

**Addenda: TrekNorth 504 Policy**  
**BASIC STANDARDS TESTING**  
**ACCOMMODATIONS AND MODIFICATIONS**  
**FOR STUDENTS WITH IEPs OR 504 PLANS**

**BASIC STANDARDS**

According to Minn. Rules Part 3501.0090, students with IEPs or Section 504 Plans may have special considerations on the Basic Standards tests in Reading, Mathematics and Written Composition.

**Reading and Mathematics.**

Beginning with students who are in the ninth grade in 1996 (Class of 2000) all students must achieve Basic Standards in Reading and Mathematics to be eligible for graduation. Districts may administer these tests for the first time between grades eight and ten.

Students who are in the tenth grade in 1998 (Class of 2001) must additionally pass the Basic Standard in Written Composition to be eligible for graduation. This test may be given for the first time in tenth grade.

**GRADUATION STANDARDS PROGRESS REPORTS**

The chart below lists the possible notations which may appear on a student's Graduation Standards Progress Report regarding the Basic Standards. Students who are eligible for each category are noted on the right.

NOTATION	ELIGIBLE STUDENTS
Pass State	* All Students Accommodations permitted for students with IEPs or 504 Plans beginning in grade 8 or any student after April 1 of their senior year.
Pass Individual	* Students with IEPs or 504 Plans  Students may pass this modified standard in accordance with their IEPs or 504 Plans.
Exempt	* Students with IEPs or 504 Plans
Not Passed	* All Students

**DEFINITION OF TERMS**

Testing accommodations or modifications may be used to give students with IEPs or 504 Plans an opportunity to meet the Minnesota Basic Standards in Mathematics, Reading and Written Composition.

An accommodation is defined as any change in testing conditions which does not alter the validity or reliability of the state standard. Accommodations may not compromise the security for the test and should be consistent with the goals of the student's IEP or 504 Plan. Students who have accommodations will have their tests scored according to state scoring procedures.

Students who pass Basic Standards Tests with accommodations will receive the notation "Pass State Level" on their record of progress.

A modification is an adjustment to the standard, the test or the testing conditions that is significant enough to result in a change in the level of difficulty. A modified standard at an appropriate level of difficulty shall be defined through an IEP or a 504 accommodation process. The IEP or 504 team determines if the student requires the modified standard. Modifications may not compromise the security of the test. IEP or 504 teams will determine whether students pass or do not pass the modified standard.

Students passing a test with modifications will receive the notation "Pass-Individual Level" on their record of progress.

### **GUIDELINES FOR ACCOMMODATIONS**

Typically accommodations allow for a change in one of the following areas:

- \_ presentation format
- \_ response format
- \_ timing or scheduling
- \_ test setting

Students who met the Basic Standards with the accommodations listed on the following pages would be eligible for a "PASS STATE" notation on their Graduation Standards Record of Progress.

Since the testing requirements vary, not every accommodation is appropriate or permitted for every test. Specific accommodations are indicated for specific tests.

Accommodations which require alternate test booklets, testing materials or special handling are noted throughout the document with an \* (asterisk). Alternative materials must be requested on the Basic Standards District Order form.

When selecting accommodations for students, IEP or 504 teams should consider the needs of the student in daily instructional situations as well as any additional needs that might arise in a secure testing situation. The following is a list of suggested accommodations. If you wish to provide an accommodation not listed please check with either the Division of Special Education or the Office of Graduation Standards at the Minnesota Department of Children Families and Learning.

## ALTERNATE PRESENTATION FORMATS

<p>* Braille Versions of all tests are available to students who are blind or partially sighted, and trained in this system. Student responses may be recorded in one of the following ways: answers recorded by a proctor, marked in the test booklet by the student, recorded with a typewriter, word processor, dictated to a scribe, recorded by the student using Braille writer or a slate and stylus.</p> <p>A copy of Braille tests will be provided in regular print to test administrators or proctors working with students at the time of testing. (Materials must be ordered separately.)</p> <p>Answers must be transferred to a scanable answer sheet by school testing personnel. Transfer of answers must be recorded (including the names of school personnel involved) on the Report of Problems during Testing form. Be sure to check the accuracy of any transferred answers.</p>	<p>Mathematics Reading Written Composition</p>
<p>* Large Print is an enlarged copy of a test. Students who use the large-print edition will be allowed to mark their answers on the large-print test booklets.</p> <p>Answers must be transferred to a scanable answer sheet by school testing personnel. Transfer of answers must be documented (including the names of school personnel involved) on the Report of Problems During Testing form. Be sure to check the accuracy of any transferred answers.</p>	<p>Mathematics Reading Written Composition</p>
<p><b>Magnification Aids</b> Visually impaired students may use magnification devices and/or low vision aids.</p>	<p>Mathematics Reading Written Composition</p>
<p>* Short Segment Tests booklets may be ordered for the students who are unable to take the entire test in one sitting. These tests may be administered only on the official testing date and the official make-up date. (Materials must be ordered separately.)</p>	<p>Mathematics Reading</p>
<p>(alternate presentation formats continued)</p>	
<p>* Audio cassettes may be provided for students who have difficulty with printed words or numbers and/or who acquire knowledge primarily through the auditory channel. (Materials must be ordered separately.)</p>	<p>Mathematics</p>
<p>* A script of the audio cassette may be provided for testing personnel to read or interpret the mathematics test for any</p>	<p>Mathematics</p>

SOURCE: MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES & LEARNING; ADOPTED OCTOBER 3, 1996.

students who have difficulty with printed words or number and for whom the audio cassette is not appropriate. (Materials must be ordered separately.)	
* Additional answer pages can be requested for students who, due to the size of their Hand Written Composition, require more space for Written Composition. (Materials must be ordered separately.)	Written Composition

### **ALTERNATE SCHEDULING AND SETTING FORMATS**

<b>Extended Time</b> While each test has a suggested amount of time for test administration, there is no official limit to the amount of time a student may be allowed. Every student should be given sufficient time to respond to every test item.	Mathematics Reading Written Composition
<b>Individual or Small Group Administration</b> may be provided to students who may need to take a test alone in a room or with a small group of students.	Mathematics Reading Written Composition
<b>Special Setting</b> Tests may be administered in rooms with special lighting, acoustics or furniture to accommodate needs.	Mathematics Reading Written Composition

### **ALTERNATE RESPONSE FORMATS**

<b>Braille writer</b> may be used by students who are trained to use the Braille writer. Answers must be transferred to a scanable answer sheet by school testing personnel. Transfer of answers must be documented (including the names of school personnel involved) on the Report of Problems During Testing form. Be sure to check the accuracy of any transferred answers.	Mathematics Reading Written Composition
<b>Time During Instructional Day</b> The time during the instructional day for test administration may be changed.	Mathematics Reading Written Composition
<b>Word Processors</b> or similar assistive devices may be used if the	Mathematics

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<p>IEP or 504 team determines it would be appropriate. Students may not have access to the following features of word processing programs: spell check, thesaurus, grammar check or other reference or preparation material.</p> <p>Student responses to the test of Written Composition which are produced by word processors must be attached to the scanable writing booklet. Personal information must be filled in by testing personnel in the district. (Answer documents require special handling for return to DRC.)</p> <p>Answers for the reading and mathematics tests must be transferred to a scanable answer sheet by school personnel. Transfer of answers must be documented (including the names of school personnel involved) on the Report of Problems During Testing form. Be sure to check the accuracy of any transferred answers.</p>	<p>Reading Written Composition</p>
<p>Directions may be given in any format necessary to accommodate students (signing, auditory amplification, repeating, etc.). Test administrators must use the script in the testing manual to explain the task to students. They will not be allowed to go beyond the script in giving or clarifying directions.</p> <p>Directions are found in the test administration manual. These are non-secure documents and may be reviewed prior to test administration.</p>	<p>Mathematics Reading Written Composition</p>
<p>(alternate response formats continued)</p>	
<p>Voice Activated Computers may be used if the IEP or 504 team determines it would be appropriate. Students may not have access to the following features of word processing programs: spell check, thesaurus, grammar check or other reference or preparation material.</p> <p>For the test of written composition, dictated spelling and punctuation must be verified by the student author. Students must spell out every word and give punctuation for a scribe to write following the dictation of the composition. Scribes must be impartial and should be experienced in transcription. They must write EXACTLY what the student dictates. Students may be given scripted responses for editing purposes.</p> <p>Student responses to the test of Written Composition which are produced by voice activated computers must be attached to the scanable writing booklet. Answers for the reading and mathematics tests must be transferred to a scanable answer sheet by school personnel. Personal information must be filled in by</p>	<p>Mathematics Reading Written Composition</p>

<p>testing personnel in the district.</p> <p>Transfer of answers must be documented (including the names of school personnel involved) on the Report of Problems During Testing form. Be sure to check the accuracy of any transferred answers.</p>	
<p>Templates to reduce visual print field may be used by students who use this accommodation in the course of regular classroom instruction.</p>	<p>Mathematics Reading Written Composition</p>
<p>Tape Recorders may be used to record answers if the student is unable to mark a scannable answer sheet.</p> <p>Answers must be transferred to a scannable answer sheet by school testing personnel. Transfer of answers must be documented (including the names of school personnel involved) on the Report of Problems During Testing form. Be sure to check the accuracy of any transferred answers.</p>	<p>Mathematics Reading</p>
<p>(alternate response formats continued)</p>	
<p>Mark answers in test booklets. Students may record answers directly onto the test booklets. School testing personnel must transfer answers to the scannable answer sheet. The transfer of answers must be documented (including the names of school personnel involved) on the Report of Problems During Testing form. Be sure to check the accuracy of any transferred answers.</p>	<p>Mathematics Reading</p>
<p>Scribes may be provided for students whose visual job motor responses inhibit their ability to write answers. Scribes must be impartial and should be experienced in transcription. They must write EXACTLY what the student dictates. Students must spell out every word and give punctuation for the scribe to write following the dictation of the composition. Students may be given scripted responses for editing purposes.</p> <p>Personal information must be transferred to a scannable answer sheet by school testing personnel. The transcription must be documented (including the names of school personnel involved) on the Report of Problems During Testing form.</p>	<p>Written Composition</p>

If you have questions, please call:

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**BASIC STANDARDS TESTING  
STUDENTS WITH  
LIMITED ENGLISH PROFICIENCY**

**BASIC STANDARDS**

According to Minn. Rules Part 3501.0100, students with Limited English Proficiency (LEP) shall have special considerations for the Basic Standards tests in Reading, Mathematics and Written Composition.

**Reading and Mathematics**

Beginning with ninth grade students in 1996 (Class of 2000) Basic Standards in Reading and Mathematics must be met in order to be eligible for graduation. Districts may administer these tests for the first time between grades eight and ten.

**Written Composition**

Beginning with tenth grade students in 1998 (Class of 2001) the Basic Standard in Written Composition must also be met in order to be eligible for graduation. This test may be given for the first time in tenth grade.

**GRADUATION STANDARDS PROGRESS REPORTS**

The chart below lists the possible notations which may appear on a student's Graduation Standards Progress Report regarding the Basic Standards. Students who are eligible for each category are noted on the right. All services are determined through the local district process.

NOTATION	ELIGIBLE STUDENTS
Pass State	* All Students Language accommodations are permitted for students whose first language is not English.
Pass Translated	* LEP Students This notation means the Math test or the prompt on the Test of Written Composition has been translated but the standard has not been changed.
Pass LEP	* LEP Students This pass notation means the student met an LEP writing standard.
Exempt	* LEP students who have been in an English speaking school for fewer than three years.
Not Passed	* All Students

**DEFINITION OF TERMS**

Testing considerations may be used for LEP students taking Minnesota Basic Standards Test in Mathematics, Reading and Written Composition.

Eligibility for testing considerations is determined through a local district process (Minn. Rules Part 3501.0100).



A district process must be established in each local district to determine an appropriate course of action for students whose first language is not English. District personnel, English as a Second Language (ESL) teachers, and parents of LEP students must be involved in establishing this process. Districts are encouraged to establish a committee which is representative of their specific LEP population. Also districts are encouraged to provide translators if necessary to facilitate community involvement. The following options for students should be addressed:

TESTING CONSIDERATIONS FOR LEP STUDENTS
* regular testing conditions
* language accommodations
* language translations
* temporary exemption

A language accommodation is defined as a change in testing conditions which does not alter the validity or reliability of the state standard. Language accommodations may not compromise the security of the test. Students who have language accommodations will have their tests scored according to state scoring procedures.

Students who pass Basic Standards Tests with language accommodations will receive the notation "Pass State Level" on their record of progress.

A language translation may be a written translation or an oral interpretation of the mathematics test or the writing prompt. Translations and interpretations may not compromise the security of the test. Student responses, however, must be written in English without the use of any reference materials.

Students passing a translated mathematics test or the test of written composition will receive the notation "Pass-Translate" on their record of progress.

Temporary Exemptions may be granted to students on the Basic Standards Tests, who have been enrolled for three or fewer years in a school in which the primary language of instruction is English.

Exemptions for individual students must be reviewed annually through the process established by the district.

### **GUIDELINES FOR TESTING CONSIDERATIONS AND ACCOMMODATIONS**

Typically accommodations allow for a change in one of the following areas:

- \_ presentation format
- \_ timing or scheduling
- \_ test setting

The accommodations listed on the following pages have been suggested as appropriate according to the definition of accommodation for which the notation “PASS STATE” would be granted. Since the testing requirements vary among the three basic standards tests, not every accommodation is allowed for every test.

Accommodations which require alternate test booklets, testing materials or special handling are noted throughout the document with an \*(asterisk). Alternative materials must be requested on the Basic Standards District Order form.

TESTING CONSIDERATIONS AND ACCOMMODATIONS	TEST
<p>Clarification or Translation of Directions may be given in any format or language necessary to accommodate students (repeating in English, another language, signing etc.). Test administrators must use the script in the testing manual to explain the task to students. They will not be allowed to go beyond the script in giving or clarifying directions.</p> <p>Directions are found in the test administration manual. These are non-secure documents and may be reviewed prior to test administration.</p>	<p>Mathematics Reading Writing</p>
<p>Extended Time Every student should be given sufficient time to respond to every test item.</p>	<p>Mathematics Reading Writing</p>
<p>Individual or Small Group Administration may be provided to students who may need to take a test alone in a room or with a small group of students.</p>	<p>Mathematics Reading Writing</p>
<p>* Audio cassettes in English may be provided for students who have difficulty with printed words or numbers and/or who acquire knowledge primarily through the auditory channel.</p>	<p>Mathematics Writing</p>
<p>TRANSLATIONS</p>	<p>TEST</p>
<p>Translations - The test of mathematics or the writing prompt may be translated for students.</p> <p>Local districts may have the test interpreted or produce a written translation at the time of testing. Tests are secure and may not be viewed prior to testing.</p> <p>Students who pass a translated version of the Math or the Test of Written Composition shall receive the notation “Pass Translate” on their record of progress. No LEP student and/or parent shall be required to accept this designation to replace further instruction and further opportunities to achieve a “Pass-State Level” designation.</p>	<p>Mathematics Writing</p>

ALTERNATIVE SCORING	TEST
<p>Analytic Scoring - The test of written composition may be analytically scored for any twelfth grade LEP student who has not passed. This may be requested by the parent and/or student.</p> <p>Analytic scoring will provide a detailed annotation of the students' performance on each of scoring criteria:</p> <ul style="list-style-type: none"> <li>A. Clarity of central idea</li> <li>B. Coherent focus</li> <li>C. Organization</li> <li>D. Support or elaboration of ideas</li> <li>E. Language conventions</li> </ul> <p>When an analytic scoring demonstrates that a failing score results solely from inadequate demonstration of language conventions (criteria A-D are demonstrated at least a "3" level) the student is eligible for the notation "Pass LEP".</p> <p>No LEP student and/or parent shall be required to accept this designation to replace further instruction and further opportunities to achieve a "Pass-State Level" designation.</p>	<p>Writing</p>