum number of questions per page. **Key Text Underlined/Bolded:** **CAPT MAS:** More liberal use of bold than standard. **Mathematics:** Key information bolded in questions. **CMT MAS:** More liberal use of bold face. **Mathematics:** Bold key words and numbers. **Reading:** Bold key words. **Larger Font Size:** Type size standard−12 point. **CAPT MAS:** **Mathematics:** Enlarged text and graphics. **Reading:** Enlarged text. **One Column Format:** No columns of test questions. **CAPT MAS:** Elimination of double-column format for the articles. **Simplified Graphics:** **CMT MAS:** **Mathematics:** Modify diagrams to make computations and task comprehension more evident. **Simplified Language:** Simple and brief sentence structure; consistent and clear paragraph structure; present tense and active voice. **CAPT MAS:** **Mathematics:** Language simplified and extraneous information removed. **CMT MAS:** **Reading:** Language simplified and extraneous information removed when possible. **Other Design Changes** Wide spacing−1.25 between lines; high contrast; margins flushed left and ragged right; block paragraphs; no background graphics behind text; more white space on pages. **Mathematics:** All grid items converted to multiple choice items; questions separated from the rest of the item stem; formulas and conversions embedded in test items; scaffolding of items; some tables or graphs partially completed; simple numbers; most questions are multiple choice; use of dot points/spacing and organized lists/charts to facilitate readability and task comprehension; eliminate grid-in items. **Reading:** Conversion of extended and open-ended questions into short answer and multiple-choice questions; extended spacing between paragraphs, and each paragraph numbered; inclusion of two articles rather than three; embedded text into question stems to eliminate going back and forth between text and questions; added paragraph headings when possible; combination passages.

Table B4. Specifications and Descriptions of Assessment Design Changes and of "Other" Assessment Design Changes, 2010 (continued)

Indiana[1]	
Kansas	**Specification Details** **Fewer Items:** **Mathematics:** Reduction of overall length of assessment. **Fewer Passages:** **Reading:** There are fewer passages to read on the KAMM Reading Assessment. There are two narrative and two expository passages for Grades 3 and 4. There are two narratives, two expository, one technical passage, and one persuasive passage for grades 8 and HS. **Key Text Underlined/Bolded:** **Reading:** Passages are organized into distinct sections. Each section is spatially distinct and has a bold-faced subheading, and uses bullets to further organize information. This organization and formatting strategy provides a structure for grouping information and highlights key information, thereby decreasing demands on working memory and facilitating students' processing of text. **Shorter Passages:** **Reading:** Reduce sentence, paragraph, and passage length to minimize demands on working memory; word count and readability of KAMM passages are reduced to decrease the working memory demands on students. For technical texts, sufficient information and context is presented to help students respond to questions, but the text in general is less complicated and detailed, and presents little, if any, extraneous information. **Simplified Language:** **Mathematics:** Use of simplified language that reduces reading load. **Reading:** Overall goals for creating a passage for a modified reading assessment include ensuring that the text contains enough detail to be engaging and supportive of test items that assess grade-level content, yet purposefully simplified for the KAMM student population so as to reduce the construct-irrelevant language as well as the cognitive complexity of the content without significantly altering the content assessed. Simple grammatical structures are used and sentence length is kept to a minimum in order to facilitate students' processing of information. Punctuation marks associated with more complex sentences such as commas, colons, and semicolons are avoided when possible. Sentences follow the general rule of containing one main idea, purpose, or event (i.e., presenting elements of a complex idea separately) in order to help students focus on key pieces of information. Connections between parts of text or information within the text are explicit to minimize the need for inference. Passages use redundant statements to reduce demand on working memory (i.e., to provide readers with support in remembering prior text) and help strengthen encoding of information. Lexile readability score within the lower limits for grade-level measures yet remains on grade level; using test with familiar/common topics to KAMM students; creating clear, literal, explicit connections within text. **Other Design Changes** Items for the KAMM are selected/modified based on cognitive load. **Mathematics:** Limits on complexity of specific test items (e.g., limiting decimals to hundredths place on the KAMM rather than thousandths place on the general); modify item specifications (e.g., focus on the mathematical relationships, not solving for a missing part); provide data set in increasing order. **Reading:** Organizing and formatting text to facilitate students' processing of information related to the overall purpose/theme (e.g., use of subheadings, bulleted lists, repetition of key words/information).

Table B4. Specifications and Descriptions of Assessment Design Changes and of "Other" Assessment Design Changes, 2010 (continued)

Louisiana	**Specification Details** **Calculator:** **Mathematics:** Calculator use is permitted on all sessions; it is recommended that a calculator be made available to each student for instructional and assessment purposes. As with all instructional materials, each individual district and school should determine which calculator best supports its mathematics curriculum and instructional program. **Key Text Underlined/Bolded:** **Reading:** The format of the Proofreading items on LAA2 differs from that of LEAP, GEE, or iLEAP. Each item consists of a sentence with a part underlined and numbered, followed by four answer choices. **Simplified Language:** **Mathematics:** The reading difficulty level of test questions is minimized to the extent possible (except for necessary mathematical terms) so that students' reading ability does not interfere with their ability to demonstrate their mathematics knowledge and skills. **Other Design Changes** **Reading:** Poetry is not included on the LAA 2; the format of the Using Information Resources (UIR) items on LAA2 differs from that of LEAP, GEE, or iLEAP. The LAA2 items are placed on the same page as, or on the page facing, their related resources.
Maryland	**Other Design Changes** **Mod-HSA:** **Algebra:** Less reading per item.
Michigan	**Other Design Changes** Fewer assessment sessions. Grade 3 students record responses in booklet; grade 4 through 8 students record responses in separate answer document. One of the unique and significant parts of the ELA pilot assessment is the use of enhanced directions on some of the pilot forms that the test administrator reads at the time of assessment in order to assist students in accessing reading and writing portions of the pilot test. The Assessment Plan Writing Team, comprised of Michigan educators familiar with the population being assessed and the content area of ELA, developed the enhanced directions based on the learning characteristics of the student population that is potentially eligible to take the MEAP-Access.
North Carolina	**Specification Details** **NCEXTEND2 EOG:** **Distractor Removed:** Uses three answer choices (foils).
North Dakota	**Specification Details** **Breaks as Needed:** Students should be provided comfortable workstations, a relaxed testing schedule, frequent breaks, and the presence of a competent test administrator. **Fewer Items/Page; Larger Font Size:** Each question is presented on the full computer screen. **Other Design Changes** Choose the time of day for testing to be "the student's best portion of the day." If you know that the student gets tired after lunch, set the testing time for morning.
Ohio	**Specification Details** **Additional Graphics:** **Math:** Added icons help students visualize the problem at hand. **Graphic Organizers:** **Reading:** Provide a graphical structure to help students organize their thoughts. **Key Text Underlined/Bolded:** **Math:** Important elements of the problem are bolded or underlined. This will facilitate structured recall of the content passage by AA-MAS students. **Reading:** Important elements of the reading passage are bolded or underlined. This will facilitate structured recall of the content passage by AA-MAS students.

Table B4. Specifications and Descriptions of Assessment Design Changes and of "Other" Assessment Design Changes, 2010 (continued)

	Other Design Changes **Passage Primed:** **Reading:** Thought questions are introduced before reading a passage to help the students engage in the content of the passage. **Primed Items:** A specially designed priming item is presented immediately before a test item. The priming item assists the students' memory of the cognitive processes so that they will more readily see the solution to the test item.
Oklahoma	**Specification Details** **Additional Graphics:** **Biology I:** Emphasize pictures over text. **Science and U.S. History:** When possible use art instead of text. **Fewer Items/Page:** Two or three items per page. **Larger Font Size:** Larger font than in OSTP [Oklahoma School Testing Program] test booklets. **Segmenting of Passage:** **ELA/Reading:** Show a portion of the passage followed by the items related to that part of the passage; break apart passages into smaller portions and place the specific questions that pertain to the smaller portion underneath that section (this is a modification used frequently in the classroom). **Simplified Graphics:** **Biology I:** Simplify cells and other diagrams. **Math:** Avoid complicated art; avoid items that ask students to redefine their perception of an object (e.g. fold this object along the dotted line). **Science and U.S. History:** Simplify tables and charts by removing irrelevant rows or columns. **U.S. History:** Simplify maps and graphs when possible; simplify details included in visual stimuli. **Simplified Language:** **Biology I:** Optimize readability. **U.S. History:** Optimize readability, where appropriate, by shortening and/or simplifying text stimuli. **Writing Prompt/English II:** Simplify writing prompt. **Other Design Changes** Avoid use of best/ better/ most likely/ closest. Avoid use of "no change" as an answer choice. Student marks responses directly in test booklet. **Biology I:** Highlight if possible; box formulas to make them stand out. **Math:** Avoid items with negative and positive answer choices (4 and -4); display the number on all sides for questions about perimeter; use grids for area questions; place any items with coordinate grid on one page; be consistent with qualifiers in stem and answer choices (i.e., use mL throughout or milliliters throughout). **Science:** Put a box around formulas. **Science and U.S. History:** Reduce amount of reading. **U.S. History:** Reduce number of items requiring students to compare/contrast two visual stimuli or two text stimuli; reduce number of items that combine a visual stimulus with a text stimulus; incorporate essential text from the stimuli into the stem itself. **Writing Prompt/English II:** Simplify the writer's checklist; use a 3-point holistic writing rubric.

Table B4. Specifications and Descriptions of Assessment Design Changes and of "Other" Assessment Design Changes, 2010 (continued)

Tennessee	**Specification Details** **Calculator:** The use of approved calculators is permissible on the mathematics portions of the MAAS Field Test as per system policy. If you have questions about the calculator policy, contact the testing coordinator. **Different Typeface:** Print styles simplified. **Fewer Items:** Shorter assessment. **Graphic Organizers:** Graphic organizers to aid conceptual understanding or focus; graphic organizer (e.g., timeline for organizing chronology); table, graph, chart, or visual to enhance conceptual understanding (e.g., Venn diagram to compare or contrast). **Key Text Underlined/Bolded:** Underline, bold, CAPS key words/ phrases/ symbols. **Larger Font Size:** Call attention to key words/phrases; enlarge text; larger print type. **Segmenting of Passage:** Chunking reading passages is a type of organizational scaffold that reduces the load on working memory; divide into conceptually meaningful subparts whenever possible, otherwise, chunk passages into equal lengths; segments culled to be included with the item. **Simplified Language:** Simplifying language/vocabulary "load;" eliminating extraneous text/words, simplifying language in question/stem or distracters; eliminate extraneous information; substitute another (more familiar) word without changing the construct. **Other Design Changes** Tennessee identified two types of test modifications: enhancements and revisions. Enhancements provide hints, definitions, simple examples. For revisions, see "simplified language." **Enhancements (example):** Add a helpful hint in a "thought balloon;" definition, key word or phrase; reminder of approach to help solve a multi-step problem (e.g., circle the information you need to solve this). Tennessee also identified "other" modifications: Add white space; between paragraphs of passages; between number sequences or graphics. Number paragraphs or lines. Provide more work space in booklet. Decreased cognitive complexity.
Texas	**Specification Details** **Additional Graphics:** Direct student attention to graphics; provide additional graphics to support text, emphasize ideas, and facilitate comprehension. **Different Typeface:** Verdana font. **Distracter Removed:** Delete one answer choice based on content or statistics of item. **Reading:** All other distracters must come from the associated part or a previous part. **Writing:** When "no revision needed" is an answer choice, it will always be the one deleted. **Fewer Items:** Reduce the blueprint and delete all field test items; delete items that cannot be modified based on guidelines. **Math and Science:** Delete griddable items, negative items, and items that cannot be modified based on guidelines. **Reading:** Delete crossover items, items that test author's organization of entire selection, and open-ended responses for reading selections in grades 9-11. **Science:** Delete cluster items. **Writing:** Delete items that cannot be assessed due to passage modifications. **Fewer Items/Page:** More white space due to fewer items per page. **Key Text Underlined/Bolded:** **Reading:** Provide definition of literary terms in a text box near the item and bold the defined **term** in the item [emphasis added]. **Science:** Provide definition of non-test vocabulary in a text box near item and bold the defined **term** in the item.

Table B4. Specifications and Descriptions of Assessment Design Changes and of "Other" Assessment Design Changes, 2010 (continued)

	Social Studies: Provide definition of non-test vocabulary in a text box near item and bold the defined **term** in the item or provide definition in parenthesis behind the word. **One Column Format:** Horizontal item layout (full width). **Segmenting of Passage:** **Reading and Writing:** Divide the selection into meaningful thought units (parts) with items associated with that unit (part) immediately following it. **Shorter Passages:** **Reading:** Delete extraneous information that does not affect development of the selection or any context related to the tested items. **Writing:** Delete extraneous information that does not affect any context related to the tested items. **Simplified Graphics:** Simplify visual complexity of graphics. **Simplified Language:** Change passive voice to active voice when appropriate; change item from open-ended statement ending with a dash to a direct question or vice versa, as necessary, for clarification; add precise language to provide additional context for clarification; use consistent language within an item in order to focus student attention on what is being asked. **Math:** Simplify complex sentence structure and vocabulary in item and answer choices without eliminating math vocabulary. **Reading**: Break compound/complex sentences into simpler sentences; separate contractions except in cases where this makes the sentence awkward; edit figurative language when not tested by using simpler sentences, plain language, and delete unnecessary words; change passive voice to active voice when appropriate. **Item Modifications:** Break compound/complex sentences into simpler sentences; separate contractions except in cases where this makes the sentence awkward; change passive voice to active voice where appropriate. **Reading and Writing:** Simplify difficult to decode or conceptually difficult vocabulary, phrases, or sentences when not tested. **Science:** Simplify complex sentence structure and vocabulary in item and answer choices without eliminating science vocabulary. **Social Studies:** Simplify complex sentence structure and vocabulary in item and answer choices without eliminating social studies vocabulary. **Other Design Changes** In development of TAKS-M items, modifications were made to TAKS items while preserving the construct of each item and maintaining alignment with grade-level content standards. Consideration has been given to the progression of complexity (words usage, sentence structure, vocabulary, content) throughout the grades. **All Content Areas:** **Item Modifications:** Delete extraneous information including irrelevant material and unnecessary words in items or graphics; delete one part of a compound answer choice when possible; use bullets to clearly organize complex items into smaller, meaningful parts; provide additional graphics to support text, emphasize ideas, and facilitate comprehension; provide new text or reorganize existing text within the questions to explain or clarify the graphic. **Math and Science:** **Item Modifications:** Revise text as necessary to maintain the authenticity and logic of the item due to modifications; reduce the number of variables and simplify digits in item when appropriate; limit the number of steps or operations in multi-step problems; provide appropriate formula or conversion near the item; provide explicit directions to explain a process such as measuring. **Reading:** **Modifications to Reading Selections:** Provide pre-reading text that clarifies the selection's purpose, explains difficult concepts and introduces unfamiliar or difficult to decode vocabulary. The test administrator will read the pre-reading text to the students before each student independently reads the selection. The test administrator may

Table B4. Specifications and Descriptions of Assessment Design Changes and of "Other" Assessment Design Changes, 2010 (continued)

	repeat words located in this pre-reading text at student request while the student is reading the selection; paired selections in grades 4-8 are separated into two single selections which are not tested as thematically linked; the reading selections in grades 9-11 are not thematically linked; visual representations are not tested. **Item Modifications:** Revise answer choices as necessary to reflect modifications made to the selection. **Social Studies:** **Item Modifications:** Revise test as necessary to maintain the authenticity of the item due to modifications; provide explanatory text in brackets in historical excerpts (quotations). **Writing:** **Modifications to the Revising and Editing Passages:** Provide pre-reading text that clarifies the passage's purpose, explains difficult concepts and introduces unfamiliar or difficult to decode vocabulary. The test administrator will read the pre-reading text to the students before each student independently reads the passage. **Item modifications:** Revise answer choices as necessary to reflect modifications made to the passage.

[1] Indiana does not have information on design changes posted online.

Table B5. Online or Computer-Based Testing for States' AA-MAS, 2010

State	Reading	Writing	Math	Science	Social Studies
California					
Connecticut*	X				
Indiana					
Kansas*	X		X	X	
Louisiana					
Maryland*	X		X	X	X
Michigan					
North Carolina					
North Dakota*	X		X	X	
Ohio					
Oklahoma					
Tennessee					
Texas					
Total	4	0	3	3	1

Shading indicates a state does not have a separate assessment for that content area.
*See Table B6 for descriptions of states' online or computer-based testing for AA-MAS.

Table B6. Description of States' Online or Computer-based Testing for AA-MAS, 2010

State	Description
Connecticut	**General Description:** **Reading:** Beginning with the 2010 test administration, the Reading CMT/CAPT MAS tests will be administered online to all eligible students. For Reading CMT MAS, these subtests include Reading Comprehension and Degrees of Reading Power (DRP). For Reading CAPT MAS, these subtests include Reading for Information and Response to Literature. Students registered on the CAPT/CMT Accommodations Data Collection Web Site for the Reading CMT/CAPT MAS tests, take these tests using the Measurement Incorporated Secured Testing (MIST) application. **Accommodations[1]:** **Reading:** The MIST application is the same online application used for students who receive the *Word Processor/Online Computer Response* Accommodation. Since this will be the primary method for taking this test, there is no need to indicate this is an accommodation on the accommodation form for the Reading CMT/CAPT MAS tests; as a new feature on MIST, students taking the Reading CMT/CAPT MAS, who need the *Reader-directions only* accommodation, may have this accommodation provided through MIST; MIST will eventually include features that provide other accommodations through this online environment (i.e., print/screen enlargement, text reader for test items and the ability to use a variety of input devices for greater student response independence).
Kansas	**General Description:** The KAMM is available through Kansas Computerized Assessment (KCA). **Accommodations[1]:** **Reading, Math, Science:** Paper-pencil assessments may only be used for an accommodation; there are three options for administering the read-aloud accommodation to an individual: KCA administration, KCA audio voice; KCA administration, adult reader; paper/pencil accommodation, adult reader.
Maryland	**General Description:** **Algebra, Biology, English, and Government:** The Mod-HSA will be administered either by computer ("Online" testing) or by paper and pencil ("Paper" testing); online tests are administered according to a flexible administration schedule set by each LEA within the overall State-mandated HSA testing window; online or paper test-takers without an extended time accommodation must complete all three sessions of each content area test over the course of a single school day.
North Dakota	**General Description:** **Language Arts, Mathematics, Reading, and Science:** The NDAA2 is a test which is given on a computer via a secure online web-based system. The NDAA2 consists of four sub-tests [above] which can be taken in any order during the NDAA2 assessment window; the NDAA2 needs to be taken on a computer in a quiet, secure area free of distractions, with direct supervision; each question is presented on the full computer screen; answer choices are presented at the bottom of the screen and require that the student select one of the choices using the computer mouse; the next page/question is reached by using the mouse to toggle forward using the arrow at the bottom of the page; the student is able to go back and forth using the mouse to review answers and make changes if desired; each sub-test is submitted by clicking on "submit" at the end of the test; each answer is recorded as the student answers it. **Accommodations[1]:** **Language Arts, Mathematics, Reading, and Science:** If the student is unable to use the mouse or make the answer choices alone, the teacher must assist by selecting the choices that the student makes. This should be recorded as an accommodation of using a scribe. As a scribe, the teacher may not help the student answer the questions or give any hints. A scribe can only provide answers given by the student.

[1]For additional information about AA-MAS accommodations policies, see Lazarus, Cormier, Crone & Thurlow (2010).

Table B7. States' Considerations for ELL Students with Disabilities on AA-MAS, 2010

State	Considerations
California	**Description:** Parent Guardian Guide to the California Modified Assessment (CMA) (Spanish Version): "Guía para padres de familia y tutores sobre la Prueba modificada de la evaluación educativa de California."
Connecticut	**Description:** A special education student who is also an English Language Learner (ELL) assessed with the CMT/CAPT MAS would follow the same criteria for exiting ELL services as all ELL students. More information can be accessed on the CSDE's Web site: http://www.csde.state.ct.us/public/cedar/assessment/common/MAS2010memo.pdf
Indiana	
Kansas	
Louisiana	**Description:** A student may be classified as both LEP and special education and be eligible to participate in LAA 2. **Accommodations[1]:** Use of the following LEP accommodations will be determined by the classroom teacher or other individual providing language services: extended time, individual/small group administration, provision of English/native language word-to-word dictionary (no definitions), test administered by ESL teacher or by individual providing language services, tests read aloud.
Maryland	
Michigan	**Description:** Students should only use accommodations on state assessments if 1) the accommodation is documented in the IEP, Section 504 Plan, or ELL plan 2) the accommodation is routinely used as part of the student's daily instruction, 3) the student is proficient in using the accommodation, and 4) the effectiveness of the accommodation(s) has been determined prior to use on an assessment. **Accommodations[1]** **Standard Accommodations for ELL students on MEAP or MEAP-Access[2]** ***Equipment/Materials:*** **Audio/Video Equipment:** Use of state-produced video or audio versions of assessment in English for English language learners (students must be dominant in a native language other than English; and student's English proficiency is determined to be basic or lower intermediate; non-standard for the reading components of any assessment); use of state-produced video or audio versions of assessment in a language other than English for English language learners (student must be dominant in that language; and student's English proficiency is determined to be basic or lower intermediate; student receives bilingual instruction in that native language for the maintenance of that language; non-standard for the reading components of any assessment). **Dictionary/Glossary:** Use of bilingual word-for-word non-electronic translation glossary for English language learners. **Visual organizers:** Use of acetate color shield, highlighters, highlighter tape, page flag, and reading guides on test booklets. **Other:** Use of rulers as provided by the state. ***Presentation:*** **Administration by Others:** Qualified person familiar to the student administers the assessment (e.g., Special Education teacher, Bilingual/ESL staff). **Native Language Translation of Directions and/or Items:** Reading all assessment directions in student's native language (student must be dominant in that native language; and student's English proficiency is determined to be basic or lower intermediate; and student receives bilingual instruction in their native language for the maintenance of that language); Reading content and questions in the students native language (Mathematics, Social Studies, Science and Writing); student must be dominant in a native language other than English; and student's English proficiency is determined to be basic or lower intermediate; and student receives bilingual instruction in that native language for the maintenance of that

Table B7. States' Considerations for ELL Students with Disabilities on AA-MAS, 2010 (continued)

State	Considerations
	language). **Prompt/Encourage Student:** Teacher provides visual, auditory, or physical cues to student to begin, maintain, or finish task. **Read Aloud Questions:** Reading aloud the Mathematics, Science, and Social Studies assessments with individual students or in small groups of no more than 5 students (MEAP-Access requires the use of reader scripts). **Read/Re-read/Clarify Directions:** Assessment directions (teachers may emphasize key words in directions, teachers may repeat directions exactly as worded in administrator manual, student may restate directions in his/her words, student may ask for clarification of directions). **Sign interpret directions:** Directions provided using sign language (American Sign Language, ASL, or Exact English). ***Response:*** **Pointing:** Student points to answers. **Write in Test Booklet:** Student writes directly in assessment booklet (transferred to answer document by teacher). ***Scheduling/Timing:*** **Extended Time:** Extended assessment time. **Flexible scheduling:** Administer the parts within a content area in any order. **Time beneficial to student:** Administration of the assessment at a time most beneficial to the student, with appropriate supervision. **With breaks:** Frequent supervised breaks; method of informing students of remaining time (e.g., clock or timer). ***Setting:*** **Increase/decrease opportunity for movement:** Able to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others (e.g., kneeling, constant movement). **Individual:** Administration of the assessment individually or in a small group. **Seat location/proximity:** Placement of student where he/she is most comfortable (e.g., front of the room, back of the room); placement of teacher/proctor near student. **Separate room/Minimize distractions:** Administration of the assessment in an alternate education setting (in school) with appropriate supervision (e.g., Bilingual/English as a second language setting, special education setting, in a distraction free space or alternate location such as separate room or location within room).
North Carolina	**Description:** To determine student participation in the *NCEXTEND2 EOG for reading comprehension and/or mathematics, the following eligibility requirements must be considered: the student, if identified as limited English Proficient (LEP), must also have a current IEP.* *To determine student participation in the NCEXTEND2* OCS (Occupational Mathematics I, Occupational English I [reading], Life Skills Science I and II, and OCS Grade 10 Writing), the following eligibility criteria must be considered: the student, if identified as limited English Proficient (LEP), must also have a current IEP.
North Dakota	
Ohio	
Oklahoma	
Tennessee	
Texas	**Description:** Linguistically accommodated testing (LAT) administrations are required for immigrant English language learners (ELLs), including those served by special education, who meet participation criteria for mathematics, science, and reading/ELA tests in grades 3-8 and 10. The LAT process enables eligible immigrant ELLs to be assessed with linguistic accommodations that help them better understand the language used on the tests. When taking a LAT administration of TAKS-M, eligible students are able to receive accommodations that address both their special education needs and needs as immigrant ELLs. With the exception of the grade 10 TAKS-M ELA test, the regular TAKS-M booklets are used for LAT administrations of TAKS-M. Students who need a

Table B7. States' Considerations for ELL Students with Disabilities on AA-MAS, 2010 (continued)

State	Considerations
	large-print version of the LAT TAKS-M test will use the large-print TAKS-M test. **Accommodations[1]:** **LAT Mathematics and Science Accommodations:** **Allowable Accommodations Providing Indirect Linguistic Support:** Clarification of test directions; breaks at request of student. **Allowable Accommodations Providing Direct Linguistic Support:** Linguistic simplification; oral translation; reading (decoding) assistance; bilingual dictionary; bilingual glossary; English and Spanish tests side by side (grades 3-5). **LAT Reading Accommodations:** **Allowable Accommodations Providing Indirect Linguistic Support:** Clarification of test directions; breaks at request of student; testing over two days.[3] **Allowable Accommodations Providing Direct Linguistic Support:** Bilingual dictionary; English dictionary; reading aloud−word or phrase; reading aloud−entire test item; oral translation−word or phrase; clarification−word or phrase.

[1]For additional information about AA-MAS accommodations policies, see Lazarus, Cormier, Crone & Thurlow (2010).

[2] Categories and definitions for accommodations were added, based on Lazarus et al. (2010).

[3] A two-day LAT administration of a TAKS-M reading/ELA test is optional. The LPAC and ARD committee should decide in advance whether the student should complete the test in one or two days.