

## Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table

The Michigan Merit Examination (MME) will be given for the first time in the spring of 2007, provided federal approval is granted before November of 2006. The Michigan Department of Education (MDE) will submit to the U.S. Department of Education (USED) appropriate analyses of the pilot MME study conducted in the spring of 2006. MDE anticipates a response from the USED by November 2006.

The MME consists of three major components: the ACT Plus Writing test, two WorkKeys tests (Applied Mathematics and Reading for Information), and Michigan developed items for science, mathematics and social studies. Based on analyses already completed, the MDE has determined that the Michigan developed items are necessary to meet federal requirements to measure the current Michigan content standards. The chart below outlines the Spring 2007 test organization.

Spring 2007 Test Organization						
Day*	Assessment	Subject Session	Number of Parts	Total Items	Testing Time (minutes)	Estimated Time Required for Administration
Day 1 March 13 (Makeup March 27)	<b>ACT Plus Writing</b>	English	5	75 MC items	45	Total test time - including check in, instructions, breaks, and collection of materials - 5 hours
		Mathematics		60 MC items	60	
		Reading		40 MC items	35	
		Science		40 MC items	35	
		Writing		1 Prompt	30	
Day 1 Testing Time 205 minutes (3 hrs / 25 minutes)						
Day 2 March 14 (Makeup March 28)	<b>WorkKeys</b>	Reading for Info	3	33 MC Items	45	Total test time - including check in, instructions, breaks, and collection of materials – 3 hours
		Applied Mathematics		33 MC Items	45	
	<b>Michigan Developed</b>	Mathematics		14 MC items	20	
Day 2 Testing Time 110 minutes (1 hour / 50 minutes)						
Days 2 - 4 March 14 - 26 (Makeup March 28 -30)	<b>Michigan Developed</b>	Science	3	52 MC items	50	Total test time - including check in, instruction, breaks and collection of materials - 3.5 hours
		Social Studies		31 MC items and 1 prompt	50	
				26 MC items and 1 prompt	50	
One additional test session during Days 2 -4 Testing Time 150 minutes (2 hours / 30 minutes)						
*More detailed information about this schedule and the MME program is available on the MME website at <a href="http://www.mi.gov/mme">www.mi.gov/mme</a> .				TOTAL Minutes	465	
				TOTAL hours	7.75	

The chart below outlines which components contribute to each MME score. The MME scores will play a role in qualifying for the Michigan Merit Award and will be the foundation for the No Child Left Behind (NCLB) calculation of Adequate Yearly Progress (AYP) and EdYES! accountability reports for high schools.

				Components Contributing to MME Scores					
Day	Test	Subject Session	Parts	ELA	Reading	Writing	Mathematics	Science	Social Studies
Day 1	ACT Plus Writing	English	1	X		X			
		Mathematics	1		X		X		
		Reading	1	X	X				
		Science	1				X	X	
		Writing	1	X			X		
Day 2	WorkKeys	Reading for Information	1	X	X				
		Applied Mathematics	2				X		
	Michigan Developed Mathematics					X			
Days 2 to 4	Michigan Developed	Science	1					X	
		Social Studies	2	X		X			X

ACT-Approved vs. State-Allowed Accommodations on the ACT

ACT is committed to ensuring that official ACT scores reported to colleges and other entities from MME testing are comparable to scores earned through other forms of ACT testing involving the application of ACT’s test accommodations policies. Therefore, effective with the Spring 2007 implementation of the MME, ACT will support the following two forms of accommodations on the ACT when it is administered as Day 1 of the MME:

- 1) **ACT-approved accommodations** that result in ACT scores that are fully reportable to colleges, scholarships, and other entities *in addition to* being used for MME purposes. Only students with professionally diagnosed and documented disabilities who receive accommodations in school should apply for ACT-approved accommodations.
- 2) **“State-allowed” accommodations** that result in ACT scores for MME purposes only. English language learners who do not have a disability but receive accommodations in school should request state-allowed accommodations.

Requesting Accommodations on the ACT

In general, all accommodations on the ACT must be requested and reviewed by ACT. However, there are limited exceptions. For example, because testing will normally occur at the local school rather than a separate test center, some arrangements do **not** require review or prior approval from ACT (e.g., placement at the front of the room). Such arrangements are noted on the attached accommodations summary table as **not** requiring ACT review or approval if no other accommodations are requested.

All accommodated testing must be administered within a designated two-week window beginning on the initial test date for that component of the MME and ending on the makeup date for that component. Individual students must take the tests in prescribed order – Day 1 testing followed by Day 2 followed by Days 2-4. All testing staff must meet ACT's requirements. If testing occurs outside the authorized window, or with procedures that conflict with ACT directions, or under the supervision of testing staff who do not meet ACT's requirements, the answer documents will not be scored.

All schools must appoint a Test Accommodations Coordinator (TAC) who will submit requests for accommodations to ACT. The TAC will have access to two different request forms specifically designed for the MME administration of the ACT:

- 1) **ACT-Approved Accommodations** – A request form will be used to request ACT approval of accommodations on the MME for students who meet ACT eligibility requirements.
- 2) **State-Allowed Accommodations** – This application will be used to request test materials for students who will test with “state-allowed” accommodations. These students will be those who do not meet ACT's eligibility requirements (e.g., English language learners with no disabilities) or whose requests for ACT approval have been denied.

#### ACT Review of Accommodations Requests

ACT will review requests for ACT approval by applying the Americans with Disabilities (ADA) standards that are used for all such requests. Not every request for an accommodation listed on the attached accommodations summary table as available will be approved. Approval is dependent on submission of all required documentation by the stipulated deadline and review by ACT. It is possible for ACT to approve an accommodation for one student, while the same accommodation may be denied for a different student. ACT's decision whether to approve the requested accommodations under the ADA will determine whether resulting ACT scores can be reported to colleges *in addition to* being used for MME purposes.

Students who do not meet ACT eligibility requirements (e.g., English language learners with no disabilities) or whose requested accommodations are denied by ACT may apply to take the ACT with the denied accommodations under the “state allowed” accommodations option, **or** they may test under standard conditions. NOTE: Students must apply for the “state-allowed” accommodations so that ACT can ship the correct ACT test materials – which are *different* from those used by examinees testing with ACT-approved accommodations.

ACT scores resulting from testing with “state-allowed” accommodations will **not** be college reportable. Thus, some students will achieve ACT scores that are college reportable because their accommodations have been approved by ACT, while others using the same accommodations will achieve ACT scores that are *not* college reportable because their use of those accommodations was not approved by ACT.

#### Local Decision for Accommodations on WorkKeys and Michigan Components

There is **no** separate request form for accommodations on WorkKeys or the Michigan components of the MME. ACT's approval of accommodations applies to the administration of the ACT Plus Writing **only**. School personnel are advised to use ACT's approval as a guideline for ordering alternate formats (e.g., audio versions, large print) of the WorkKeys tests and Michigan components of the MME. Because there is no issue of reporting scores to colleges, schools may provide accommodations on the WorkKeys and Michigan components of the MME consistent with the accommodations listed in the “Michigan Components” columns of the attached accommodations summary table, even if the student tests without those accommodations on the ACT.

Reading the MME Accommodations Summary Table

The attached Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table is arranged in columns, explained below.

Column	Explanation
Accommodation	Each accommodation that appears on the Assessment Accommodations Summary Table approved by the Michigan State Board of Education is listed.
Michigan Components & MME Scores	MDE has indicated whether each accommodation is considered Standard (S) or Nonstandard (NS) for the Michigan components and for MME Scores. Separate notations have been made for each group – IEP, 504, and ELL. The notations are the <b>same</b> as MEAP unless the row has been shaded (for example, see accommodation #42).
May Request	ACT has indicated whether each accommodation may be requested for the ACT, and alternate formats ordered for the WorkKeys, beginning with the Spring 2007 administration of the MME. Accommodations for which local decisions may be made without a request to ACT are specifically noted.
ACT Comments	These comments clarify ACT’s understanding of each accommodation and any associated restrictions related to the ACT and WorkKeys components.
College Reportable ACT Scores	ACT has noted whether each accommodation <b>when approved by ACT for an individual student with disabilities</b> will result in ACT scores that are fully reportable to colleges and other entities. Offered accommodations, when not approved by ACT for an individual student, will result in ACT scores that are reportable <b>only</b> for MME purposes (i.e., “state-allowed” accommodations). If a student uses a combination of accommodations and <b>any</b> of those accommodations were not approved by ACT, the resulting scores will <b>not</b> be college reportable.

Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table						
Accommodation	Michigan Components and MME Scores			The ACT and WorkKeys Components		
	IEP	504	ELL	May Request	ACT Comments	College Reportable ACT Scores <sup>1</sup>
<b>A. Timing/Scheduling</b>						
1. Extended assessment time within reason (approximately 1½ times the estimated assessment time)	S	S	S	Yes  Yes	Time-and-a-half in single self-paced session using regular or large-print.  For certain formats and disabilities, ACT will assign a timing guideline for the ACT based on the test format and disability, up to triple time (and testing over multiple days, one test per day).	Yes  Yes – only if ACT timing guidelines are followed
2. Frequent or appropriate supervised breaks	S	S	S	Yes	Interpreted as “stop-the-clock” breaks; normally available only with standard time. If requested with extended time, must provide documentation to support need for “stop-the-clock” breaks <i>in addition to</i> extended time.	Yes
3. Administration of the assessment at a time most beneficial to the student, with appropriate supervision	S	S	S	Yes	Must be within the designated two-week window beginning on initial state test day for that component and ending on the makeup day for that component. Components of the MME must be taken in prescribed order, with all of Day 1 tests (ACT) completed before proceeding to Day 2 tests (WorkKeys) and all of Day 2 tests completed prior to beginning Michigan components (Days 2-7).	Yes
4. Clock or method of informing students of remaining time	S	S	S	No request necessary – but must adhere to all ACT directions	Five minutes remaining announcement routinely part of verbal instructions for <u>all</u> students on ACT and WorkKeys, plus a one minute remaining announcement on the WorkKeys tests. Students approved for time extensions on the ACT are given hourly announcements of time. <b>No other assistance in monitoring time is allowed.</b>	Yes

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<b>B. Setting</b>						
5. Placement of student where he/she is most comfortable (e.g., front of the room, back of the room)	S	S	S	Local decision unless requesting off-site	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested.	Yes
6. Administration of the assessment in a Bilingual/English as a Second Language (ESL) setting	S	S	S	Local decision unless requesting off-site	If setting is off-site, appropriate off-site application must be approved by ACT.	Yes
7. Administration of the assessment in a special education setting	S	S	NA	Local decision unless requesting off-site	If setting is off-site, appropriate off-site application must be approved by ACT.	Yes
8. Provision for assessment administration at home when student is homebound or in a care facility when medically necessary, with appropriate supervision by a school district professional.	S	S	NA	Yes	Appropriate off-site application must be approved by ACT.	Yes
9. Administration of assessment in a distraction free space or alternate location (e.g., separate room, or location within the room) with appropriate supervision	S	S	NA	Local decision unless requesting off-site	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested. If setting is off-site, appropriate off-site application must be approved by ACT.	Yes
10. Provision for assessment administration to student in an interim alternative education setting with appropriate supervision of a school district professional.	S	S	NA	Local decision unless requesting off-site	If setting is off-site, appropriate off-site application must be approved by ACT.	Yes

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11. Administration of the assessment in a small group	S	S	S	Local decision	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested.	Yes
12. Administration of the assessment individually	S	S	NA	Local decision unless required by approved accommodation	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested. Note that individual testing is <b>required</b> for selected accommodations (e.g., if approved accommodations could disturb others or if using a reader).	Yes
13. Tools to assist with concentration	S	S	NA	Submit details with request	Requests considered individually based on documentation submitted. Approval and reportable status depend on detailed information about the tools proposed for use.	Depends on details
14. Qualified person familiar to the student administers the assessment	S	S	S	No request necessary – staff must meet all ACT requirements	Only if not a relative or athletic coach (if student is an athlete). See also #34 and #35.	Yes
15. Appropriate seating, special lighting, or furniture	S	S	NA	Local decision	Provided by the school.	Yes
16. Able to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others	S	S	S	Local decision	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested.	Yes
17. Background music or noise buffers	S	S	NA	Submit details with request	Requests considered individually based on documentation submitted. Music and earplugs not normally approved. Approval and reportable status depend on detailed information about the buffers proposed.	Depends on details

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<b>C. Presentation</b>						
18. Use of bilingual word-for-word non-electronic translation glossary for English language learners	S	S	S	Yes	Provided by school or student.	No
19. Use of bilingual dictionaries that define or explain words or terms	NS	NS	NS	Yes	Provided by school or student.	No
20. Use of dictionary, thesaurus, spelling book, or grammar book for mathematics, science, social studies, and English language arts	NS	NS	NS	Yes	Provided by school or student.	No
21. Use of screen reader for English language arts reading assessment	NS	NS	NS	NA		NA
22. Use of an abacus	S	S	NA	Yes	Provided by school or student; student must test individually.	Yes
23. Use of arithmetic tables	NS	NS	NS	No		NA
24. Use of actual coins and bills	S	S	NA	NA	Items do not involve this kind of manipulation.	NA
25. Use of manipulatives for mathematics assessments, such as base 10 blocks	NA	NA	NA	NA	Items do not involve this kind of manipulation.	NA

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26. Use of state-produced video or audio version of assessment, for English language learners, <u>read in English</u> for a student who is dominant in a native language other than English or determined to be at the basic or lower intermediate English language proficiency levels in the content areas of mathematics, science, and social studies. Also the writing section of the MEAP ELA or MI-Access ELA Expressing Ideas assessment.	S	S	S	Yes	If student's reason for accommodations is English language proficiency, student must request "state-allowed" accommodations, not "ACT-approved" accommodations.	No
27. Use of state-produced video or audio version of the assessment, for English language learners, <u>read in English</u> for a student who is dominant in a native language other than English or determined to be at the basic or lower intermediate English language proficiency levels in the reading components of the English language arts assessment.	S	S	S	Yes	If student's reason for accommodations is English language proficiency, student must request "state-allowed" accommodations, not "ACT-approved" accommodations.	No

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28. Use of state-produced video or audio version, for English language learners, of the mathematics, science, or social studies assessments <u>read in Arabic or Spanish</u> for a student whose dominant language is Arabic or Spanish or who is determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native languages in the school setting.	S	S	S	Yes	If student's reason for accommodations is English language proficiency, student must request "state-allowed" accommodations, not "ACT-approved" accommodations.	No
29. Reading all directions to the student in the <u>student's native language</u> , provided that the student is dominant in a native language other than English or has been determined to be at the basic or lower intermediate English language proficiency levels and provided that the student is receiving bilingual instruction (e.g., transitional, two-way or dual language) using the student's native language in the school setting.	S	S	S	Yes	If student's reason for accommodations is English language proficiency, student must request "state-allowed" accommodations, not "ACT-approved" accommodations.	No
30. Provision for student restatement of directions in the student's own words	S	S	S	Yes	Only if tested individually.	No
31. Students asking for clarification of directions	S	S	S	Yes	Only if tested individually.	No

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32. Directions provided using sign language	S	S	NA	Yes	Applies only to <u>spoken</u> instructions exactly as provided in the administration manual.	Yes
33. Administration of assessment by Bilingual/ESL staff, or similarly qualified person	S	S	S	No request necessary – staff must meet all ACT requirements	Only if all directions for test administration are read verbatim in English with no clarifications in another language.	Yes
34. Administration of the assessment by person familiar to the student	S	S	S	No request necessary – staff must meet all ACT requirements	Only if not a relative or athletic coach (if student is an athlete). See also #14 and #35.	Yes
35. Any assessment administration not directly supervised by a school district professional	NS	NS	NS	No request necessary – staff must meet all ACT requirements	For state testing, ACT administration manual states that testing staff may be “current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, and teachers’ aides.” Staff may <b>not</b> be “volunteers.” In addition: “High school students and lower-division undergraduates may <b>not</b> work as testing staff. Anyone who intends to take the ACT within the next 12 months must not administer the test in any capacity.” Additional restrictions regarding relatives and athletic coaches also apply.	Yes
36. Reading the MEAP English Language Arts Listening assessment to the student in his/her native language	NS	NS	NS	NA		NA
37. Administer assessment sections in any order for English language arts, science, and social studies	S	S	S	No	ACT and WorkKeys tests must always be administered in prescribed sequence.	NA

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38. Administer assessment sections in any order for Mathematics	S	S	S	NA	ACT Mathematics test and WorkKeys Applied Mathematics are not in sections.	NA
39. Read/repeat directions to the student exactly as worded in the assessment booklet	S	S	S	Yes	Directions in the test booklet not normally read aloud. Permitted only if approved for reader or audio version of test.	Yes
40. Emphasis on key words in directions	S	S	NA	Yes	Directions in the test booklet not normally read aloud. Permitted only if approved for reader or audio version of test. Emphasis only as marked in the printed directions; must be read verbatim without signals regarding right or wrong.	Yes
41. Provide visual, auditory or physical cues to student to begin, maintain or finish task	S	S	NA	Yes	If cues will disturb other examinees, must test individually.	Yes
42. Reading aloud the reading components of the ACT and WorkKeys	S	S	S	Yes	Must be read in English. Must test individually if not using audio version with headset (see #61 for audio version).	Yes
43. Reading aloud the mathematics, science and social studies components of the ACT and WorkKeys	S	S	S	Yes	Must be read in English. Must test individually if not using audio version with headset (see #61 for audio version).	Yes

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44. Reading of mathematics, social studies, and science assessment content and questions to a student <u>in the student's native language</u> , provided that the student is dominant in a native language other than English or has been determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting.	S	S	S	Yes	If student's reason for accommodations is English language proficiency, student must request "state-allowed" accommodations, not "ACT-approved" accommodations.	No
45. Sign the mathematics, science and social studies assessments	S	S	NA	Yes	Exact English Signing (EES) of test items may be requested and approved in specific cases for college reportable scores. Signing of items with American Sign Language (ASL) or other sign language is not ACT-approved.	Yes – only if EES approved by ACT  No – if ASL or other sign language
46. Sign the English language arts assessments	NS	NS	NA	Yes	Exact English Signing (EES) may be requested and approved in specific cases for college reportable scores. Signing of items with American Sign Language (ASL) or other sign language is not ACT-approved.	Yes – only if EES approved by ACT  No – if ASL or other sign language
47. Use of a page turner	S	S	NA	Local decision – staff must meet all ACT requirements	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested. Page turner must meet same requirements as all testing staff.	Yes
48. Placement of teacher/proctor near student	S	S	NA	Local decision	Because testing will be at own school rather than national test center, arrangement does not require ACT approval if no other accommodations requested.	Yes

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49. Use of rulers as provided by the State	S	S	S	NA	Items do not require rulers.	NA
50. Use of adapted rulers, protractors, Braille and large print rulers and protractors.	S	S	NA	NA	Items do not require rulers or protractors.	NA
51. Use of list of formulae as provided by the state	S	S	S	NA	WorkKeys formula sheet routinely provided for <u>all</u> students taking WorkKeys Applied Mathematics (not an accommodation). No formulae allowed for ACT tests.	NA
52. Use of calculator/talking calculator on the noncalculator sections of the mathematics assessment	NS	NS	NA	NA	There are no "noncalculator" sections of the ACT Mathematics test or WorkKeys Applied Mathematics. See also #53.	NA
53. Use of calculator/talking calculator on the calculator permitted sections of the mathematics assessment	S	S	S	No request necessary – calculator must meet all ACT requirements	Calculators are permitted throughout the ACT Mathematics test and WorkKeys Applied Mathematics (except those listed by ACT as "prohibited" in publications and on website). If talking calculator, student must test individually.	Yes
54. Use of a calculator on the science and social studies assessments	NA	NA	NA	No	Calculators are permitted only on the ACT Mathematics test and WorkKeys Applied Mathematics, not any other tests.	NA
55. Use of magnification devices	S	S	NA	Yes	Provided by school or student. May require student to test individually.	Yes
56. Use of auditory amplification devices or special sound systems	S	S	NA	Submit details with request	Used only for spoken instructions. Requests considered individually based on documentation submitted. Approval and reportable status depend on detailed information about proposed devices or systems.	Depends on details
57. Use of closed circuit television	S	S	S	Yes	Provided by school or student. Student must test individually.	Yes
58. Student's use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides.	S	S	NA	Yes	Provided by school or student. "Reading guides" are interpreted as place-keepers. May require student to test individually (e.g., highlighters).	Yes

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59. Use of non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive)	S	S	NA	Yes	Provided by school or student.	Yes
60. State produced Braille and enlarged print versions of assessment	S	S	NA	Yes		Yes
61. State produced audio versions of the assessments (ELA, mathematics, science, social studies)	S	S	S	Yes	Must use headset if testing in a group.	Yes
<b>D. Response</b>						
62. Responding in the student's native language to the constructed response items on assessments.	NS	NS	NS	NA	The only constructed response is the ACT Writing Test, and it must be written in English. No constructed responses on WorkKeys.	NA
63. Oral responses	S	S	NA	Yes	Only if tested individually, responses are in English, and responses marked on scannable document by testing staff.	Yes
64. Use of a scribe for constructed response items (student must indicate punctuation, format and spell all key words) for ELA assessments	S	S	NA	Yes	Applies only to ACT Writing Test. Only if tested individually. For college-reportable ACT scores, session must be tape recorded with recording also returned to ACT.	Yes – only if recording of test session returned to ACT
65. Use of a scribe for constructed response items for mathematics, science and/or social studies assessments	S	S	S	NA	No constructed response items in these subjects on ACT or WorkKeys.	NA
66. Student dictates responses into a tape recorder and teacher transcribes response exactly as dictated for mathematics, science, and social studies assessments.	S	S	NA	Yes	Only if tested individually and responses are in English. For college-reportable ACT scores, tape recording must be returned to ACT.	Yes – only if recording of test session returned to ACT

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67. Respond in sign language for English language arts	S	S	S	Yes	Only if tested individually and responses marked on scannable document by testing staff. For college-reportable ACT scores, video documentation of test session must be returned to ACT. Sign language response to ACT Writing Test must be Exact English Signing (EES).	Yes – only if recording of test session returned to ACT and Writing Test signed EES
68. Respond in sign language for mathematics, science and social studies assessments	S	S	S	Yes	Only if tested individually and responses marked on scannable document by testing staff. For college-reportable ACT scores, video documentation of test session must be returned to ACT.	Yes – only if recording of test session returned to ACT
69. Use of augmentative communication devices	S	S	NA	Submit details with request	Requests considered individually based on documentation submitted. Approval and reportable status depend on detailed information about the devices proposed for use.	Depends on details
70. Use of computer or word processor with spell check, thesaurus, and grammar check <b>disabled</b> for ELA assessment.	S	S	NA	Yes	Applies only to ACT Writing Test.	Yes
71. Use of computer or word processor with spell check, thesaurus and grammar check NOT disabled for Mathematics, Science and Social Studies.	S	S	NA	Yes		No
72. Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher)	S	S	S	Yes	If student points to answers, student must test individually.	Yes
73. Use of Braillewriter	S	S	NA	Yes	Provided by school or student.	Yes
74. Use of a scribe for constructed response items (student must indicate punctuation and spell all key words)	S	S	NA	Yes	Applies only to ACT Writing Test (see #64). Only if tested individually. For college-reportable ACT scores, session must be tape recorded with recording also returned to ACT.	Yes – only if recording of test session returned to ACT

1. "Yes" in this column means ACT scores will be college reportable – **only if** the listed accommodation was ACT-approved for the student. If the student uses multiple accommodations, ACT scores will be college reportable **only if all** accommodations were ACT-approved.

Spring 2007 Michigan Merit Examination (MME) Accommodations Summary Table						
Accommodation	Michigan Components and MME Scores			The ACT and WorkKeys Components		
	IEP	504	ELL	May Request	ACT Comments	College Reportable ACT Scores <sup>1</sup>
75. Adapted paper, lined or grid paper for recording answers	S	S	NA	Yes	Provided by school. Student must test individually and responses transferred to scannable answer document by testing staff while examinee observes.	Yes
76. Use of computers with alternative access for an alternative response mode	S	S	NA	Submit details with request	Requests considered individually based on documentation submitted. Approval and reportable status depend on detailed information about the proposed alternative access	Depends on details
77. Use of speech to text word processor for responses for English language arts	NS	NS	NA	Submit details with request	Requests considered individually based on documentation submitted. Approval and reportable status depend on detailed information about the proposed speech to text processor.	Depends on details
78. Use of speech to text word processing for mathematics, science and social studies	S	S	NA	Submit details with request	Requests considered individually based on documentation submitted. Approval and reportable status depend on detailed information about the proposed speech to text processor.	Depends on details
79. Use of alternative writing position	S	S	NA	Yes	If position will disturb other examinees, must test individually	Yes
80. Use of special adaptive writing tools such as pencil grip or larger pencil.	S	S	NA	Yes	Provided by school or student.	Yes
81. Write directly in assessment booklet	S	S	S	Yes	Only if responses transcribed to scannable answer document by testing staff while examinee observes.	Yes

1. "Yes" in this column means ACT scores will be college reportable – **only if** the listed accommodation was ACT-approved for the student. If the student uses multiple accommodations, ACT scores will be college reportable **only if all** accommodations were ACT-approved.