



Guidance for Accessibility Supports for MAP Tests

Guiding Principles

Assessment is a critical part of learning. Effective assessment includes formative, interim and summative assessments. Each has a purpose, helping us know whether students are making progress, and guiding decisions about curriculum and instruction.

Valid assessments measure the specific learning target as accurately as possible. To ensure that the assessment is an accurate measure of knowledge and skills, some students may need accessibility supports. For example, a student with a visual impairment may need an audio or braille version of the test to demonstrate their true level of math skill.

Students should perform as independently as possible. Teachers should provide accessibility supports to students who truly need them. But we should not over-scaffold for students.

The purpose of accessibility supports is to provide access to the test (for students to demonstrate an accurate level of knowledge and skill) not to improve a student's performance on the test.

School teams use MAP tests to monitor long-term trends in student performance. It is important that test administration methods are consistent from year to year and between schools.

Procedural Guidance

MAP assessments allow read aloud or text-to-speech. Some schools have been providing this accommodation to large numbers of students on the Reading test. Other schools have not provided it at all. As a result, our MAP data is inconsistent across schools and over time.

Here is our guidance for Read Aloud and/or Text-to-Speech accommodations on MAP:

1. Students should receive similar accessibility supports on MAP as they would receive in classroom instruction and on state assessments.
2. **K-5 – Students should not have Read Aloud and/or Text-to-Speech on the *MAP Reading* test.**
 - a. The state standards for reading in primary school include decoding. Therefore, providing a read aloud accommodation for the *MAP Reading* test is actually a modification rather than an accommodation. That means, if an adult (or the computer text-to-speech function) is reading the passage to the student in grades K-5, then the test is not actually measuring what it was designed to measure.
 - b. Read Aloud or Text-to-Speech on the *MAP Reading* test should only be used for a student who is receiving modified curriculum in primary school (which is a very small percentage of student served by special education).
3. **MS/HS – Read Aloud and/or Text-to-Speech is an allowable accommodation on *MAP Reading* test.**
 - a. The state standards for reading in middle and high school are about comprehension rather than decoding. If a student has a significant reading disability that impacts decoding (a visual impairment or severe dyslexia), they may benefit from a Read Aloud accommodation to allow them to access the reading test.
4. **Read Aloud and/or Text-to-Speech is an allowable accommodation for all grade levels for the *MAP Math* test** (if a student needs Read Aloud to be able to demonstrate their math knowledge and skill).
 - a. Again, the question is not whether a student would perform better with Read Aloud. It is about whether they need the accommodation to access the test.