



Measures of Academic Progress (MAP)
Accommodations for Students with Disabilities and English Language Learners
2017-18

The MAP system measures achievement in reading, language usage, mathematics, general science topics, and science concepts and processes. All items are in a multiple-choice format and are administered adaptively. When administered at regular intervals over time, it is possible to determine whether an individual student, or an entire grade level, is making satisfactory progress in these basic skill areas. Teachers can use this assessment information for instructional planning for individual students or for an entire class.

Each student takes the MAP test on a computer. When each question is displayed on the computer screen, the student selects an answer using the mouse or keyboard. In the MAP system, the difficulty of the test is adjusted to the student's performance. That is, the difficulty of each question is based on how well the student has answered all of the questions up to that point. As the student answers correctly, the questions become more difficult. If the student answers incorrectly, the questions become easier.

Since each student in a class receives a different test, it is unlikely that two students taking a MAP test will see the same test items. In addition, a single student who takes the test more than once is not likely to have any test items repeated.

The adaptive nature of the MAP tests makes them appropriate assessments for students with a wide range of skills and achievement levels. Local schools and districts may determine that certain testing accommodations are appropriate for individual students. A listing of accommodations that may be used for a student who has been identified as having a disability under IDEA or section 504, and a listing of accommodations for English Language Learners are included with this document.

Accommodations to be provided for a student with a disability need to be documented in the student's IEP or 504 Plan. As annual IEPs/504 plans are written, or as an IEP/504 plan is revised, IEP team members should discuss whether the student requires accommodations for the MAP. Accommodations for testing should be accommodations that are a regular part of the student's instructional program. Any accommodations listed in the IEP must be provided to the student.

In some cases, staff may want to make changes re: accommodations in the IEP when an IEP meeting is not planned. When this occurs, the student's case manager and classroom teacher should review which allowable accommodations may be appropriate for the student. The case manager should then discuss this with the parent. If the school and parent agree, the case manager may make changes to the IEP Assessment form using the "Changes to an IEP with No Meeting" procedure. If the student is a student with a disability under 504, a meeting must be held to make changes to the 504 Plan.

Students who are identified as having a disability under IDEA and who meet the criteria for alternate assessment listed on the IEP form "Alternate Assessment Participation Checklist" may participate in alternate assessment rather than the MAP. The procedures for participation in alternate district-wide assessment continue to be the same as for all other district-wide assessment.

If you have questions or need further information, please contact Peg Moran Hussien at: mmoranhussie@madison.k12.wi.us or by calling the Dept. of Educational Services at 663-8442

**Measures of Academic Progress (MAP)
Accommodations**

Accommodations for English Language Learners

Translation:

- Translate directions orally into student's native language
- Simplify language orally in directions using the student's native language
- Orally translate test items and questions (not answer options) in the student's native language for Math, Science, and/or Language Usage (not allowed on Reading)
- Student dictates response in his/her native language to a scribe (who then enters the information on the computer)

Timing/Scheduling:

- Provide extended time
- Administer in multiple sessions in a day
- Administer test over a number of days
- Provide frequent breaks
- Administer at time of day most beneficial to student

Presentation:

- Clarify directions orally
- Simplify language in directions orally
- Read or reread directions in English
- Use visual magnification devices
- Use auditory amplification devices or noise buffers

Setting:

- Test student in an individual setting
- Test student in a small group in a separate setting
- Minimize distractions: for example, provide a study carrel

Tools:

- Hand held calculator (may **only** be used when a calculator appears on the screen)
- Scratch paper
- Masks or markers to limit distractions: for example, use of a sticky note to move down the screen as student is reading