M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA Student Supports and Accommodations Tables

This document contains state-allowed universal tools, supports, and accommodations for the M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA assessments.

Special Notes

Screen Readers and Voice Recognition Software for M-STEP and MI-Access Assessments

Voice recognition software is incompatible with the INSIGHT system (M-STEP and MI-Access assessments). Screen readers may also be incompatible; however, educators are encouraged to test out the screen readers with the Online Training Tools (OTTs) prior to the assessment administration. Keep in mind that students who need oral presentation support have the text-to-speech or human reader (read aloud) options available to them. Students may also use a scribe for all content areas and modes. Refer to the tables included in this chapter for more information related to these supports. For additional supports questions and needs, contact the Office of Educational Assessment and Accountability (OEAA) at mde-oeaa@michigan.gov.

Use of Computers with Alternative Access for an Alternate Response Mode for M-STEP and MI-Access Assessments

(switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses)

Online districts with students utilizing these supports should first attempt to ensure these devices are compatible with the INSIGHT system by testing them with the OTTs. It is possible that they may be incompatible with the system. If the devices are not compatible and educators need help in determining best next steps for assessing students, contact the OEAA by email mde-oeaa@michigan.gov, or call 1-877-560-8378.

Reading the Universal Tools, Designated Supports, and Accommodations Tables

As you review the tables showing available supports, refer to the following information.

- Supports are organized and shown by program, either as **Universal Tools** (available to all students), **Designated Supports** (a designation made by a teacher or administrator who works with the student), or **Accommodations** (requires designation by an Individualized Education Program [IEP] or Section 504 plan).

- The **Support Type** column provides a brief description of the support offered. This column also indicates whether a support is available within the online delivery system itself (**embedded – E**) or if it must be provided by the district as a resource external to what is available through Insight (**non-embedded – NE**). All paper/pencil supports are considered **non-embedded**.

However, for more detailed information regarding which student groups would best be served by those supports, and for additional information regarding the support's use, educators must refer to the Designated Supports section on page 8 of this document.

- The **Mode** column indicates the testing mode (online or paper-pencil) in which the support can be used. Pay particular attention to these designations, because not all supports are available for both modes.

- The **How to Access** column provides information regarding whether districts must order the support through the OEAA Secure Site, if they can download it, or if they must provide students' access to the support by setting the feature in the eDIRECT system prior to the students' testing. The column also indicates whether or not the support or

accommodation must be "bubbled" on the answer document. Testing coordinators should also refer to a specific assessment's Test Administration Manual.

Explanation of Symbols in the How to Access Column

✓ This feature must be set by the Test Administrator in the eDIRECT system prior to testing

◉ This material must be ordered or downloaded through the MDE Secure Site

❖ This support must be recorded as something the student will be using in the eDIRECT system

B This support should be bubbled on the paper/pencil answer document when used

Standard Test Administration Practices

The following list shows Michigan supports previously identified as "accommodations," but now considered general Test Administration Practices for the M-STEP assessments (**please note:** many districts will still need to assign their use at the individual student level):

- administration of the assessment at a time most beneficial to the student, with appropriate supervision
- extended assessment time
- use of special adaptive writing tools such as pencil grip or larger pencil
- use of accommodated seating, special lighting, or furniture
- placement of student where he/she is most comfortable (e.g., front of room, back of room)
- use of alternative writing position (e.g., desk easel, student standing up)
- accommodation for student 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)
- use of concentration aids (e.g., stress balls, T-stools)
- visual, auditory, or physical cues from the teacher to the student to begin, maintain, or finish an assessment task

Future Supports

A number of supports currently available for M-STEP assessments may be phased out in future years, due to potential risks and based on continuing research of their reliability and validity. It is the hope of the OEAA to replace these allowable supports with more reliable, comparable supports for students.

M-STEP Mathematics

A Note about Non-Standard Tools/Supports/Accommodations

If educators do not see a particular support listed in the table for each test and are interested in providing that support for a student, the educators **must** contact the OEAA to request its use. Educators would send their request in an email to mde-oeaa@michigan.gov; the request must include the following:

- in the Subject line: Example Accessibility Support Request for M-STEP Mathematics
- educator's name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student
- an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access column

✓ This feature must be set by the Test Administrator in the eDIRECT system prior to testing

◉ This material must be ordered or downloaded through the MDE Secure Site

❖ This support must be recorded as something the student will be using in the eDIRECT system

B This support should be bubbled on the paper/pencil answer document when used

Additional Materials Required for Paper/Pencil and Online:

Students in grades 6 and above can have access to graph paper during the assessment. Refer to the M-STEP Test Administration Manual (TAM) for more information on accessing this material.

Universal Tools - M-STEP Mathematics

Universal Tools	Mode	How to Access
Breaks – within the same day per test session: If the text is **paused** and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	Paper/Pencil Online	
Administration of the assessment in an alternate education setting (in school) with appropriate supervision • Bilingual/English as a Second Language setting • Special education setting • In a distraction-free space or alternate location (e.g., a separate room or location within the room)	Paper/Pencil Online (NE)	
(AISG) Administration individually/small group (no more than five students)	Paper/Pencil Online (NE)	❖
Assessment directions • Teacher may emphasize key words in directions • Teacher may repeat directions exactly as worded in administrator manual • Student may restate directions in his/her own words • Student may ask for clarification of directions	Paper/Pencil Online (NE)	
Highlighter	Paper/Pencil Online (E/NE)	
Cross-Off (answer eliminator)	Paper/Pencil Online (E)	
Sticky Notes	Online (E)	
Scratch paper (collection and secure disposal required)	Paper/Pencil Online (NE)	
Graph paper – will be shipped to all online schools for students in grades 6-7	Online (NE)	
Mark for Review (flag) (Available only on Stacked Spanish and VSL tests)	Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	Paper/Pencil	
Line guide	Online (E)	
Magnifier	Online (E)	
Embedded Calculator (available on calculator enabled items only)	Online (E)	

Designated Supports - M-STEP Mathematics

Designated Supports	Mode	How to Access
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., at home when student is homebound, in care facility when it is medically necessary)	Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	Paper/Pencil	
(NB) Noise buffers (e.g., ear mufflers, white noise, and/or other equipment to block external sounds)	Paper/Pencil Online (NE)	**B** ❖
(OTTD) Oral translation of test directions and/or of test items for students in appropriate language by a qualified translator (review the Introduction, Spanish Read Aloud Guidelines, and the OEAA Recommendations for Translators Chapters of this document)	Paper/Pencil Online (NE)	**B** ❖
(TTS) Text-to-Speech (Items Only) for mathematics items including response options, includes Follow Along	Online (E)	✓
(RAHR) Read aloud (Human Reader) – test questions, response options read aloud by human reader – individual administration required when used with online testers (use of M-STEP Read-Aloud Guidelines required)	Paper/Pencil Online (NE)	**B** ❖
(ST) Stacked Spanish form: • Stacked translation, split screen/page with Spanish and English test items, may need to use with bilingual word-to-word dictionary (student responses must be in English regardless of mode)	Paper/Pencil Online (E)	◯ **B** ✓
Use of L1 (1st language) reference sheets – available in: Arabic, Cantonese, Ilokano, Korean, Mandarin, Punjabi (Eastern and Western), Spanish, Tagalog, Russian, Ukrainian, and Vietnamese (L1 Glossary)	Paper/Pencil	◯ **B**
(BWWD) Bilingual word-to-word dictionaries (non-electronic only) for students whose language is not currently available for the L1 glossing reference sheets (must not provide definitions)	Paper/Pencil Online (NE)	
(AA) Use of auditory amplification devices or special sound systems	Paper/Pencil Online (NE)	❖
(VA) Use of visual aids (e.g., closed circuit television, magnification devices)	Paper/Pencil Online (NE)	❖
(MSK) Masking	Paper/Pencil Online (E)	✓
Use of a page turner	Paper/Pencil	
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	Paper/Pencil	
(CC) Color choices	Paper/Pencil Online (E)	✓
(CTC) Contrasting color	Paper/Pencil Online (E)	✓

Designated Supports	Mode	How to Access
(SNWI) Scribe (use of OEAA Scribing Protocol required)	Paper/Pencil Online (NE)	**B** ❖
Multiple-day testing – Allowable as intentional scheduling for some students who use additional supports	Paper/Pencil	**B**

Accommodations - M-STEP Mathematics

Accommodations	Mode	How to Access
Braille – Contracted and Uncontracted available for paper/pencil; refer to the M-STEP TAM for information on ordering paper/pencil materials	Paper/Pencil	◉ **B**
Enlarged print	Paper/Pencil	◉ **B**
(OMT) Use of OEAA's Multiplication Table (grade 4 and above only, available upon request only)	Paper/Pencil Online (NE)	◉ ❖
(A) Abacus	Paper/Pencil Online (NE)	**B** ❖
Use of counters, coins, base-10 blocks or other manipulatives for solving mathematics problems	Paper/Pencil Online (NE)	
(NEC) Non-embedded calculator (grade 6 and above only) or specialized calculator such as enlarged buttons, etc.; allowable ONLY on calculator section/items with calculator	Online (NE)	❖
(ASTD) Administrator signs test directions using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	**B** ❖
(ASTC) Administrator signs test content using American Sign Language (ASL) or Signed Exact English (SEE) (Online: Sign Language ASL Video)	Paper/Pencil Online (E)	**B** ✓
(ACD) Alternative Communication Device – use of computers with alternative access for an alternate response mode (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses): contact OEAA	Paper/Pencil Online (NE)	**B** ❖
Use of word processor for constructed response items (word prediction/spell check turned off)	Paper/Pencil	

M-STEP English Language Arts (ELA)

A Note about Non-Standard Tools/Supports/ Accommodations

If educators do not see a particular support listed in the table for each test and are interested in providing that support for a student, educators **must** contact the Office of Educational Assessment and Accountability (OEAA) to request its use. Educators would send their request in an email to mde-oeaa@michigan.gov; the request must include the following:

- in the Subject line: Accessibility Support Request for M-STEP ELA
- educator's name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student

- an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access column

- ✓ This feature must be set by the Test Administrator in the eDIRECT system prior to testing
- ◉ This material must be ordered or downloaded through the MDE Secure Site
- ❖ This support must be recorded as something the student will be using in the eDIRECT system
- **B** This support should be bubbled on the paper/ pencil answer document when used

Additional Materials/Resources Required for Online:

Headphones – All students will be assessed on Listening comprehension items that are embedded throughout the ELA assessment.

Universal Tools - M-STEP English Language Arts (ELA)

Universal Tools	Mode	How to Access
Breaks – within the same day per test session: If the text is **paused** and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	Paper/Pencil Online	
Administration of the assessment in an alternate education setting (in school) with appropriate supervision • Bilingual/English as a Second Language setting • Special education setting • In a distraction-free space or alternate location (e.g., a separate room or location within the room)	Paper/Pencil Online (NE)	
(AISG) Administration individually/small group (no more than five students)	Paper/Pencil Online (NE)	❖
Assessment directions • Teacher may emphasize key words in directions • Teacher may repeat directions exactly as worded in administrator manual • Student may restate directions in his/her own words • Student may ask for clarification of directions	Paper/Pencil Online (NE)	
Highlighter	Paper/Pencil Online (E)	

Universal Tools	Mode	How to Access
Cross-Off (answer eliminator)	Paper/Pencil Online (E)	
Sticky Notes	Online (E)	
Scratch paper (collection and secure disposal **required**)	Paper/Pencil Online (NE)	
Mark for Review (flag) (available only on Closed Captioning and VSL tests)	Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	Paper/Pencil	
Line guide	Online (E)	
Writing tools (bold, italic, etc.)	Online (E)	
Use of special adaptive writing tools such as pencil grip or larger pencil	Paper/Pencil	
Magnifier	Online (E)	

Designated Supports - M-STEP English Language Arts (ELA)

Designated Supports	Mode	How to Access
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., at home when student is homebound, in care facility when it is medically necessary)	Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	Paper/Pencil	
(NB) Noise buffers (e.g., ear mufflers, white noise, and/or other equipment to block external sounds)	Paper/Pencil Online (NE)	**B** ❖
(TTS) Text-to-Speech (Items Only) test questions and answer options in grades 3-8	Online (E)	✓
(RAHR) Read aloud (Human Reader) – test questions and answer options read aloud in grades 3-7 by human reader (Use of the Read-Aloud Guidelines required)	Paper/Pencil Online (NE)	**B** ❖
(AA) Use of auditory amplification devices or special sound systems	Paper/Pencil Online (NE)	❖
(VA) Use of visual aids (e.g., closed-circuit television, magnification devices)	Paper/Pencil Online (NE)	❖
(MSK) Masking	Online (E)	✓
Use of a page turner	Paper/Pencil	
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	Paper/Pencil	

Designated Supports	Mode	How to Access
(CC) Color choices	Paper/Pencil Online (E)	✓
(CTC) Contrasting color	Paper/Pencil Online (E)	✓
(SNWI) Scribe – non-Writing (non-constructed response) test questions (use of M-STEP Scribing Protocol required)	Paper/Pencil Online (NE)	**B** ❖
Multiple-day testing – allowable as intentional scheduling for some students who use additional supports	Paper/Pencil	**B**

Accommodations - M-STEP English Language Arts (ELA)

Accommodations	Mode	How to Access
(TTSPASSAGE) Text-to-speech (Items and Passages) – test questions, answer options, and reading passages in grades 6 and 7	Online (E)	✓
(RAHR) Read aloud (Human Reader) – reading passages in grades 6 and 7 by human reader (use of M-STEP Read-Aloud Guidelines required)	Paper/Pencil Online (NE)	**B** ❖
Braille – Contracted and Uncontracted available for paper/pencil. Refer to the M-STEP TAM for information on ordering paper/pencil materials	Paper/Pencil	◉ **B**
Enlarged print	Paper/Pencil	◉ **B**
(ASTD) Administrator signs test directions using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	**B** ❖
(ASTC) Administrator signs test content using American Sign Language (ASL) or Signed Exact English (SEE) (Online: Sign Language ASL Video)	Paper/Pencil Online (E)	**B** ✓
(SWI) Scribe – Writing test questions (use of OEAA Scribing Protocol required)	Paper/Pencil Online (NE)	**B** ❖
(CCAPTION) Closed captioning	Online (E)	✓
Use of adapted paper, additional paper, lined or grid paper for recording answers (Alternate Response)	Paper/Pencil	
(ACD) Alternative Communication Device – use of computers with alternative access for an alternate response mode (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses): contact OEAA	Paper/Pencil Online (NE)	**B** ❖
Use of word processor for constructed response items (word prediction/spell check turned off)	Paper/Pencil	

M-STEP Science and Social Studies

A Note about Non-Standard Tools/Supports/ Accommodations

If educators do not see a particular support listed in the table for each test and are interested in providing that support for a student, the educators **must** contact the Office of Assessment and Accountability (OEAA) to request its use. Educators would send their request in an email to mde-oeaa@michigan.gov; the request must include the following:

- in the Subject line: Example Accessibility Support Request for M-STEP Science (or Social Studies)

- educator's name, school/district, and contact information

- a description of the desired accessibility support to be provided to a student

- an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access column

- ✓ This feature must be set by the Test Administrator in the eDIRECT system prior to testing

- ◉ This material must be ordered or downloaded through the MDE Secure Site

- ❖ This support must be recorded as something the student will be using in the eDIRECT system

- **B** This support should be bubbled on the paper/ pencil answer document when used

Additional Materials Required for Paper/Pencil and On-line: None

Universal Tools - M-STEP Science and Social Studies

Universal Tools	Mode	How to Access
Breaks – within the same day per test session: If the text is **paused** and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	Paper/Pencil Online	
Administration of the assessment in an alternate education setting (in school) with appropriate supervision • Bilingual/English as a Second Language setting • Special education setting • In a distraction-free space or alternate location (e.g., a separate room or location within the room)	Paper/Pencil Online (NE)	
(AISG) Administration individually/small group (no more than five students)	Paper/Pencil Online (NE)	❖
Assessment directions • Teacher may emphasize key words in directions • Teacher may repeat directions exactly as worded in administrator manual • Student may restate directions in his/her own words • Student may ask for clarification of directions	Paper/Pencil Online (NE)	
Highlighter	Paper/Pencil Online (E)	
Cross-Off (answer eliminator)	Paper/Pencil Online (E)	

Universal Tools	Mode	How to Access
Sticky Notes	Online (E)	
Mark for Review (flag)	Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	Paper/Pencil	
Line guide	Online (E)	
Use of scratch paper (collection and secure disposal **required**)	Paper/Pencil Online (NE)	
Magnifier	Online (E)	

Designated Supports - M-STEP Science and Social Studies

Designated Supports	Mode	How to Access
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., at home when student is homebound, in care facility when it is medically necessary)	Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	Paper/Pencil	
(NB) Noise buffers (e.g., ear mufflers, white noise, and/or other equipment to block external sounds)	Paper/Pencil Online (NE)	❖
(TTS) Text-to-speech (items and answer options), includes Follow Along	Online (E)	✓
Read aloud (Human reader) using the M-STEP Reader Script, with individual students or in small groups of no more than 5 students	Paper/Pencil	◉ B
Reading content and questions in the students' native language using the M-STEP Reader Script (Reading in Native Language)	Paper/Pencil	◉ B
Use of M-STEP English Audio CD (Audio) – Individual administration/Small groups of no more than five students required	Paper/Pencil	◉ B
Use of M-STEP English, Spanish, or Arabic DVD (Video) – Individual administration/small groups of no more than five students required	Paper/Pencil	◉ B
(AA) Use of auditory amplification devices or special sound systems	Paper/Pencil Online (NE)	❖
(VA) Use of visual aids (e.g., closed circuit television, magnification devices)	Paper/Pencil Online (NE)	❖
(MSK) Masking	Online (E)	✓
Use of a page turner	Paper/Pencil	

Designated Supports	Mode	How to Access
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	Paper/Pencil	
(CC) Color choices	Paper/Pencil Online (E)	✓
(CTC) Contrasting color	Paper/Pencil Online (E)	✓
(BWWD) Bilingual word-to-word dictionary (must not provide definitions)	Paper/Pencil Online (NE)	❖
(SNWI) Scribe (use of OEAA Scribing Protocol required)	Paper/Pencil Online (NE)	❖
Use of augmentative/alternative communication devices (e.g., picture/symbol communication boards, speech generating devices)	Paper/Pencil Online (NE)	❖
Multiple-day testing – allowable as intentional scheduling for some students who use additional supports	Paper/Pencil	B

Accommodations - M-STEP Science and Social Studies

Accommodations	Mode	How to Access
Braille – Contracted and Uncontracted available for paper/pencil; refer to the M-STEP TAM for information on ordering paper/pencil materials	Paper/Pencil	⊙ B
Enlarged print	Paper/Pencil	⊙ B
(A) Abacus	Paper/Pencil Online (NE)	❖
Non-embedded calculator	Paper/Pencil Online (NE)	
(ASTD) Administrator signs test directions using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	❖
(ASTC) Administrator signs test content using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	B ❖
Use of adapted paper, additional paper, lined or grid paper for recording answers (Alternate Response)	Paper/Pencil	
(ACD) Alternative Communication Device – use of computers with alternative access for an alternate response mode (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mice): contact OEAA	Paper/Pencil Online (NE)	B ❖
Use of word processor for constructed response items (word prediction/spell check turned off)	Paper/Pencil	

MI-Access

+ Available options for MI-Access mathematics, English language arts (ELA), science, and Functional Independence (FI) social studies.

NOTE: Participation (P) and Supported Independence (SI) are paper/pencil assessments for students, so all Universal tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.

A Note about Non-Standard Tools/Supports/Accommodations

Districts should assume that if the support is not explicitly listed in the table below, it is considered a non-standard accommodation. However, when in doubt, educators should send their request in an email to mde-oeaa@michigan.gov; the request must include the following:

- in the Subject line: Accessibility Support Request for MI-Access

- educator's name, school/district, and contact information

- a description of the desired accessibility support to be provided to a student

- an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access Column

✓   This feature must be set by the Test Administrator in the eDIRECT system prior to testing

◉   This material must be ordered or downloaded through the MDE Secure Site

❖   This support must be recorded as something the student will be using in the eDIRECT system

B   This support should be bubbled on the paper/pencil answer document when used

Additional Materials/Resources Required for Online: None

Universal Tools - MI-Access

Universal Tools	*P/SI	FI	Mode Available for FI	How to Access
Breaks – within the same day per test session; if the text is **paused** and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	+	+	Paper/Pencil Online (NE)	
Multiple-day testing	+	+	Paper/Pencil	
Administration of the assessment in an alternate education setting (in school) with appropriate supervision • Bilingual/English as a Second Language setting • Special education setting • In a distraction-free space or alternate location (e.g., a separate room or location within the room)	+	+	Paper/Pencil Online (NE)	
Administration of the assessment individually or in a small group	+	+	Paper/Pencil Online (NE)	

Universal Tools	*P/SI	FI	Mode Available for FI	How to Access

Assessment directions
  • Teacher may emphasize key words in directions
  • Teacher may repeat directions exactly as worded in administrator manual
  • Student may restate directions in his/her own words
  • Student may ask for clarification of directions
	+	+	Paper/Pencil
			Online (NE)	

Highlighter	NA		Paper/Pencil Online (E)	
Mark for review	NA		Paper/Pencil Online (E)	
Use of page flags and reading guides on test booklets	+	+	Paper/Pencil	
Use of scratch paper (collection and secure disposal is required)	+	+	Paper/Pencil Online (NE)	
Magnifier		+	Online (E)	
Text-to-speech (except for text designated as Do Not Read Aloud) – defaulted as "on" for all students, but can be turned off if needed by muting the computer's speakers or lowering the volume	NA	+	Online (E)	
Color choice	+	+	Paper/Pencil Online (E)	
Contrasting color	+	+	Paper/Pencil Online (E)	
Embedded calculator		+	Online (E)	
Non-embedded calculator	+	+	Paper/Pencil Online (NE)	

* P/SI is a paper/pencil assessment – all Universal tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.

Designated Supports - MI-Access

Designated Supports	*P/SI	FI	Mode Available for FI	How to Access
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., at home when student is homebound, in care facility when it is medically necessary)	+	+	Paper/Pencil	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	+	+	Paper/Pencil	
Noise buffers (e.g., ear mufflers, white noise, and/or other equipment to block external sounds)	+	+	Paper/Pencil Online (NE)	
Read aloud (except for text designated as Do Not Read Aloud) with individual students or in small groups of no more than five students	NA	+	Paper/Pencil	**B**
Content and questions read aloud (except for text designated as Do Not Read Aloud) in the students' native language	+	+	Paper/Pencil	
Use of MI-Access English Audio CD	NA	+	Paper/Pencil	◉ **B**
Use of auditory amplification devices or special sound systems	+	+	Paper/Pencil Online (NE)	
Use of visual aids (e.g., closed circuit television, magnification devices)	+	+	Paper/Pencil Online (NE)	
(MSK) Masking	+	+	Online (E)	✓
Use of a page turner	NA	+	Paper/Pencil	
Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	+	+	Paper/Pencil	
Use of non-electronic bilingual word-to-word dictionary	+	+	Paper/Pencil Online (NE)	
(SNWI) Scribe (Use of M-STEP Scribing Protocol required)	+	+	Paper/Pencil Online (NE)	❖ **B**
Use of augmentative/alternative communication devices (e.g., picture/symbol communication boards, speech generating devices)	+	+	Paper/Pencil Online (NE)	
Use of adapted paper, additional paper, lined or grid paper for recording answers	NA	+	Paper/Pencil	

* P/SI is a paper/pencil assessment – all Universal tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.

Accommodations - MI-Access

Accommodations	*P/SI	FI	Mode Available for FI	How to Access
Braille (contracted)	NA	+	Paper/Pencil	⭘ B
Enlarged print	NA	+	Paper/Pencil	⭘ B
Directions provided by test administrator using American Sign Language (ASL) or Signed Exact English (SEE)	+	+	Paper/Pencil Online (NE)	
Signing test content in American Sign Language (ASL) or Signed Exact English (SEE) – except for text designated as Do Not Read Aloud	+	+	Paper/Pencil Online (NE)	
Abacus	+	+	Paper/Pencil Online (NE)	
Use of counters, coins, base-10 blocks, or other manipulatives for solving mathematics problems	+	+	Paper/Pencil Online (NE)	
Alternative Communication Device – use of computers with alternative access for an alternate response mode (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses): contact OEAA	+	+	Online (NE)	
Use of word processor – FI Expressing Ideas only; this is an accommodation for students requiring it; standard administration for all Expressing Ideas questions will be paper only	NA	+	Paper/Pencil	B

* P/SI is a paper/pencil assessment – all Universal tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.

SAT, PSAT 8/9, and PSAT 10

All accommodations for the SAT, PSAT 8/9, and PSAT 10 must be requested using the College Board's SSD online system (https://www.collegeboard.org/students-with-disabilities/ssd-online).

For students taking the SAT, approved accommodations will result in "college reportable" scores and students will count as tested in the state accountability system. However, some accommodations are considered "State-Allowable Non-College Reportable". These accommodations will result in a score for a student but may not be used for college entrance purposes. For students using State-Allowable Non-College Reportable, a student will still be considered as tested in the state accountability system. Information and accommodation procedures for the SAT, PSAT 8/9, and PSAT 10 may be found in each assessment's respective test administration manuals: SAT Supervisors Manuals, PSAT 8/9 Supervisors Manuals, and PSAT 10 Supervisors Manual.

College Reportable – SAT, PSAT 8/9, and PSAT 10

Reading all assessment directions in student's native language

Use of SAT-approved bilingual word-for-word, non-electronic translation glossary for English learners: Languages offered in 2018 include Albanian, Arabic, Bengali, Bosnian, Cambodian (Khmer), Chinese (Mandarin), French, Gujarati, Haitian Creole, Hindi, Italian, Polish, Portuguese, Russian, Somali, Spanish, Urdu, and Vietnamese. Additional languages are being considered; go to the College Board Michigan web page (www.collegeboard.org/michigan) to confirm final list of languages.

State-Allowable Non-College Reportable – SAT, PSAT 8/9, and PSAT 10

English Learner (EL) – Mathematics content and questions in the student's native language.

English Learner (EL) – Math Only

Sign the Reading, Writing, and Mathematics Assessments – Exact English Signing (EES)

If ASL is used for signing test questions, this is a State-Allowable Non-College Reportable accommodation. If ASL is used for oral directions only, test results are college-reportable.

EES may be approved for signing tests, with reportable scores, if student has both a reading and hearing impairment.

Sign the Reading and Writing Assessments – American Sign Language (ASL)

Student responds in American Sign Language (ASL) for Reading and Writing

Student responds in American Sign Language (ASL) for Mathematics

College Board-Allowed Frequently Used Administration Practice
– SAT, PSAT 8/9, and PSAT 10

Repeating directions verbatim is allowed for all students and does not require an accommodation request; results are college-reportable

For questions related to the SSD online system, call 844-255-7728 or michiganadministratorsupport@collegeboard.org.

For all additional questions, contact the Office of Educational Assessment and Accountability (OEAA) at mde-oeaa@michigan.gov or call 877-560-8378.

ACT WorkKeys

Please note: There is no request or approval form for supports or accommodations on ACT WorkKeys.

National Career Readiness Certificate (NCRC) Eligible Scores

ACT WorkKeys scores will not be issued for students using non-standard supports or accommodations. However, a student utilizing a support or accommodation that is not National Career Readiness Certificate-eligible will still receive scores as a part of the Downloadable Data File. Printed score reports for these students will not be shipped to the school. Supports and accommodations designated with a 'N' in the National Career Readiness Certificate (NCRC) Eligible column are considered State-Allowable.

Testing with supports or accommodations is determined locally based on a student's need and what they use on a regular instructional basis. All supports should be documented by the student's IEP, 504 plan, or EL instruction plan. Accommodated test materials must be ordered through ACT via the emailed link and secure password.

Supports for English Learners (EL)

The purpose of the ACT WorkKeys is to assess workplace skills of students; these include: performing basic mathematic operations relevant to the workplace, reading and understanding documents commonly found in the workplace, finding information presented in common workplace graphics, setting up and solving complex work-related mathematics problems, determining the relevance of written information to work-related tasks, and applying information derived from graphics to work-related problems. By and large, the majority of these skills require an independent proficiency in English or Spanish as well. ACT's NCRC in English certification (in English or Spanish) ensures employers that students are able to successfully and independently complete skills such as those noted above in the everyday workplace. However, because Michigan requires all 11th grade students to be assessed on the ACT WorkKeys, MDE must ensure ELs have appropriate supports on a required state assessment. It is for this reason that typical supports for ELs—such as full translations (directions and questions), in languages other than Spanish, etc.—are defined as state-allowable. Resulting scores will be marked as state-reportable only, and will not result in receipt of a NCRC. The exception to this is if students use the Spanish forms of the assessments provided from ACT. Use of these materials can result in a NCRC in Spanish. As a reminder, students testing with accommodations must use the ACT WorkKeys test books. Refer to the ACT WorkKeys Administration Manual State and District Testing – Accommodations and English Learner Supports for additional information.

Explanation of Symbols in the How to Access column

- ◉ This material must be ordered through the OEAA Secure Site
- **B** This support should be bubbled on the paper/pencil answer document when used

For a list of allowable supports and accommodations that provide students with a National Career Readiness Certificate (NCRC) please refer to the ACT WorkKeys Accessibility Supports Guide (https://www.act.org/content/dam/act/unsecured/documents/WorkKeysAccessibilitySupportsGuide.pdf). The table below **ONLY** shows state-allowed supports and accommodations which do not result in NCRC eligibility.

Supports and Accommodations* Testing with supports or accommodations is determined locally based on a student's need and what they use on a regular instructional basis. All supports should be supported by the student's IEP, 504 plan, or EL instruction plan.	National Career Readiness Certificate (NCRC) Eligible	How to Access
Use of Arabic video DVD	N	B ⦿
Reading content and questions in the student's native language	N	B ⦿
Test content provided in American Sign Language (ASL)	N	B

* **Please note:** For certain delivery formats and devices, there is not a corresponding accommodations administration code. However, the amount of time the examinee was allowed to use for testing must be documented.

WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs

Educators seeking information for the online and paper/pencil forms of the WIDA ACCESS for ELLs and the WIDA Alternate ACCESS for ELLs:

ACCESS for ELLs Accessibility and Accommodations Supplement (https://wida.wisc.edu/sites/default/files/resource/ACCESS-Accessibility-Accommodations-Supplement.pdf)