2020-21 PARCC Testing Accommodations and Accessibility Features

Jan. 26, 2021 | Michael Craig

Agenda

- Warm-up

- Accommodations vs. Accessibility Features

- Utilizing Accommodations in the Classroom

- Remote Testing Accommodations

- Identifying Accommodations for Individual Students

- Dissecting Specific Accommodations

PARCC Accommodations & Accessibility Features

Warm-up

Accessibility Feature or Accommodation?

Sort the following list into accessibility features or accommodations:
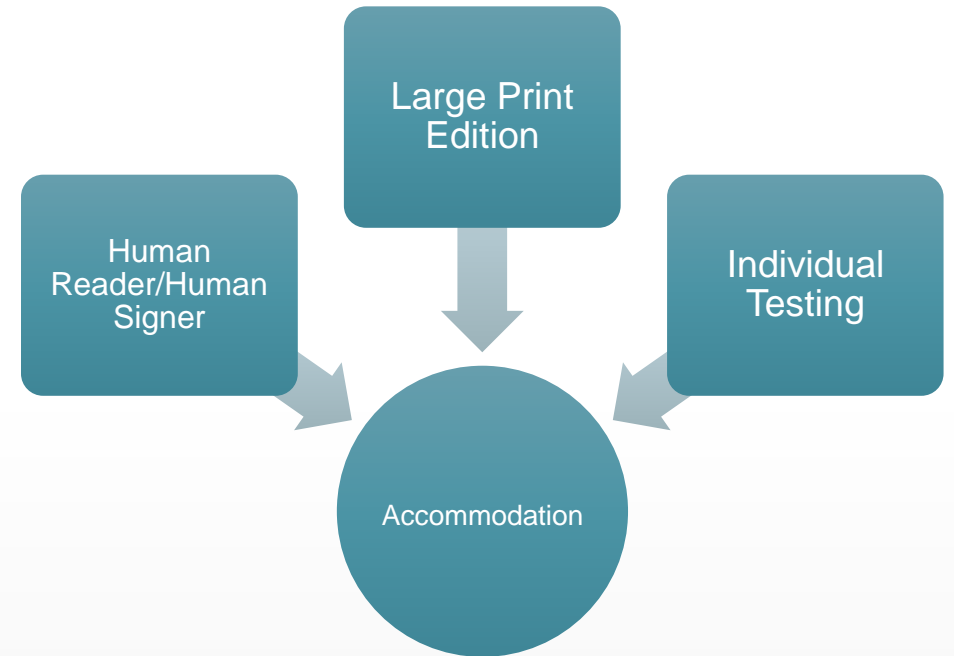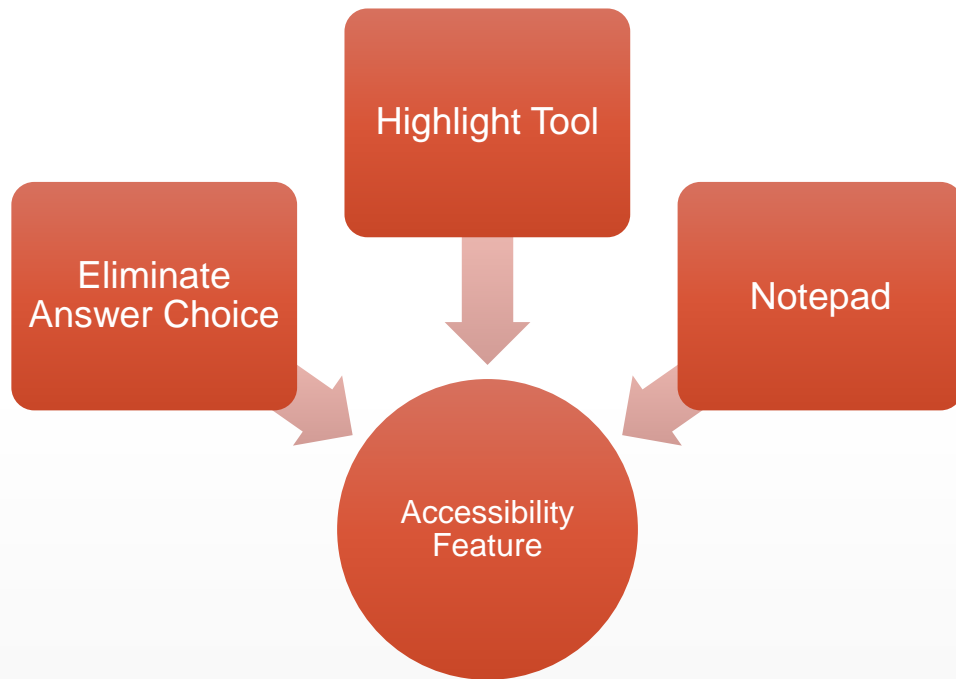
Notepad

Large Print Edition

Individual Testing

Eliminate Answer Choice

Highlight Tool

Human Reader/Human Signer

Warm-up

Eliminate Answer Choice

Highlight Tool

Notepad

Accessibility Feature

Human Reader/Human Signer

Large Print Edition

Individual Testing

Accommodation

Accessibility Features vs. Accommodations

According to the PARCC Accessibility Features and Accommodations Manual, sixth edition:

Accessibility features are tools or preferences that are either built into the assessment system or provided externally by test administrators. Accessibility features can be used by any student taking the PARCC assessments.

Accommodations are considered to be adjustments to the testing conditions, test format, or test administration that provide **equitable** access during assessments for students with disabilities and students who are ELs.

Key Distinction: Students with disabilities are LEGALLY entitled to accommodations.

2020-21 District of Columbia Statewide Assessments

Assessment	Standards Alignment	Students Assessed
PARCC ELA/Literacy	ELA Common Core State Standards (CCSS)	Grade 3 – High School
PARCC Mathematics	Mathematics Common Core State Standards	Grades 3 – 8, Algebra I & Geometry*
Multi-State Alternate Assessment (MSAA)	Alternative Achievement Standards based on Math and ELA CCSS	Grades 3 – 8 & 11 Students with significant cognitive disabilities
WIDA ACCESS for ELLs 2.0	WIDA English Language Development (ELD) Standards	Grades K - 12 English Learners (ELs)
WIDA Alternate ACCESS for ELLs 2.0	WIDA English Language Development (ELD) Standards	Grades 1-12 English Learners (ELs)

Testing Windows & Formats

| 2020-21 Statewide Testing Windows			
ACCESS for ELLs 2.0 Alternate ACCESS	Feb. 15 – April 9, 2021		In-person (if students are reporting to schools for instruction)
MSAA	March 15 – April 30, 2021		In-person (if students are reporting to schools for instruction)
	Online Testing	**Paper Testing** (accommodations only)	
PARCC	April 5 – May 28, 2021	April 5 – May 21, 2021	Remote testing or in-person (if students are reporting to schools for instruction)

# Statewide Assessments Participation and Performance Policy

- The Statewide Assessments Participation and Performance Policy for School Year 2020-21 has been released and posted on [OSSE's Statewide Assessment website](#)

- Critical information regarding this year's required assessments, participation universe, and special considerations can be found in the document

- LEAs should reference the document for clarification of what it means to be "in-person" and/or "remote" for the purposes of statewide testing
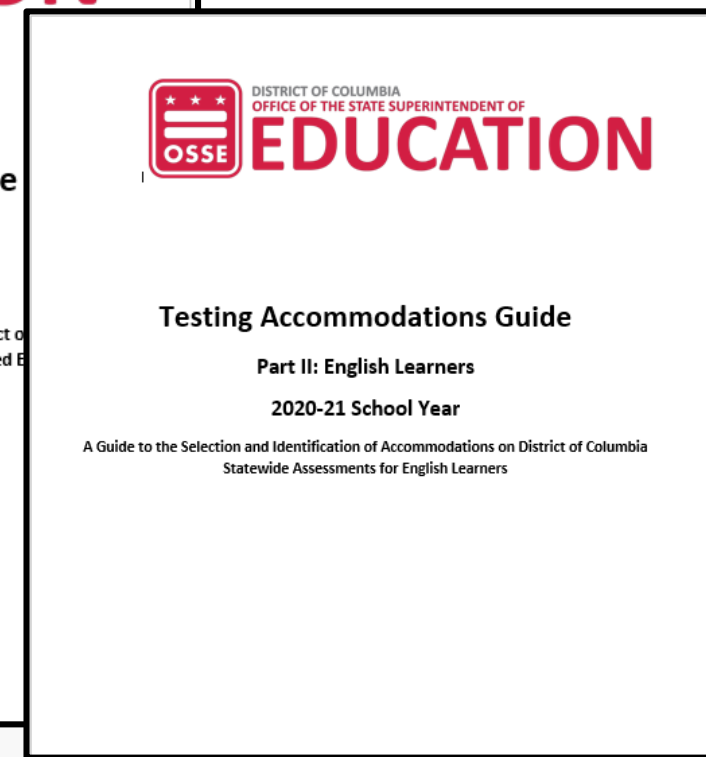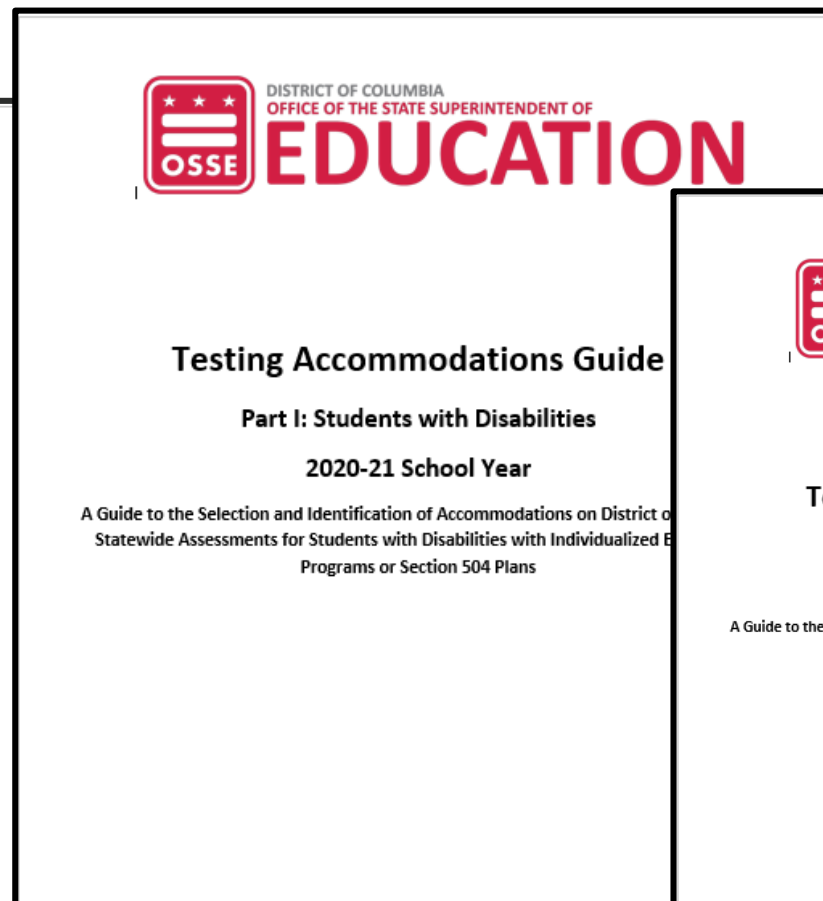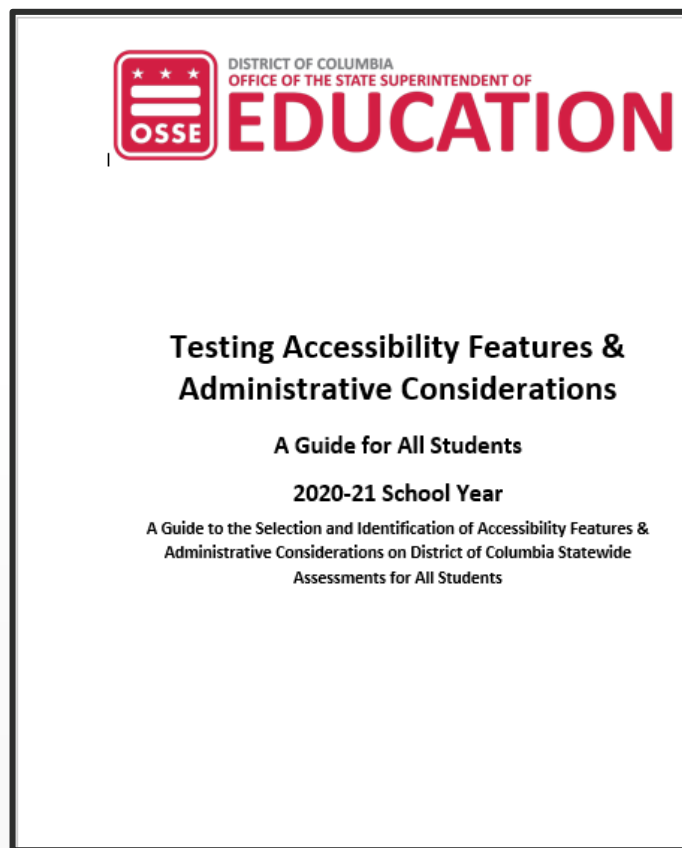
The PARCC Accessibility System

- PARCC Accessibility Features and Accommodations Manual

- All accessibility features and accommodations available on PARCC

- Qualifying criteria for each feature

- In-depth guidance on administering each feature

- https://dc.mypearsonsupport.com/manuals/
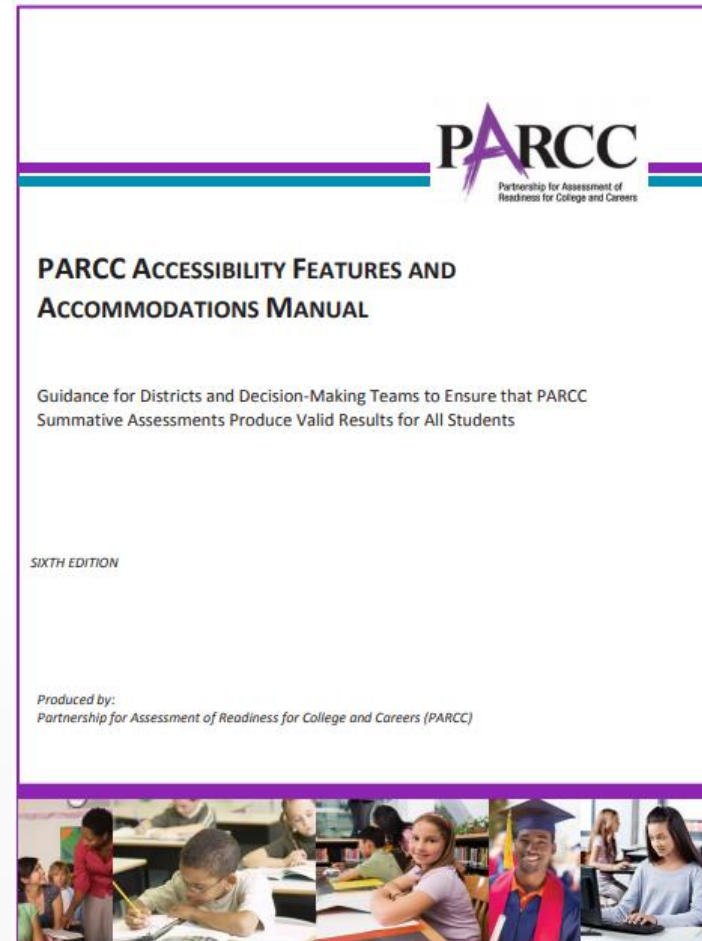
Testing Accommodations Guides
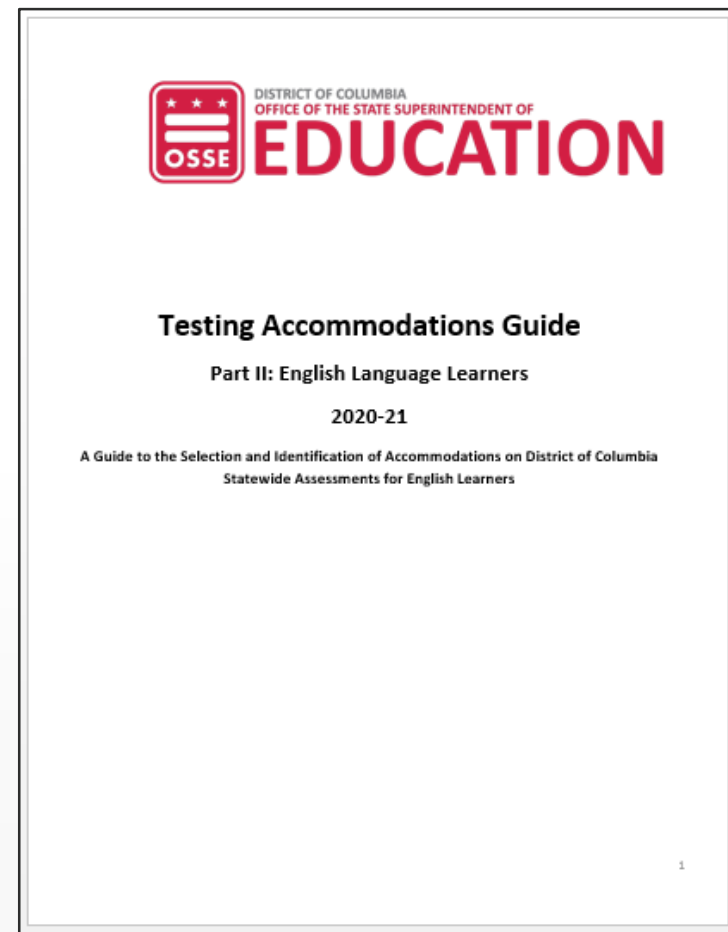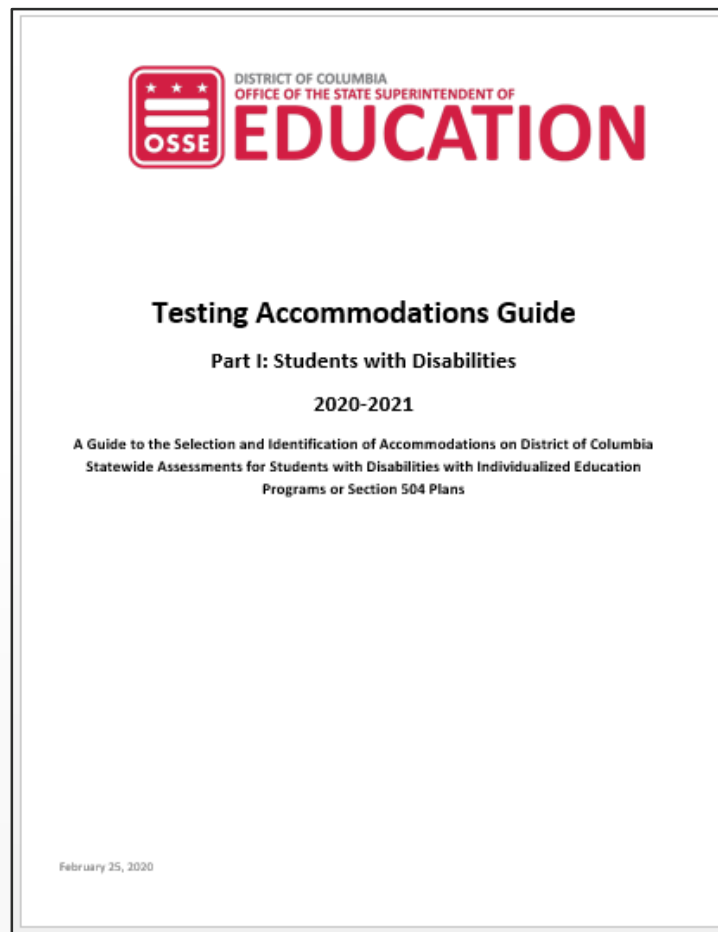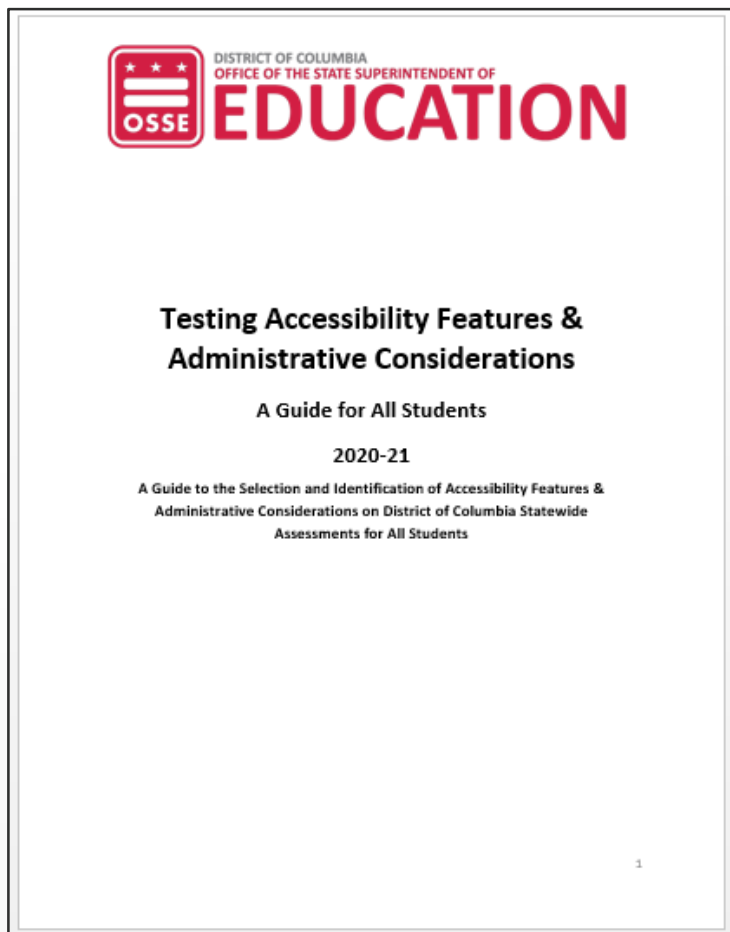
Testing Accommodations Guides

Accessibility System

Accessibility Features
available to all students
(built into test)

Accessibility Features
selected for each student
(identified in advance)

Accommodations

EL Plans

IEP/504 Plans
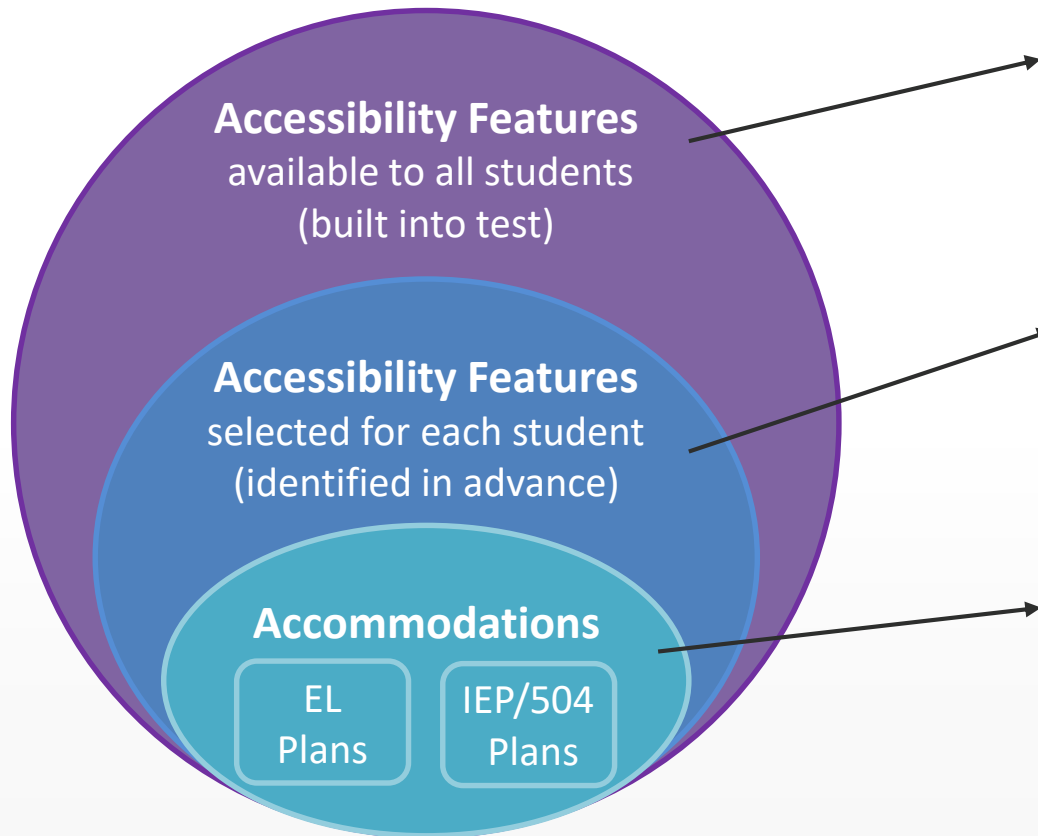
The assessment platform includes several accessibility features built into the system that **all students** can access at any time.

Additional accessibility features are available to **any student in need of feature**, but must be specifically selected in student registration for planning purposes.

Certain accommodations are available only to **students with disabilities (Individual Education Plans or Section 504 plans)** and others for **ELs with EL plans.**
Accommodations must be documented in the IEP/504/EL plan, and also in the student's Personal Needs Profile.

Accessibility System

Examples of each type of feature:

Accessibility Features
available to all students
(built into test)

Accessibility Features
selected for each student
(identified in advance)

Accommodations

EL Plans

IEP/504 Plans

- Pop-up glossary
- External spell check
- Line reader tool
- Repetition of directions

- Text-to-Speech for Math Assessment
- Color Contrast
- Frequent breaks (admin consideration)
- Small group testing (admin consideration)

- Text-to-Speech for ELA
- Human signer for test directions
- Calculation device
- Screen reader for ELA/Literacy

- Word-to-word dictionary
- Translation of math to Spanish
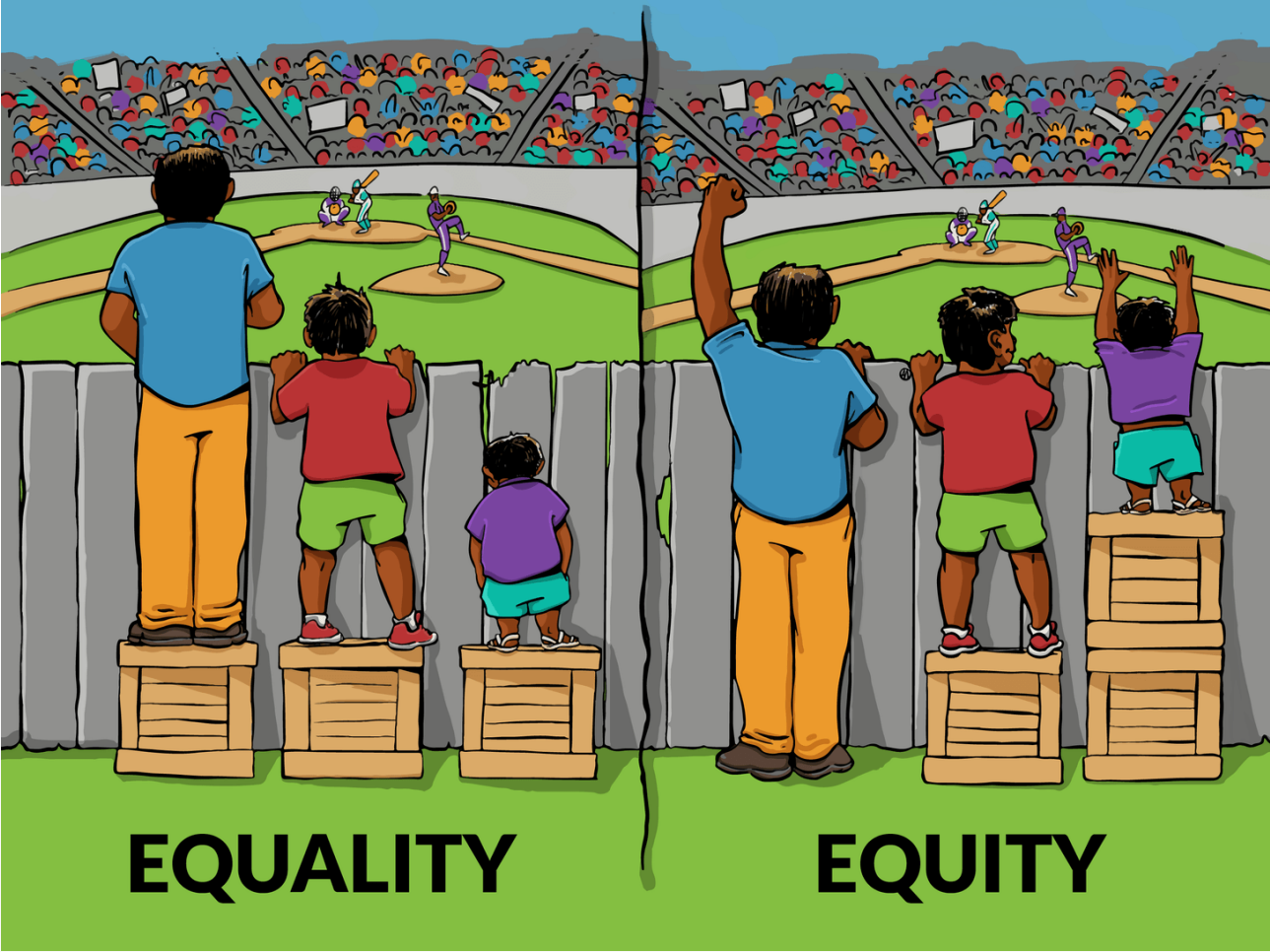
Accommodations for Special Populations

Four distinct groups of students may receive accommodations on statewide assessments

Students with IEPs

Students with Section 504 plans

Students who are English learners

English learners with disabilities who have an IEP or 504 plan (eligible for both sets of accommodations)
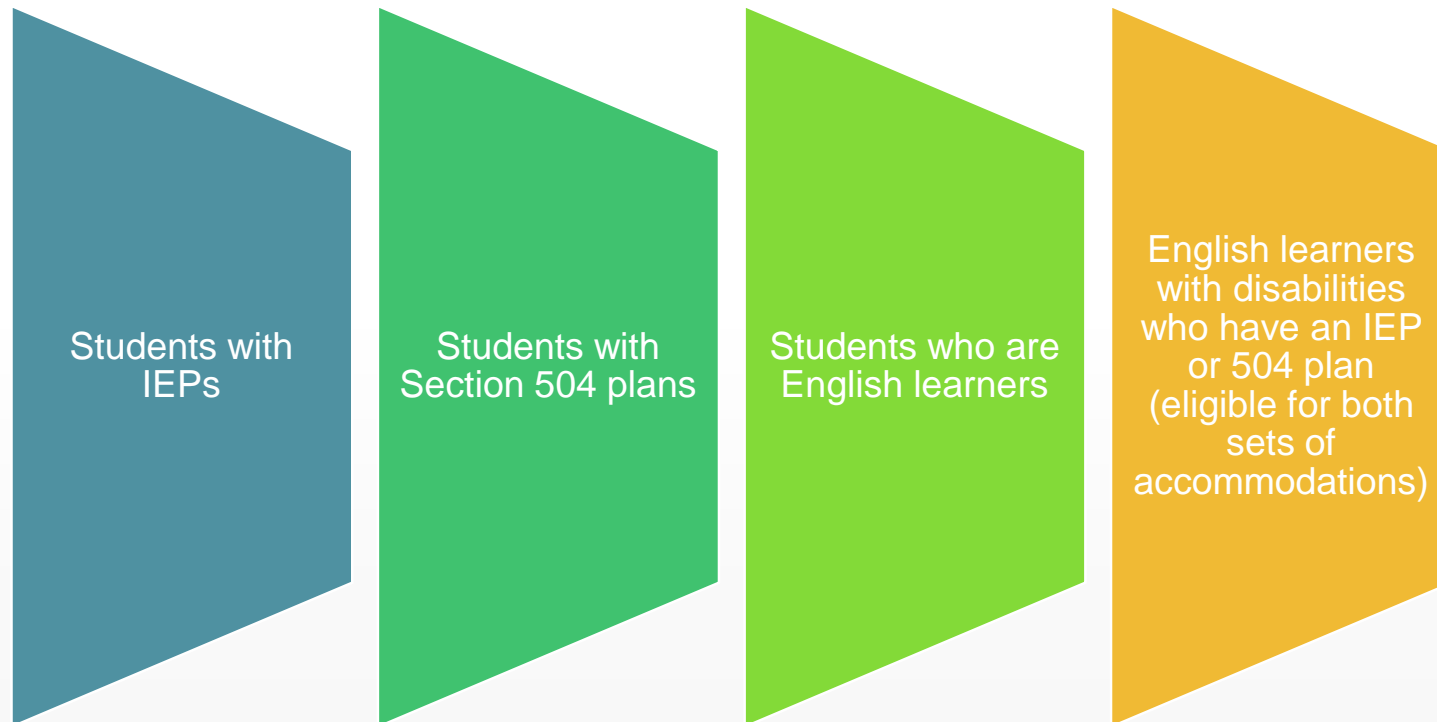
Equality vs Equity

Classroom vs. Statewide Assessment Accommodations

Classroom Accommodations

- Accommodations should never reduce learning expectations by reducing the scope, complexity, or rigor of the classroom assessment

- Accommodations should:
  - Be consistent with those provided for classroom instruction and classroom assessments
  - Provide equitable access during instruction and assessments
  - Mitigate the effects of a student's disability
  - Not reduce performance expectations
  - Not change the construct being assessed

Classroom Accommodations

- The IEP, 504, or EL team should:

  - Discuss which accessibility features and accommodations might assist a student during daily classroom instruction

  - Determine which accessibility features and accommodations to "try out" with the student during instruction

  - Document and evaluate the effectiveness of the accessibility features and accommodations

  - Adjust the student's use during instruction

  - Determine which accessibility features and accommodations to use on PARCC based on classroom results

Statewide Testing Accommodations

- Statewide accessibility features and accommodations should not be assigned broadly to all students with the same disability

- The IEP, 504, or EL Team should:

  - Discuss accessibility features and accommodations separately for each PARCC content-area assessment

  - Select accessibility features and accommodations that increase a student's access to the assessment and remove barriers

  - Obtain student input when selecting accessibility features and accommodations

  - Avoid using a "kitchen-sink" method that provides students with unnecessary or mutually contradictory accommodations

Remote Testing Accommodations

Accommodations Available During Remote Testing

- Accommodations provided to students on the PARCC assessments must be generally consistent with those provided for distance learning and formative assessments

- Schools and LEAs are responsible for ensuring that all students receive the appropriate accommodations during remote testing, keeping in mind the method of delivery may look different than if the student were in person

- While some accessibility features and accommodations need to be administered externally by a Test Administrator, most are embedded in the TestNav online platform

- Students who receive accommodations delivered by a Test Administrator, i.e., Human Reader, Scribe, or Signer may test via remote administration

Paper-Based Accommodations Available During Testing

- All accommodated testing requiring paper test materials must be administered **in person only** as secure paper materials cannot leave school buildings

- All paper-based accommodations (i.e., Braille, large print, paper-based tests) must be administered in person

- Schools that are open and serving students in any capacity—for in-person or hybrid instruction, or are operating distance learning hubs—are required to provide the opportunity for students using paper-based accommodations to test in person

- Families that have chosen to participate exclusively in distance learning are not required to send their students to school to test

NEW Testing Accommodations Guidance

- The Testing Accommodations Guides for SWDs and ELs contain new guidance for the remote administration of human-administered accommodations

- **Part 0: Accessibility Features**

- **Part 1: Students with Disabilities**

  - Appendix C

  - Chart contains notes and examples of how to administer accommodations remotely

  - LEAs should contact OSSE if schools have alternate means of administering accommodations

- **Part 2: English Learners**

  - Appendix A

  - Chart contains notes and examples of how to administer accommodations remotely

  - LEAs should contact OSSE if schools have alternate means of administering accommodations

Human-Administered Accommodations

SEDS Accommodations for SWDs	PARCC Accommodations for SWDs
Clarification/Repetition of Directions	General Administration Directions Read Aloud
Redirect Student to the Test *(Accessibility Feature)*	Redirect Student to the Test *(Accessibility Feature)*
Directions Available in ASL	Human Signer for Test Directions
Read Aloud for ELA/Literacy Assessments	ELA Assessment Human Reader/Signer
Read Aloud for Non-ELA/Literacy Assessments	Mathematics Human Reader/Signer
Scribe, S2T, Signer- ELA Selected Response	ELA Selected Response- Human Scribe/Signer
Scribe, S2T, Signer- ELA Constructed /Response	ELA Constructed Response- Human Scribe/Signer
Scribe, S2T, Signer- Non-ELA	Math Response- Human Scribe/Signer

Human-Administered Accommodations

SEDS Accommodations for ELs	PARCC Accommodations for ELs
GA Directions Clarified in Native Language	GA Directions Clarified in Native Language
GA Directions Read Aloud and Repeated	GA Directions Read Aloud and Repeated
Redirect Student to the Test *(Accessibility Feature)*	Redirect Student to the Test *(Accessibility Feature)*
Scribe or S2T- Response Dictated in English	Mathematics Response S2T or Human Scribe
Human Reader or TTS in Spanish	Human Reader- Mathematics Assessment in Spanish

Appendix C: Human Administered Accommodations

SEDS Human Administered Accommodations for Students with Disabilities	PARCC Human Administered Accommodations for Students with Disabilities	Remote PARCC Administration Accommodation Guidance
Read Aloud for ELA/Literacy Assessments	ELA/Literacy Assessments, Human Reader/Human Signer	Test Administrator (TA) logs into TestNav using the provided **TA login credentials**. TA reads or signs the test via external meeting application. OR Student uses text-to-speech function to hear the test questions and passages read aloud for ELA/Literacy assessments. IEP teams must follow LEA protocols for amending the IEP if the accommodation is not currently listed on the student's IEP.
Read Aloud for Non-ELA/Literacy Assessments	Mathematics, Human Reader/Human Signer *(Accessibility Feature, PNP)*	Student uses text-to-speech function to hear the test questions read aloud. IEP teams must follow LEA protocols for amending the IEP if the accommodation is not currently listed on the student's IEP. OR Test Administrator (TA) reads from paper Human Reader script to student via external meeting application. Because the human reader scripts are paper-based secure testing materials, the TA must be in a school building during test administration.
Human Scribe, Speech-to- Text, Human Signer, or External Assistive Technology for Selected Responses on ELA/Literacy Assessments	ELA/Literacy Selected Response Options: Human Scribe, Human Signer	Human Scribe: Test Administrator (TA) logs into TestNav using **student's** credentials. TA shares testing screen with student via external meeting application. Student dictates responses while TA notates. One-to-one administration is required. Human Signer:

Suggested remote delivery methods are detailed in the third column.

LEAs that have developed specific protocols for providing any of the listed accommodations during instruction or LEA assessments that they wish to use for statewide assessments should contact OSSE for discussion.

Identifying Accommodations for Individual Students

Selecting Accessibility Features and Accommodations

The IEP team responsible for selecting accessibility features and/or accommodations for ELs and/or SWDs should:

- Identify which accessibility features and accommodations might support a student during daily instruction

- "Try out" the accessibility feature or accommodation with the student during instruction in that content area

- Evaluate the effectiveness of the feature or accommodation

- Determine which should be used on PARCC

Decision Making Process

Considerations for selecting PARCC accommodations for students with disabilities, ELs, and ELs with disabilities

Factors		
Student Characteristics	Individual Test Characteristics	PARCC Accommodation Policy
What are the characteristics of the students?	What tasks are required of the student? What is the test designed to measure?	Maintaining validity of assessment
What accommodations does the student regularly use in the classroom for instruction and assessment?	Are there accommodations already being used in classroom assessments that match the accommodations needed to remove those barriers on the state test?	Is the accommodation allowed for the test or portion of the test noted as a barrier?
Has the student indicated preference in using the accommodation? What input have teachers or parent/guardians had?	Are there accommodations that could be made available to the student in the classroom that are not available currently that would remove barriers to the test?	Are there consequences for using the accommodation?

Student Characteristics

- Student characteristics and access needs impact the selection of accessibility features and accommodations

- Accessibility features and accommodations should **remove barriers** to learning

Student Characteristics → Access Needs → Accommodations → Valid measure of what the student knows and can do
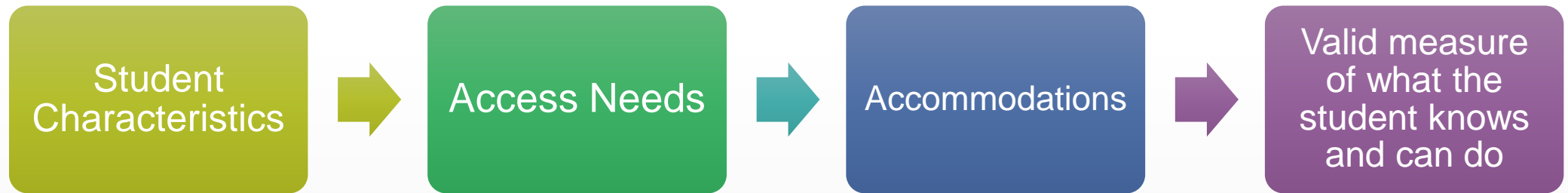
Individual Test Characteristics

Examine the tasks students are being asked to do on the PARCC assessment

Characteristics of the assessment

Assessment tasks and classroom assessment tasks similarity

Assessment accessibility feature/accommodation similarity

Existing barrier removal by using accessibility features/accommodations

PARCC Accessibility Features and Accommodations Policies

Guiding Questions for Accessibility Feature and Accommodation Selection

- What are the student's learning strengths and challenges, and are these based on language needs, a disability, or both?

- Which accessibility features and/or accommodations are regularly used by the student during instruction and assessments?

- What difficulties did the student experience when using accessibility features and/or accommodations?

- Should an existing accessibility feature and/or accommodation be implemented differently?

- What specialized instruction is required by the student to achieve grade-level or course content Common Core State Standards?

Dissecting Specific Accommodations

Guidance for Specific Accommodations

- **Read Aloud for ELA/Literacy Assessments (SEDS)**

  - Text-to-Speech, ASL Video, Human Reader/Human Signer (PARCC ELA)
    - Student uses a human reader, human signer, or text-to-speech function to hear the test questions and passages read aloud for ELA/Literacy assessments
    - Intended for a very small number of students with print-related disabilities who would otherwise be unable to participate in the assessment
    - Student's disability severely limits or prevents their ability to access printed text by decoding
    - Not intended for a student reading somewhat (i.e., moderately) below grade level
    - Observable repeated attempts to teach the student how to decode printed text

Guidance for Specific Accommodations

- **Calculation Device on Non-Calculator Sections**

    - Calculation Device and Mathematics Tools (on Non-Calculator Sections)

        - Provides access for students with a disability that severely limits or prevents their ability to perform basic calculations

        - Student is unable to perform single-digit addition, subtraction, multiplication, or division

        - Student's inability to perform math calculations is documented in evaluation summaries from locally administered diagnostic assessments

        - Student receives ongoing, intensive instruction and/or interventions to learn to calculate without using a calculation device

Guidance for Specific Accommodations

- **Text-to-Speech for Mathematics**

  - Human Reader/Human Signer Accessibility Feature for Mathematics
    - Student uses a human reader, human signer, text-to-speech function, or audio file to hear the test questions
    - Students should be grouped together with those taking the same test form
    - Human Reader for mathematics is an accessibility feature
    - Refer to Appendix B in the PARCC Accessibility Features and Accommodations Manual

Unique Accommodations

- Students may require a unique/non-standard accommodation that is not listed on the IEP, and does not change the construct being measured by the test

  - Request forms should be completed and submitted to the OSSE Assessment Team at least four weeks prior to school testing

  - 2020-21 Unique Accommodation Request Forms can be found on the OSSE website

  - Unique Accommodations are intended to support the student's ability to perform on a statewide assessment

    - Requests that could potentially invalidate a student's score will not be approved (e.g. testing units over multiple days)

Questions

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