

Accommodations on MAP Testing for Students with IEPs or 504 Plans

**The following information has been excerpted from the
NWEA Technical Manual for MAP and MPG.
The full document is available at the NWEA website.**

Special Considerations. The adaptive nature of MAP survey with goals assessments makes them appropriate assessments for students with a wide range for skills and achievement levels. MAP and MAP for Primary Grades assessments are designed for administration in an untimed session. Local schools and districts may determine that certain testing accommodations are appropriate for individual students. They accommodations include, but are not limited to: reading the test directions, providing auditory amplification, testing in alternate settings, dictating responses to a scribe, and do on. Twenty-one separate accommodations to the test are considered allowable and are listed below. These accommodations impact neither the validity nor the alignment of the assessments; they do not provide assistance Test:

- Read or reread directions to students in understanding or solving test items. Any and all special program students who are administered MAP or MAP for Primary Grades assessments using one or more of the accommodations listed below are subjected to the same reporting specifications as regular education students.

Acceptable Accommodations for MAP and MAP for Primary Grades Assessments:

Changes in Timing or Scheduling the Assessment:

- Extend time
- Offer frequent breaks
- Divide testing over several sessions
- Administer at time of day most beneficial to student

Changes in the Test Directions Read at the Beginning of the Test:

- Sign directions for the deaf student
- Translate directions orally
- Simplify language in directions
- Clarify directions
- Highlight words in directions
- Use auditory amplification devices, hearing aids, noise buffers, etc.

Changes in How the Student Responds:

- Dictate responses to a scribe *
- Point to responses for a scribe *

Changes in How the Test Questions are presented:

- Read mathematics (not reading or language usage) text portions aloud to students *
- Use visual magnification devices

- Use auditory amplification devices or noise buffers

Changes in Test Setting:

- Test an individual student in a separate setting
- Test a small group of students in a separate, but familiar location; for example in a Title I room or counselor's office
- Minimize distractions; for example, use a study carrel

References and Tools:

- Scratch paper and pencil
- Masks or markers to limit distractions; for example, the student may use a sticky note to move down the screen as he or she is reading

* Scribes, educational assistants, and other people supporting a student's test are expected to 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.