

## Mississippi Accessibility Features and Testing Accommodations for the MKAS<sup>2</sup>

		#	ACCESSIBILITY FEATURE	Kindergarten Readiness		Third Grade Reading Summative	
				English Learner	Special Ed.	English Learner	Special Ed.
Accessibility Feature(s) - ALL Students	1	At the front of the room	Y	Y	Y	Y	
	2	Facing test administrator while directions given	Y	Y	Y	Y	
	3	In a small group	Y	Y	Y	Y	
	5	In a familiar room	Y	Y	Y	Y	
	6	With a familiar teacher	Y	Y	Y	Y	
	8	In a study carrel	Y	Y	Y	Y	
	10	Specialized table to fit a student's wheelchair	Y	Y	Y	Y	
	20	Extended Time <b>(Refer to Note 1)</b>	N/A	N/A	Y	Y	
	22	Specific time of day <b>(Refer to Note 2)</b>	Y	Y	N	N	
	23	Until, in Test Administrator's judgment, the pupil can no longer continue the activity <b>(Refer to Note 3)</b>	Y	Y	N/A	N/A	
	25	Administer the test over several days, specifying the duration of each day's session <b>(Refer to Note 4)</b>	Y	Y	N/A	N/A	
	40	Large print	Y	Y	Y	Y	
	44	Transparent color overlay	Y	Y	Y	Y	
	45	Magnification equipment/Zoom features	Y	Y	Y	Y	
	46	Templates to reduce visible print	Y	Y	Y	Y	
	49	Clue student to stay on task	Y	Y	Y	Y	
	53	Read test directions (but <u>not</u> test items) to individual students or a group -- repeating and/or paraphrasing the directions if needed	Y	Y	Y	Y	
	60	Use of highlighter by student	N/A	N/A	N/A	N/A	
70	Student will dictate or gesture the answers to Scribe, and Scribe will mark answers directly into online test system in the presence of Test Administrator and Proctor. <b>(Refer to Note 5)</b>	Y	Y	N/A	N/A		
	#	ACCOMMODATION					
Response	4	Individually to accommodate specific disability	N	Y	N	Y	
	7	At home (only for homebound students)	N	Y	N	Y	
	9	With special lighting	N	Y	N	Y	
	11	Secure paper to work area with magnets/tape	N	N	N	N	
es	20	Extended Time <b>(Refer to Note 1)</b>	N/A	N/A	Y	Y	
	21	With scheduled rest breaks	N	Y	N	Y	
	22	Specific time of day <b>(Refer to Note 2)</b>	N	N	N	Y	

Timing/Scheduling	23	Until, in Test Administrator's judgment, the pupil can no longer continue the activity <b>(Refer to Note 3)</b>	N/A	N/A	Y	Y
	24	Administer the test over several sessions, specifying the duration of each session.	N/A	N/A	Y	Y
	25	Administer the test over several days, specifying the duration of each day's session (MDE prior approval required) <b>(Refer to Note 4)</b>	N/A	N/A	Y	Y
Presentation	41	Braille	N	N	N	Y
	42	Hearing aids / Sound amplification	N	Y	N	Y
	43	Auditory trainers (Example: whisperphone, noise-cancelling headphones)	N	Y	N	Y
	47	Provide cues (e.g., arrows and stop signs) on answer form in pencil	N	N	N	N
	48	Use of memory aids, fact charts, resource sheets, and/or abacus	N	N	N	N
	50	Highlight key words/phrases in directions (e.g., complete sentences, show your work) by the teacher	N	N	N	N
	55	Read test directions and test items to individual students or a group -- repeating directions and/or items, but <b>not</b> paraphrasing	N	N	N	N
	58	Read test directions and test items to individual students or a group -- repeating and/or paraphrasing <b>only</b> the directions if needed	N	N	N	N
61	Calculator	N	N	N	N	
Response	70	Student will dictate or gesture answers to Scribe, and Scribe will mark answers directly into online test system in the presence of Test Administrator and Proctor. <b>(Refer to Note 5)</b>	N/A	N/A	N	Y
	71	Student will dictate or gesture the response to Scribe, and Scribe will transcribe the student response into the answer document in the presence of Test Administrator and Proctor.	N	N	N	N
	72	Student will mark answers in test booklet, and Scribe will transfer answers from test booklet to online test system in the presence of Test Administrator and Proctor.	N	N	N	N
	73	Tape record responses for later verbatim translation	N	N	N	N
	74	Provide copying assistance between drafts	N	N	N	N
	75	Braille	N	N	N	Y
	76	Communication board	N	N	N	N
77	Augmentative communicative device	N	Y	N	Y	

78	Computer / word processor ( <b><u>without</u></b> grammar/syntax checker & <b><u>without</u></b> work completion/prediction feature)	N	N	N	N
79	Computer / word processor ( <b><u>without</u></b> grammar/syntax checker, <b><u>with</u></b> completion/prediction activated)	N	N	N	N
80	Adapted keyboards	N	Y	N	Y
81	Native language word-to-word glossaries that translate English words into the native language for English Learners. (Definitions cannot be provided in either language.)	N	N	N	N
82	Spelling dictionary (Shows correct spelling of English words but does not give definitions.)	N	N	N	N
98	Other <b><u>allowable</u></b> accommodation**	N	Y	N	Y
99	Other <b><u>non-allowable</u></b> accommodation	N	N	N	N

\*\* *Must not interfere with what the test purports to measure*

N/A Not Applicable

# Accommodation Notes

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## **Note 1**

Accessibility Feature: For the **Third Grade Reading Summative Assessment**, the General Education students, English learners, and students with disabilities will have a maximum of 270 seconds to answer each item.

Accommodation: For the **Third Grade Reading Summative Assessment**, students with disabilities (SWDs), English learners (ELs), and students with a diagnosis of dyslexia that were evaluated by a licensed psychologist, psychometrist, or speech language pathologist (HB 1031, July 2012) can have a maximum of 20 minutes to answer each question; however, the test must be completed by 3:00 p.m. or the end of the student's school day, whichever occurs first. The extended time accommodation (#20) must be listed in the student's IEP or Section 504 Plan and specified for this assessment area **or students must have a documented diagnosis of dyslexia on file in accordance with Miss. Code 37-173-1 et seq.**

For the **Kindergarten Readiness Assessment**, all students will have 90 seconds to answer each item. Extended time is currently unavailable for this assessment.

## **Note 2**

Accessibility Feature: For the **Kindergarten Readiness Assessment**, all students can test at a specific time of day if necessary.

Accommodation: For the **Third Grade Reading Summative Assessment**, students with disabilities (SWDs) and English learners (ELs) can test at a specific time of day, if this accommodation (#22) is listed in the student's IEP or Section 504 Plan and specified for this assessment area.

## **Note 3**

Accessibility Feature: For the **Kindergarten Readiness Assessment**, if, in the Test Administrator's professional judgment, a student is unable to continue the assessment, the Test Administrator can stop the test. When the student is prepared to continue the test, the assessment must be resumed on the same day from the point at which it was stopped.

Accommodation: For the **Third Grade Reading Summative Assessment**, if, in the Test Administrator's professional judgment, a student with a disability (SWD), an English learner (EL), and students with a diagnosis of dyslexia that were evaluated by a licensed psychologist, psychometrist, or speech language pathologist (HB 1031, July 2012) is unable to continue the assessment, the Test Administrator can stop the test. When the student is prepared to continue the test, the assessment must be resumed on the same day from the point at which it was stopped. This accommodation (#23) must be listed in the student's IEP or Section 504 Plan and specified for this assessment area **or students must have a documented diagnosis of dyslexia on file in accordance with Miss. Code 37-173-1 et seq.**

## **Note 4**

Accessibility Feature: For the **Kindergarten Readiness Assessment**, clicking [Resume Later] allows students to resume their test at a later time, starting on the same question number at which the test was paused but a different item. The STAR monitor password is required. Note a different password can be set for each STAR class; be sure to enter the password for the class in which the student is testing. The test can be paused and resumed as many times as needed, but it can only be resumed within 8 days of when it was originally started.

Closing the test window during a test will also allow a student to resume from where they left off, although this is not recommended.

If the student clicks [Stop Test] and the monitor password is entered, the test is over and the student will need to begin a new test. The incomplete test will not be scored.

Accommodation: For the **Third Grade Reading Summative Assessment**, students with disabilities (SWDs) and English learners (ELs) can click [Resume Later] to allow students to resume their test at a later time, starting on the same question number at which the test was paused but a different item. The STAR monitor password is required. Note a different password can be set for each STAR class; be sure to enter the password for the class in which the student is testing. The test can be paused and resumed as many times as needed, but it can only be resumed within 8 days of when it was originally started. Closing the test window during a test will also allow a student to resume from where they left off, although this is not recommended.

If the student clicks [Stop Test] and the monitor password is entered, the test is over and the student will need to begin a new test. The incomplete test will not be scored.

This accommodation (#25) must be listed in the student's IEP or Section 504 Plan and specified for this assessment area.

#### **Note 5**

Accessibility Feature: For the **Kindergarten Readiness Assessment**, students can dictate or gesture answers to a Scribe, and the Scribe will mark answers directly into online test system in the presence of the Test Administrator and Proctor.

Accommodation: For the **Third Grade Reading Summative Assessment**, students with disabilities (SWDs) can dictate or gesture answers to a Scribe, and the Scribe will mark answers directly into online test system in the presence of the Test Administrator and Proctor. This accommodation (#70) must be listed in the student's IEP or Section 504 Plan and specified for this assessment area.